Policy on
Feedback and assessment

Bigland Green Primary School

Introduction

This policy was developed during autumn 2021 in consultation with staff, pupils and parents. At Bigland Green, feedback is a key component of teacher assessment. Feedback and assessment are interconnected, and are part of the cycle of review of pupils' learning and the progress that they make. Progress is pupils learning more and remembering more.

Feedback

Feedback is information given to the learner about the learner's performance relative to their learning goals or outcomes. Feedback aims to bring improvement in pupils' learning by redirecting or refocusing the learner's actions to achieve a goal, by aligning effort and activity with the intended outcome.

At Bigland Green, feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. Children can also receive feedback on their learning from their parents although it is likely to be different from feedback received from teacher in some aspects. This policy covers feedback that pupils receive at school from their teachers[1] and peers.

Key principles for feedback

The bedrock to feedback at Bigland Green include the following.

- Feedback will focus on the learning, subject and self-regulation strategies and provide specific information on how to improve.
- Feedback will be given during, immediately after and some time after learning.
- Feedback will be from adults and peers. Some feedback will be through digital technology and assessment tasks.
- Feedback will be given when things are correct and not just when they are incorrect.
- Written comments will only be used where they are accessible to pupils according to age and ability.

Within these principles, the school aims to make use of the good practice approaches outlined by research[2] to ensure that pupils are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Pupils must understand what they are learning in order for feedback to be effective. At Bigland Green this is achieved by the learning objective being shared at a point where it is best for the pupils. Success criteria are also developed/shared and discussed with pupils in the following ways:

- success criteria after appropriate modelling from the teacher for a new unit of learning, particularly for older pupils;
- pupils creating, correcting or reordering success criteria when appropriate, and;
- seeing the processes leading to an end product, and identifying success.

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[1] The word 'teachers' includes staff members who are involved in teaching in different roles and includes teaching and learning support assistants.

[2] Teaching and Learning Toolkit, Education Endowment Foundation; What research says about giving effective feedback to students, SEL Research Brief, February 2020; Co R et al, What makes great teaching?, The Sutton Trust

All pupils' learning is reviewed by teachers at the earliest appropriate opportunity so that it might impact positively on future learning. When learning is reviewed, it is acknowledged in pupils' books or recorded as appropriate using the agreed marking codes.

Pupils are given opportunities to compare their learning with the learning objective in the following ways:
- pupils can articulate to peers and teachers their understanding of the task and how it links with the learning objective, and;
- mini plenaries and the use of visualisers which enable pupils to analyse examples for success or improvement and further opportunities to magpie ideas.

Pupils are given opportunities to edit their learning, usually in green pen, to improve by providing a range of feedback prompts. Reviewing and improving are ongoing through self and peer assessment also in green pen. Younger pupils may achieve the same through repetition and by emulating others around them.

Approaches to feedback at Bigland Green

All learning will be acknowledged in some form by teachers. This may be through the use of the marking codes (appendix A), verbal or written feedback.

In the EYFS (early years foundation stage) and in Key Stage 1, feedback will only lead to written comments for those pupils who are able to read and respond independently. In some cases, the marking code may be used where this is understood by pupils. Where pupils are unable to read/understand such comments, these will be shared verbally with pupils at the next appropriate opportunity. Feedback given can be recorded in the observations.

In Key Stage 2, the agreed marking codes and comments will be used where meaningful guidance can be offered and where it has not been possible to provide during the classroom session. Pupils will use a green pen to edit their learning. Where a pupil has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment to each pupil.

In most cases, written comments will be focussed on extended pieces of written learning, or extended tasks. These will allow pupils' achievements to be recognised and provide further guidance for future learning.

The approaches to feedback at Bigland Green aims to equip pupils with the knowledge and understanding so that they are able to identify how they can improve and further their learning as they move through the school.

Feedback in practice

It is vital that pupils' learning in lessons is evaluated and the insights obtained are used to reinforce long term memory and adjust future learning. At Bigland Green, feedback occurs at one of three common stages in the learning process.

