Assessment and Feedback Policy

2019 – 2020

Prepared by Fionna Byrne and Lyndsey Lough 7 October 2019

Approved by Children and Learning Committee 7 October 2019
Assessment and Feedback Policy

Rationale

The purpose of this policy is to outline how we assess pupils and offer feedback in line with school development and how we believe feedback will not only sustain the standards of attainment here, but increase and accelerate the progress for all our pupils. This policy intends to:

- make clear our vision of the role of feedback as part of teaching and learning at Thames Ditton Junior School
- provide guidelines for the implementation of the policy
- make transparent the procedures in place for evaluating feedback practices
- define responsibilities in relation to feedback
- provide definitions and purposes for different feedback strategies

In relation to assessment, the key purpose is to promote aspirational, but achievable, standards for all children. Assessment is a fundamental part of teaching and learning, and is an on-going process. It should help teachers to know where a child is, to plan work to the child’s level of attainment and ensure progression. Assessing pupil progress is an integral part of all teaching and learning.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of individuals;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child’s learning;
- to contribute towards building a picture of teacher effectiveness;
- to prepare pupils for life beyond this school and their assessment journey.

Fundamental Principles of Feedback

At TDJS we recognise the importance of feedback as an integral part of teaching and learning. We are mindful too of the research surrounding effective feedback and the workload implications of written marking, as well as the research from cognitive science regarding the fragility of new learning.

Spearheaded by the Education Endowment Fund’s principles, we know that all feedback should:

- enable individual pupils to make progress in their learning by redirecting or refocusing action
- relate to shared and engaging learning objectives and be specific, accurate and clear
- be underpinned by confidence that every child can improve with the right teaching
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
• involve both teacher and pupils reviewing and reflecting upon learning
• lead pupils to recognising the ‘next steps’ in their learning and how to work towards achieving these
• offer parents and families the information about where their child is and their next steps in learning
• enable teachers to plan more effectively
• provide the school with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels

How we do it here:

Teachers and support staff are responsible for carrying out acknowledgment of pupil work. We do this sparingly so it is meaningful. This may be verbal or recorded: ticking work in books, taking photographs of excellent art work, PE outcomes and/or celebrating homework. Teachers will plan and teach whole class feedback lessons which inform pupils how to improve which they do through editing process. Teachers organise and carry out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes are shared with pupils as part of an ongoing dialogue with them about their progress. The outcomes and analyses of summative assessments are reported to the assessment leader and used as a basis for tracking meeting. The assessment leader works closely with the deputy headteacher and headteacher to undertake whole school analysis. Governors receive key information about pupil progress and attainment, including current standards and trends over time.

In practice:

<table>
<thead>
<tr>
<th>Type</th>
<th>What it looks like</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>Immediate</td>
<td>• Teacher gathering feedback form teaching within the course of the lesson including mini whiteboards, books etc&lt;br&gt;• Individuals or small groups&lt;br&gt;• Verbally for immediate action&lt;br&gt;• Use of teaching assistant to provide support or further challenge&lt;br&gt;• May redirect the focus of teaching or the task</td>
<td>Discussion with teacher&lt;br&gt;Drop in/learning walk&lt;br&gt;Book look&lt;br&gt;Pupil voice</td>
</tr>
<tr>
<td>Summary</td>
<td>• End of a lesson or activity&lt;br&gt;• Whole groups or classes&lt;br&gt;• Opportunity for evaluation of learning in the lesson&lt;br&gt;• Self or peer assessment&lt;br&gt;• Could be a quiz, test or score in a game&lt;br&gt;• May guide a teachers further use of feedback focusing on areas of need</td>
<td>Discussion with teacher&lt;br&gt;Drop in/learning walk&lt;br&gt;Pupil voice</td>
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</tbody>
</table>
| Feed forwards  | • For writing lessons, the feedback about strengths and areas for development will be through proof reading and editing | Discussion with teacher<br>Drop in/learning walk<br>Book look – purple polishing editing will be seen | (the next step is the)
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<tr>
<th>next lesson</th>
<th>There may be immediate ‘do this now’ to address or misconceptions will be weaved into the teachers subsequent teaching</th>
<th>Pupil voice</th>
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<td>Summative</td>
<td>End of unit tests or quizzes</td>
<td>Discussion with teacher Test results Book look</td>
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This policy aims to ensure that feedback is:

