

Introduction

This policy was developed during autumn 2021 in consultation with staff, pupils and parents. It was reviewed during Autumn and at the end of summer 2022 with the involvement of all staff members. 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 teachers¹ and peers.

Key principles for feedback

The bedrock to feedback at Bigland Green include the following.

- Feedback information will be used for identifying learning needs of individuals and groups of pupils and used to plan learning that results in good progress (pupils learning more and remembering more).
- 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 research² 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. WMG (what makes good) are also developed/shared and discussed with pupils in the following ways:

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

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

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 assessment 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 WMG 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 assessment 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 assessment codes 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 assessment 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 (mainly verbal)
2. Summary feedback – at the end of a lesson/task (including written comments and assessment tasks where appropriate)
3. Review feedback – away from the point of teaching (teachers reviewing pupils' learning and looking at the big picture and using the assessment insights to move learning forward)

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
 - Feedback using the agreed assessment 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 PiXL³ 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 1⁴ and Key Stage 2 SATs⁵

³ PiXL (Partnership in Excellence) is currently the main intervention used in KS2 and is expected to be used in KS1

⁴ KS1 SATs will be optional from 2023

⁵ SATs – Standard Assessment Tests

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.

Summary of implementation

English and Mathematics

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

In general, a review feedback to be conducted for pupils' English and mathematics learning by the teachers after every lesson. The review feedback should clearly identify how the next lesson will be used to address any misconception/gaps and/or ensure good progression of knowledge and understanding. When appropriate an acknowledgment can be given about what has been done well.

Practical learning sessions where the learning is not recorded in books, teachers will use assessment insights to annotate and adapt the planning.

Other subjects

For science and foundation subjects - every piece of learning will be reviewed using the agreed assessment 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, review feedback will take place for science and the foundation subjects at the end of each lesson to identify how the next lesson will be used to address any misconception/gaps and/or ensure good progression of knowledge and understanding.

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 teachers' review feedback. This will be carried out in green pen. Younger children may evaluate and respond verbally. Pupil self-evaluation and response to teachers' review feedback 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 assessment codes. Supply teachers will be guided by a SLT member/Learning Leader in terms of what particular learning should be assessed. 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

EYFS Nursery on-entry is moderated with a number of other schools (in the LA and neighbouring boroughs). There are other EYFS moderation events.

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.

Plans are in place to moderate foundation subjects with local schools during the academic year 2022-2023.

Responsibilities for implementation

All teachers and staff members are responsible for the effective implementation of this policy and the expectations of assessment as outlined in Appendix B. If staff members require support, then the first point of call is their team leaders or the Learning Leader. 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 managers/class teachers.

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
July 2022		July 2023

Appendix A ~ Assessment Codes

Codes to be used by teachers

EYFS	KS1	KS2
<p>Areas of learning and development to be put inside brackets when relevant (C&L; PD; PSED; Lit; Ma; UoW; EA&D)</p>	<p>// new paragraph</p> <p>P punctuation</p> <p>✓ correct</p> <p>Λ insert word</p> <p>VF verbal feedback given</p> <p>⋈ check grammar/doesn't make sense</p> <p>AF adult focus on where there has been support given</p>	<p>Sp check spelling</p> <p>* add phrase or sentence</p> <p>✗ incorrect</p> <p>HP handwriting & presentation</p>
	<i>Initial at bottom</i>	
	<p>Ⓢ shared or scribed writing</p> <p>○</p>	<p>○</p>
		<i>No photos marked</i>

Codes to be used by peers

	Peer feedback in coloured pen (green)	
<p>Children to provide verbal feedback by expressing their feelings to each other e.g. saying 'thank you'; 'please pass the'; 'I like your'.</p>	<p>✓ correct</p> <p>? check/incorrect</p> <p>VF verbal feedback given</p>	<p>✗ incorrect</p> <p>* add phrases or sentence</p> <p>Λ insert word</p>
	<i>child's full name</i>	

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 Feedback	<ul style="list-style-type: none"> ▪ 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. ▪ Responding to pupils during and after the lesson. ▪ 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. 	<ul style="list-style-type: none"> ▪ WMG 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.) ▪ Evidence of feedback in books.
Summary Feedback	<ul style="list-style-type: none"> ▪ Tweaking to subsequent lessons after a lesson has been taught. ▪ Use of assessment codes to move learning forward – pupils to correct an incorrect answer. ▪ Professional discussions with all adults to decide on how to address any gaps in learning for individual/groups of pupils. ▪ Checking learning through hot and cold tasks/termly assessments. <p>Specific to EYFS</p> <ul style="list-style-type: none"> ▪ 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. ▪ Learning gaps clearly identified in written observation(s) – or on plan/focus plan. ▪ Class Books: do not need significance or teaching moment <ul style="list-style-type: none"> ▪ Shared writing books: may have TM for it, more how language has been scaffolded. 	<ul style="list-style-type: none"> ▪ Editing or adjustments for the next lesson & subsequent lessons. ▪ Tests

Review Feedback	<ul style="list-style-type: none"> ▪ Review pupils' learning once the lesson has ended and at the earliest opportunity (during the same day) involving other staff members as appropriate. ▪ Teachers to identify the 'big picture' and use assessment insights to annotate/update the plans. Teacher or TA to address misconceptions through interventions as appropriate. ▪ 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. 	<ul style="list-style-type: none"> ▪ Evidence of feedback in books ▪ Intervention teaching ▪ Edits in books
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	What it looks like when it is provided by a peer	Evidence
Immediate	<ul style="list-style-type: none"> ▪ Green pen and jottings linked to the assessment codes where necessary. ▪ Verbal feedback – teacher would support by modelling language (providing sentence stems) and feeding back on WMG. ▪ Written feedback – as above but peer underlines with a coloured pen. ▪ Verbal feedback given by peer. ▪ Initialled with child's name. ▪ VF when needed (modelled, sentence frames to be accessible to all pupils). 	<ul style="list-style-type: none"> ▪ On-going
Summary	<ul style="list-style-type: none"> ▪ Pupils to review and check against WMG criteria (provide 1 star and 1 suggestion for improvement). ▪ Pupils have the opportunity to: <ul style="list-style-type: none"> ○ Explain to the class/ peer model on whiteboards 	<ul style="list-style-type: none"> ▪ Provide 1 star⁶ and suggestions for improvement⁷ by the end of each unit in English (Y4, 5 and 6)
Review	<ul style="list-style-type: none"> ▪ 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 WMG or success. ▪ Any written feedback provided by a peer to include their full name. 	<ul style="list-style-type: none"> ▪ Teachers' planning show opportunities for peer feedback

⁶ 1 star – something that has been met in relation to WMG.

⁷ Improvement(s) in relation to WMG.

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. Using starters and plenaries to provide guidance and support for learning.	Termly phonics tracking information.	Phonics screening KS1 SATS
KS2 (Years 3, 4, 5 and 6)	Modelling and use of examples to up-level learning. Providing immediate corrections (verbal + written) where necessary. Effective use of the assessment codes to provide feedback. Reflective assessment after each lesson. 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) ⁸ .	'Cold task' at the beginning of unit to be used for planning the learning. WMK ⁹ to be used for assessment of foundation subjects. Termly analysis of QLA. Termly attainment and progress information (API) Termly attainment and progress information (API)	Y4 multiplications tables check. KS2 SATS
			On-going assessment for foundation subjects

⁸ 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.

⁹ WMK = What I must know...