1. Immediate feedback – when the learning is in progress e.g. during the lesson
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments and assessment tasks where appropriate)

The school accepts research finding that the feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. However, the importance and impact of summary and review feedback which may happen at a later stage are equally important. Research shows that this helps learning to move to pupils' long term memory, and that pupils are able to build on their prior learning and apply their knowledge in a meaningful manner.

Appendix B provides examples of these practices in action.

Types and purposes of assessments

Bigland Green uses three main forms of assessment as follows that are interlinked to the three types of feedback mentioned above.

1. *Informative assessment* – Teachers use this to assess if the teaching provided is helping pupils to know more and remember more (e.g. make progress). Examples of this type of assessment at Bigland Green include:
   - Providing immediate feedback
   - Questions and answers during lessons
   - Regular short re-cap questions/quizzes
   - Marking using the agreed codes and providing written feedback as appropriate
   - Quick evaluation (scanning) of learning to check sequencing and possible adjustments to future learning to be provided

2. *Summative assessment* – Teachers use summative assessments to assess if the content taught is being deeply embedded in long-term memory. The insights gained allow them to sequence further learning without overloading the working memory and providing spaced repetition for 'overlearning'. Examples of this type of assessment at Bigland Green include:
   - End of topic or unit tests (short)
   - QLA (question level analysis) using PiXL[3] material

3. *Standardised tests or national assessments* – These assessments show the impact of the school's curriculum and how well pupils are doing across the school in comparison to the national picture.
   - Reception Baseline Assessment (RBA)
   - Early Years Foundation Stage Profile (EYFSP)
   - Year 1 and 2 phonics screening
   - Year 4 multiplication tables check
   - Key Stage 1 and Key Stage 2 SATs[4]

The use of informative and summative assessment

The table in appendix C shows the key aspects of the three major types of assessments carried out at Bigland Green. These expectations are reviewed by the school leadership team in July each year. The aspects mentioned are essentials and teachers have the freedom to include other assessment activities that they consider are useful with the approval of their team leader. Any adjustments must be for the whole year group rather than for a set or a class.

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[3] PiXL (Partnership in Excellence) is currently the main intervention used in KS2 and is expected to be used in KS1
[4] SATs – Standard Assessment Tests

Summary of implementation

English and Mathematics

Every piece of English and mathematics learning is to be reviewed using the agreed marking codes.

In general[5], once a week each pupils' English and mathematics books to be marked with a next step – clearly stating what needs to be done next to improve further or to consolidate. When appropriate an acknowledgment can be given about what has been done well. However, the next steps must be 'fit-for-purpose' not formulaic. For example, there may be no next step marking during the imitation[6] and immersion[7] stage in English and more frequent during the innovation and independent application phases. Furthermore, some Year 1 pupils may not be able to access written 'next steps'.

Other subjects

For science and foundation subjects - every piece of learning will be reviewed using the agreed marking codes as appropriate. For example, a different approach may have to be taken for PE and music and be age-appropriate for the pupils.

In general, each half-term, at least two pieces of learning for science and two other pieces of learning in foundation subjects (4 pieces in total for each pupil) will have next step - stating what needs to be done to improve further or consolidate, and when appropriate what has been done well.

Pupil self-evaluation

In general, pupils will have at least a weekly opportunity that is planned to assess and evaluate their own learning and respond to 'next step' marking for at least 5 minutes. This will be carried out in green pen. Younger children may evaluate and respond verbally. Pupil self-evaluation and response to 'next step' marking may be carried out in any curricular area.

During class time pupils' understanding of learning will be checked using an agreed method which will be adopted by the Year group to ensure consistency. This is likely to vary across the school as pupils may respond differently to assessment methods depending on their age and understanding.

Other

Supply teachers will initial with 'supply' and review learning using the agreed marking codes. Supply teachers will be guided by a SLT member in terms of what particular learning should be marked. When an absence is pre-planned the classteacher will leave instructions for the cover/supply teacher.

