



**Hugh Joicey C of E First School, Ford**  
**We will grow well, flourish and live life in all its fullness - John 10:10**

### **Feedback and Assessment Policy 2021-22**

**Church of England Vision:** As a Church of England School we consider how our approach to Feedback endorses Removing Disadvantage, Character Education, Well-being, Stretching the Most Able, Teaching and Learning and Assessment.

**‘Feedback is one of the most powerful influences on learning and achievement’**

(Hattie and Timperley 2007, Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81–112 )

**Ref: Teacher Feedback to improve Pupil Learning - EEF 2021**

**We should always start by asking ourselves, ‘why are we giving this feedback?’:**

- To motivate the child
- We can see an opportunity to move learning on by:
  - o Addressing a misunderstanding
  - o Reinforcing a skill or key piece of information
  - o Extending a child’s understanding or ability to do something

#### **Types of feedback**

Sometimes lots of children would benefit from a next step comment; other times, no one will. As a school, we encourage you to use your professional judgment to decide when is the right time to provide verbal feedback, to surface mark, when it needs highlighting, or when a next step comment is the right approach.

**This judgment needs to be based on what will most positively impact that child's progress.**

- **Teachers’ timely intervention**
- **Light marking of work.**
- **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils is required to strengthen the teaching and learning process in order to accelerate and deepen learning.
- **Self-assessment and peer assessment**
- **Strategic minimal marking** -incorporate feedback time into the lessons e.g using visualiser, mixed ability pairs, feedback to the whole class on common mistakes.

### Principles:

- ★ High quality instruction is always provided first.
- ★ Formative assessments are required to set the learning intentions.
- ★ Be specific.
- ★ We want pupils to welcome feedback as constructive and show they are using it to close the feedback loop.

### In developmental marking:

- Feedback comments **must be phrased to require a response** by pupils, at an appropriate level of challenge, and **such tasks must be completed by pupils in blue pen.**
- Misspelled common exception words will be underlined.

### Formal - summative assessment

- White Rose Maths end of Block assessments
- PIRA - reading tests termly
- Read Write inc Phonics assessment - half termly by Reading Leader
- Phonics screening Y1 and Y2 retake
- KS1 SATs
- Y4 tables test
- Weekly spelling and times tables tests - KS2
- Times Tables Rock Stars to chart progress
- End of unit teacher assessment in each subject to identify which children have met the objectives, those who have not met the objectives and those working in Greater Depth. These inform the next unit of learning.

### Self-assessment

If a Learning Objective refers to Success Criteria –children have access to these so the child can self-assess against all aspects.

### Peer Assessment

Where peer assessment has been appropriately introduced, pupils will identify positive aspects of work and suggest areas for improvement.

### Responding to comments

Pupil written responses to comments and self editing should be made **in blue** – so that it is clear they have been completed.

### Giving effective feedback to pupils.

Effective marking is a key tool in providing feedback to pupils in order that they are clear in what they can do well and what they need to do to improve.

- **Specific Achievement** feedback identifies specific aspects of successful attainment and or progress. This relates directly to the Learning Objective / Pupil self-assessment target set for the individual.

- **Specific Improvement feedback** identifies where mistakes or misconceptions lie and how work can be improved.
- **Specific Extension feedback** identifies where further understanding can be explored, to deepen learning and further extend *higher order thinking*.

#### **Feedback should:**

- Be positive, specifically identifying what has been done well. (verbal or green if written)
- Identify an area for specific improvement followed up with an improvement task .....(verbal or pink if written)

Feedback tasks should maintain challenge for individual pupils, yet be easily executed and brief, enabling pupils to move forward, and be aware of how they are improving. e.g

- Refine a teaching point to consolidate or reinforce understanding.
- Extend understanding to deepen learning or raise to a higher level of thinking
- Address misconceptions
- Pick up errors if apparent
- Address incomplete work and presentation issues
- Focus a need for practice – e.g. times tables, attention to place value, spellings,

#### **Pupil Response to Feedback**

- In each class *time must be given to teaching pupils to respond to feedback and marking*. This process will look different across each year group, increasing with independence and complexity with maturity and skill of pupils.
- By the end of Year 2 most pupils should be able to locate, access and execute simple response tasks independently. They should *know what they are doing to improve their learning*.
- Pupils with SEN Support Plans will need adult support and time to do this.

#### **SEN and Inclusion**

Effective feedback and marking must be accessible to all pupils and will reflect their individual needs and abilities. This may mean having to support pupils to read comments, and may mean recording verbal feedback and responses. Such requirements should be identified in a pupil's Support Plan.

**Signed**

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**Review Date: September 2022**

**Appendix 1 Marking Prompts**

✓ correct

. check again

**SP** spelling mistake

Word underlined common exception word/grammatical error/doesn't make sense so read again

**Assessment prompts**

**V** Verbal feedback - when a teacher/TA has intervened to refocus or advise

**I** Independent work

**S** Supported work

**G** Guided/ Teacher-led