- Consistent across the school
- Frequent
- Purposeful
- Positive
- Constructive
- Moves learning on rapidly
- Used by children to evaluate and improve their work/learning during a lesson/learning activity
- Acted upon by children in a sustained way and improvements are evident in work
- Well focussed
- Diagnostic – identifies how successful children have been in meeting Learning Objectives, where and how to improve and progress towards targets
- Consistently high-quality and ensures that pupils make rapid gains in progress
- Systematic
- Manageable for teachers and their workload
- Supportive and challenges all pupils to make precise improvements to their written or oral work

Pupils receive guidance on what feedback codes look like in their books:

![Feedback Codes](image)

**Guidance for teachers**

**Proof reading and editing in writing lessons**
Most writing lessons will eventually be followed up with an editing lesson where children receive whole class feedback about strengths and areas for development and direct teaching to help them identify and address their own weaknesses. For now, we are moving slowly towards this and will do it weekly after a significant piece of writing. Teachers will have looked at pupils' work soon after the previous lesson and identified strengths and weaknesses, looking at both the technical accuracy of the writing; spelling errors, punctuation omissions, and other transcription mishaps as well as things to do with the sophistication of the writing; the actual content. Where individual children have done particularly well or badly at something, teachers will make a note and use these in the lesson as a teaching point.

The editing lesson will be divided into two sections:

- **proofreading**
  - Changing punctuation, spelling, handwriting and grammar mistakes.
- **editing**
  - Improving their work to improve the composition.

The proofreading section will usually be short: about 10 minutes or so, whereas the editing element may take the rest of the lesson.

The teacher will share extracts from a variety of pupils' work, using either the visualiser or by typing out a couple of lines and displaying them on the interactive whiteboard, at first showing good examples of work. For example, within the proofreading section, the teacher might showcase someone whose letter heights have the ascenders and descenders just right, then ask pupils to look at their work and rewrite one sentence from it, really making sure they are paying attention to letter heights. This will be in purple polishing pen. Then s/he might share a section of text with poor punctuation (usually anonymously) and reteach the class the various punctuation rules. This explicit teaching is really key so misconceptions don’t continue. They might then point out some spelling errors that several children are making, and remind children of the correct spelling and how to remember it. Children will then have a short period of time to proof read their work, checking for similar errors and putting them right. Children sit in mixed ability pairs and support each other in the identification and correction of mistakes.

Within the editing section of the lesson, for example, the teacher might show a different couple of pieces of work where children have described a character very well, pointing out what it is that has made the description so vivid. The teacher might then share a less good example which might be from an anonymous or fictional piece. The children would then suggest together how this might be improved. Then in their pairs they read together each other’s work, and suggest improvements, alterations and refinements which the author of the piece then adds – in purple polishing pen to help the teacher see what changes the child has made. Best practice is for the books to be one on top of the other for focus, and only the child whose book is in use holds the purple polishing pen and can edit. The partner is for verbal feedback only.

**Intervening when children find editing hard**

A few children will need more support than this in order to be successful at improving their own work. Younger children in Y3 perhaps in particular may need more support as they learn to become more independent, although many young children are quite able to edit and proof read independently after excellent teacher modelling.

As with all intervention, teachers should always seek to use the minimal level possible, only escalating to the next level if the child still needs further support. Some children may need a gentle prompt to
narrow down their focus when looking for mistakes, for example a written comment alerting them that there are some missing full stops, without telling them how many or where. Or a simple pointer – ‘description’ perhaps or ‘ambiguous pronouns’ or ‘figurative language’ or ‘and then’ with a cross through it. This would be in addition to, and not instead of, the teacher modelling editing for these before the independent section of the lesson. Others might need even more support and need to be provided with clues to help them. For example, the teacher might need to draw a yellow box around a section of text to narrow down the search area for the pupil, alongside the comment that there are speech marks missing or tenses jumped or the same sentence structure over-used. Or they might need to write a comment at the end saying there are 8 run-on sentences or 5 instances of non-standard English.

Where mistakes are deeply entrenched, or the children are young and lack confidence, the teacher may need to do some direct work modelling how to overcome these: for example, to clear up the confusion with apostrophe use. The teacher might set a group of children an editing challenge based not on their own work but on a fictional piece of work with only one, recurrent error. An adult might then support the group in identifying where apostrophes do and do not belong. They might do this instead of editing their own work or as a prelude to it, depending upon their learning needs. But what the teacher is not doing is using a marking code that does all the error identification for the pupil as this takes away any responsibility from the pupil at thinking hard about how to improve.

