

ASSESSMENT AND FEEDBACK POLICY

Reviewed: 04.12.24

Next review by: 31.12.26

1. ASSESSMENT

Aims

The aim of all assessment is to secure and improve learning and outcomes for all pupils.

Purposes

Assessment at Manor Junior School serves 4 different purposes:

Level 1. Day-to-day. To inform subsequent lessons and next steps in learning. Day-to-day assessment allows teachers to identify focus children/groups for subsequent lessons and to adapt their planning and teaching according to children's day-to-day progress.

Level 2 Regular. Assessment against objectives taught will be used to inform changes to planning and teaching. It will also inform teachers' end of term and end of year judgements.

Level 3. Periodic – termly. Assessment against objectives on Insight is used by teachers, SLT, Subject Leaders and governors to identify patterns and trends and to identify areas of future development for specific groups.

Level 4. Periodic – end of Key Stage and start or end of year. Data collected from Standardised Tests, Statutory Assessment Tests and Teacher Assessment Frameworks is used by SLT, governors, DfE and OFSTED to compare groups and measure progress.

Format

LEVEL 1: Day-to-day.

This includes observation, listening to responses to questioning, oral feedback to and from pupils etc; through daily book/ work check to establish successes, weaknesses and identify groups and tasks for the following day; to quizzes, tests and mini-assessments. Notes will be made on teachers' weekly plans regarding day-to-day assessment for learning.

LEVEL 2: Regular.

Teachers will regularly assess children against the objectives on Insight, marking them as:

1. Taught, but not yet understood
2. Some evidence, but not yet on track
3. On track
4. Exceeding

'On track' means that the child is on track to have achieved that objective by the end of the academic year. They have kept up with what has been taught so far.

These objectives are taken from the Hampshire Assessment Model for Reading, Writing and Maths and the assessment statements for Foundation subjects.

This should be updated by teachers when they feel they have enough evidence to assess against an objective. This is likely to be at the end of each Maths or English unit, so will be around twice each half term.

LEVEL 3: Periodic – termly.

Teachers will make a summative judgement in Reading, Writing and Maths by the data drop date each term (three times per year). They will mark each child as:

1. Below
2. Working towards
3. On track
4. Exceeding

Teachers will use Level 1 and Level 2 assessment to make these judgements.

Year 6 teachers will administer mock SATs tests in the Autumn and Spring terms and use scores from these to help to inform their termly judgements. They will also use question-level analysis to determine how future planning and teaching may need to be adapted.

Standardised tests in Reading, Maths and Spelling will be administered to Years 3, 4 and 5 in accordance with their instructions early on in the Autumn term and scores recorded on Insight. This will provide teachers with a baseline and allow them to see any gaps in knowledge or skills early on in the academic year. Results can also be used to measure progress against end of year tests.

LEVEL 4: Periodic – end of year and end of Key Stage.

Teachers will use Level 1, 2 and 3 assessments to make an end of year summative judgement for each child in Reading, Writing and Maths. This will form the third and final data drop of each academic year.

They will mark each child as:

1. Below
2. Working towards
3. On track
4. Exceeding

Standardised tests in Reading, Maths and Spelling will be administered to Years 3, 4 and 5 in accordance with their instructions in the Summer term and scores recorded on Insight. Results can be used to measure progress against Autumn term assessments and to help to inform teachers' end of year judgements in Reading, Writing and Maths.

Year 6 children will take SATs tests in Reading, Maths and Spelling, Punctuation and Grammar. Year 6 teachers will assess each child against the Teacher Assessment Framework (TAF) for Writing and Science.

2. Feedback

Aim

The aim of feedback is to enable pupils to make good progress in their learning.

Purpose

To provide timely intervention to enable a child to understand how to move on in their learning. Evidence¹ shows that giving effective feedback to pupils dramatically improved their progress. Effective feedback is about what Dylan Wiliam calls “responsive teaching”. It is about teacher intervention/planning/ grouping etc. and also about pupils responding to information about their progress and becoming owners of their own learning. “If the feedback you offer your students doesn’t include guidance and direction on HOW to improve, it won’t make a difference.” Guskey (2017)

¹Daisy Christodoulou Making Good Progress? The Future of Assessment for Learning p19.