Assessment of pupils with SEND (special educational needs and disability)

Assessment at Bigland Green aims to contribute to the early and accurate identification of pupil's educational needs. Assessment of SEND pupils draws on the on-going informative and summative assessments while incorporating the views of parents, the pupils and outside agencies. SEND pupils have short and long term learning outcomes that are used to make assessment of their progress linked to their personal targets.

Use of moderation and agreement trialling

The school currently works with a number of partner schools in the local authority (LA) to moderate writing and mathematics at least twice a year. Teachers also attend LA moderation events. There are moderations which take place in teams and key stages internally throughout the year. Teachers in Years 2 to 6 moderate pupils' writing with schools across the LA.

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[5] Teachers are expected to rationalise their decisions about the frequency of 'next steps' instead of instinctively providing feedback at certain intervals

[6] Imitation – includes textual analysis, text map and drama

[7] Immersion – wider reading and drama

Responsibilities for implementation

All teachers and staff members are responsible for the effective implementation of this policy and the expectations of marking as outlined in Appendix B. If staff members require support, then the first point of call is their team leaders. Below is an overview of specific responsibilities.

SLT members and Learning Leaders
- Support effective implementation of the policy by providing clarifications as needed and training and guidance to staff members.
- Ensure that expectations are clear to all staff members, particularly to those who are new to the school or new to their role.
- Provide feedback to TLR members so that they are able to provide the necessary support to individual staff members as required.

TLR
- Provide guidance and support to teachers for effective implementation of the policy.
- Induction to new staff members about the specific expectations in their particular subject areas.
- Gaining a detailed understanding of how effectively the policy and expectations are being implemented by different Year groups and feeding back to the SLT members.

Teachers
- Implement the policy and curriculum expectations fully in their classes (including the sets).
- Make effective use of the assessments to inform and revise planning.
- Use professional judgement to ensure that feedback and assessment are effective as they can be within the broader remit of the school's policies.
- Make effective and appropriate use of the additional adults to support effective feedback and assessments in the classroom.
- Provide feedback to TLR and to the teams.

Support staff (class-based)
- Provide feedback to teachers.
- Follow the school's policy and take the necessary initiatives while working as a strong team.
- Follow the direction provided by line mangers/classteachers.

Monitoring the impact of this policy

The SLT will have the overall responsibility for ensuring that this policy is implemented effectively across the school. The governors will focus on the implementation of aspects of this policy during their learning walks and curriculum visits. The teaching and learning committee of the governing body will discuss and evaluate the impact of this policy as part of the termly review of standards.

Date approved	Signature	Review
December 2021		July 2022

Appendix A ~ Marking Codes

[What are the current codes that are effective. What new codes should be included … thoughts/ comments]

Codes to be used by teachers (all adults)

EYFS	KS1	KS2

Codes to be used by peers (pupils)

EYFS	KS1	KS2
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Appendix B ~ Examples of feedback in action

At Bigland Green, these practices can be seen in the following ways:

	What it looks like when it is provided by an **adult**	Evidence
Immediate	- Address misconceptions immediately and make good use of 'teaching moments'. - Provide scaffolding through the complexity of the task and practical resources supporting the learning. - Support the development of vocabulary – magpie and extending it. - Use of positive reinforcement and celebration of learning in accordance with the school's policy. - Effective use of resources, particularly the adults and the targeted support provided to groups of pupils. - Using all the adults during group learning time. - Allowing scope and time for pupils to think, gather and express their ideas. - Provide verbal feedback while learning is in progress. Review pupils' learning once the lesson has ended and at the earliest opportunity. - Responding to pupils during and after the lesson. - Focus group provided with a 'next step' where needed and as appropriate. - Good examples of learning shared under the visualiser to reinforce learning in class. - Mini plenaries – whole class involved in a short guided teach to address common misconceptions.	- Success criteria to support what pupils are aiming to achieve in their learning. - Pairing up with other pupils who they do not usually learn with. - Pupils sharing methods to whole class. (child modelling.) - RAG system to give peer feedback in books.
Summary	- Tweaking to subsequent lessons after a lesson has been taught. - Marking using the marking codes – pupils to correct an incorrect answer. - Professional discussions with all adults to decide on next steps for each pupil. - NS only used when it is necessary and one which will deepen pupils' learning. Specific to EYFS - Teaching moment at the time and get children to apply in different scenarios /situations 1:1, small group, own choice. - Written observations: date, area of learning, written in a positive way, not making judgements – describing what the children do/know/say. - Next step written in observation – or on plan/focus plan. - Class Books: do not need significance or teaching moment	Editing or through next steps given for the next lesson.