**Assessment in our school**

Assessment criteria are derived from our school curriculum, which is composed of the National Curriculum and our own school curriculum. The assessment criteria are arranged into a hierarchy which set out what children are expected to have mastered by the end of each academic year. Assessment judgements are moderated by colleagues in school and by colleagues in other schools, including within the ELT, to ensure our assessments are fair, reliable and valid. Robustness is key here, ensuring that teachers can benchmark effectively.

Each pupil will be assessed against age-related expectations and will be able to demonstrate that they are either working towards the expected standard (WTS), meeting the expected standard (EXS) or working at a greater-depth standard (GDS). For some pupils, opportunity to master age-related skills and knowledge will be planned. Assessment judgments are recorded and backed by a body of evidence using observations, records of work and testing.

**Feedback is key for formative assessment. What is it?**

Day-to-day, minute by minute, ongoing assessment based upon how well pupils fulfil National Curriculum learning objectives. It is about providing feedback and involving pupils in improving their learning.

<table>
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<tr>
<th>Strategy</th>
<th>Purpose</th>
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<tr>
<td>Planning: Identifies valid learning and assessment objectives from the National Curriculum that ensure differentiation and progression in the delivery</td>
<td>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and may contain</td>
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<tr>
<td>Sharing learning objectives with pupils:</td>
<td>assessment annotations about pupils who need more help or more challenge</td>
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<td>----------------------------------------</td>
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<tr>
<td>Pupils know, understand and engage with the learning objective for every task</td>
<td>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives</td>
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<th>Pupil self-evaluation and peer evaluation:</th>
<th>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil’s perspective</th>
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<td>Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers’ achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process</td>
<td>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement</td>
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<th>Feedback:</th>
<th>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teachers, support staff and parents informed of individual needs; provides a full record of progress</th>
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<td>Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or in written form</td>
<td>Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily</td>
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<th>Target setting:</th>
<th>Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis alone on an external reward ethos</th>
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<td>Targets set for individuals, over time, for ongoing aspects – e.g. writing</td>
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<th>Celebrating Achievement:</th>
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‘If we think of our children as plants…summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth.’ (Shirley Clarke, Unlocking Formative Assessment)

In 1998, Paul Black and Dylan Williams (University of London) were commissioned to find out whether or not ‘formative’ assessment could be shown to raise levels of attainment. The key findings of their research which underpin our approach here at TDJS were: ‘Improving learning through assessment depends on five, deceptively simple, key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils;
- the need for pupils to be able to assess themselves and understand how to improve.’
**SATs and summative assessment**

Summative assessments are completed at the end of a topic or unit of learning and provide a measure of progress. They indicate how much children have learned and retained up to a particular point in time.

Each academic year, all year groups complete tests in reading, EGPS and mathematics. For Years 3, 4 and 5, summative assessments will be administered mid-year and end of year. Year 6 conduct a different assessment cycle, with additional opportunities for pupils to complete assessments; this is to prepare students for the end of key stage statutory assessments and to also provide teachers with more frequent assessment data.

Every term, the head teacher and assessment coordinator hold tracking meetings with each member of teaching staff to collaboratively evaluate the data; overall whole-class progress is monitored and discussed, as well as the progress of different groups of learners and individual pupils. Gap identification is key and strategies to address these are actioned (i.e. TA deployment, intervention programs, additional learning resources).

If a child is absent during the SATs or termly summative assessments, they need, as far as possible, to complete the tasks on their return.

Summative assessment records are stored on the school's staff drive, on SIMS Assessment Management, on pupil end of year reports, in pupil folders in the office, in classroom filing cabinets and in teacher mark books (i.e. weekly mental maths/ spelling scores).

**Assessment of Pupils with SEND**

Some pupils with SEND will complete alternative/ additional assessments, in order for teachers to gain a more accurate understanding of their attainment and progress; this particularly applies to pupils who are working significantly below ARE (age related expectations).

Wherever possible, the assessments used will provide data which can be compared to/ correlated with the data obtained for mainstream pupils. It may also be appropriate for some pupils with SEND to sit the mainstream assessments, but with extra adult support in place.

Some examples of additional testing that may be carried out are phonics screening checks, reading ages or recognition of high-frequency words.

**Reporting to parents**

Parents receive an end of year written report which include results of statutory tests and assessments (Year 6) and gives information relating to progress and attainment. Children are assessed against a range of statements in each subject, and their effort in each subject is also indicated. In the core subjects, a written comment is also included and a next step target for improvement is highlighted.
Parent consultations are held three times per academic year so that parents can discuss how well their child has settled and be involved in the target setting process. In addition to this, parents can also request an appointment to discuss the progress of their child at any other point during the year.