Format

Teachers should feedback to pupils in an appropriate, effective and timely manner.

Children should have regular feedback from their teacher which provides them with guidance on how they can make progress in their learning. This will be provided in various formats, but will include:

- Verbal feedback during most lessons
- Written feedback on work in some lessons, as appropriate and only if it will aid progress
- Use of marking symbols on longer pieces of writing (including final outcomes for English units) which guide children to evaluate and edit their work

Children should always be given time to respond to verbal or written feedback as appropriate, either within a lesson or following it. This will be evident as subsequent work will show progress based on this feedback, or children will have used a purple polishing pen to make changes.

All English and Maths work (except Early Morning Work) will be ticked in green pen to acknowledge that it has been seen by the teacher. Supply teachers will use their initials.

Live marking

Teachers should aim to give feedback to as many pupils as possible during each lesson. If children are recording in books, teachers will use a green pen to mark as they speak to children, using the marking symbols in Appendix 1 as appropriate.

Live marking should be used as much as possible as it has the following benefits:



- Teachers can address misconceptions and errors within a lesson, rather than after it
- Children evaluate their work and make immediate improvements
- Children’s efforts are acknowledged
- Teacher workload is well-managed as most formative assessment is done during the lesson rather than after it

Pupil self-assessment and peer feedback

Peer- and self- assessment can be a useful tool. Pupils who mark and immediately correct or respond to their own work will benefit more from this than having their work marked, feedback written, and books returned later. Pupils may self-mark (in purple polishing pen) when appropriate and as much as possible, as this aids them in taking ownership of their learning and provides instant feedback.

More complex feedback, including effective peer feedback, needs to be taught. Suggestions for formats etc. for this can be found in the guidance in Appendix 2.

Appendix 1

	<u>Manor Junior Marking Symbols</u>	
sp	spelling error	
C	capital letter missing	
P	punctuation error	
^	missing word or punctuation	
//	new line/paragraph	
✓	correct application of success criteria	
G	guided work/shared writing	
TF	teacher feedback given verbally	

Appendix 2 – Guidance Notes

Effective feedback (Level 1)

Feedback needs to be either:

- About something which the child already knows, but needs reminding of. If the same feedback is repeatedly being given, then the teacher needs to consider why this is. If it is negligence on the part of the pupil, then the teacher needs to set higher expectations and insist that work is not submitted without them.
- About something that the child does not already know, or is missing a key skill necessary to achieve (e.g. being unable to decode would prevent them from using inference, but the problem is the decoding – not the inference.) In this case, the feedback would take the form of direct teaching and/or task modification or support.

An example of ineffective feedback would be to tell a pupil, “You need to use more full stops.” This will only be effective if the teacher is confident that the child already understands when to use full stops and was just being careless and needed reminding. For many children, this feedback (even if from a list of success criteria) would be pointless as if they knew how to use full stops, they would

have used them. If a child fails to use full stops or uses them incorrectly then deeper assessment would be needed by the teacher to establish what the reason is, rather than repeatedly trying to get them to put full stops in their writing. A sequence of taught skills would need to be planned to enable the child to reach this target.

Peer feedback

Things to help with peer feedback:

1. Editing stations. Place materials that will help with specific aspect of editing writing on each table (eg word banks, spelling lists, thesaurus, dictionaries). Each table is for a different focus eg varying sentences, using adverbials, checking spelling, improving word choices etc. Pupils help themselves and each other as they move around.
2. A good video to show them is Austin's butterfly which shows how to give helpful and explicit feedback.
3. FISH: assessment should be Friendly, Informative, Specific and Helpful.
4. ACE feedback: A – Agree/accept. Tick the work where you accept what is written. Double tick any particularly good parts. C – Challenge. Something doesn't seem right? Challenge it, identify with a ? and ask a question at the end of the work. E – Extend. Does something need more information or detail? Perhaps some explanation or example is needed? Identify with a an * and ask a question or make your point at the end of the work. (This can be extended to SpACE feedback Sp – Spelling. Check the work for spelling mistakes and underline with a wiggly line any that you think might be (or are definitely) wrong.