		Evidence
	▪ Shared writing books: may have TM for it, more how language has been scaffolded.	
Review	▪ Teacher or TA to address misconceptions through interventions. ▪ Checking learning through hot and cold tasks/termly assessments. ▪ Pupil voice – asking for pupils to share their learning experiences and using them to support future learning. ▪ Use of pupil voice to inform team planning. ▪ Providing opportunities to rehearse and repeat, as well as apply learning in context. ▪ Looking at the big picture – academic attainment, social skills and overall physical and mental well-being.	▪ Jots in books ▪ Intervention teaching ▪ Edits in books

	What it looks like when it is provided by a **peer**	Evidence
Immediate	▪ Green pen and jottings linked to the marking codes where necessary. ▪ Good use of RAG system. ▪ Verbal feedback – teacher would support by modelling language and feeding back on the success criteria. ▪ Written feedback – as above but peer adds written comments on peer. ▪ Initialled with child's name. ▪ VF when needed (modelled, sentence frames to be accessible to all pupils).	▪ On-going
Summary	▪ Pupils to review and check against the success criteria (provide 1 star and 1 next step). ▪ Pupils have the opportunity to: o Explain to the class/ peer model on whiteboards	▪ Provide 1 star[8] and 1 next step[9] by the end of each unit in English (Y4, 5 and 6)
Review	▪ Reviewing previous learning to compare progress e.g. writers workshop from on term to the next. Pupils can aim to identify what they or their peers are able to do. ▪ Verbal feedback on success. ▪ Any written feedback provided by a peer to include their full name.	▪ Teachers' planning show opportunities for peer feedback

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[8] 1 star – something that has been met in relation to the success criteria.
[9] 1 next step – an improvement in relation to the success criteria.

Appendix C ~ Key aspects of assessments

	Informative assessment	Summative assessment		National assessments/
EYFS (Nursery & Reception)	The majority of the evidence will be formed by the practitioners' knowledge of the child gained from observations and insights. Not all observations are formally recorded.	School baseline assessment for Nursery during the first half of the autumn term. Phonics tracking information (PTI) is also used. Review of pupils with SEN and disabilities.		On-entry assessment for Nursery. Reception Baseline Assessment (RBA). EYFSP.
KS1 (Years 1 and 2)	Teachers providing verbal feedback to focus groups.	Termly phonics tracking information.		Phonics screening KS1 SATS
KS2 (Years 3, 4, 5 and 6)	Using starters and plenaries to provide guidance and support for learning. Modelling and use of examples to up-level learning. Providing immediate corrections (verbal + written) where necessary. Effective use of the marking codes to provide feedback. Next step marking as appropriate (see below). Planned teaching of expectations in calculation policy. Feedback in foundation subjects is linked to subject specific knowledge. Information gained from various feedback is used to complete a KPI for reading, writing, mathematics and science (on-going)[10].	'Cold task' at the beginning of unit to be used for planning the learning. WMK[11] to be used for assessment of foundation subjects. Termly analysis of QLA. Termly attainment and progress information (API) Termly attainment and progress information (API)	End of unit assessments for foundation subjects	Y4 multiplications tables check. KS2 SATS

[10] Each class or set tracks the learning of at least eight pupils (excluding SEND) using the KPI. Recording is done on an on-going basis and the recording is updated and summarised before the termly pupil progress reviews.

[11] WMK = What I must know…