

LEAVENING COMMUNITY PRIMARY SCHOOL



Feedback and Assessment Policy

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Chair of Governors: James Robinson

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Leavening Community Primary School Purpose and Values

Our school purpose is:

‘TOGETHER WE CAN...’

Our 4 Values are:

1. Look and Learn beyond the classroom.
2. Have high aspirations and fulfil our potential
3. Care, share and belong.
4. Lead, teach and learn with passion.

Delivering Effective Feedback at Leavening Primary School

1. Lay the foundations for effective feedback

In delivering effective teaching, teachers must:

- build on pupils' prior knowledge and experience;
- avoid overloading pupils' working memory by breaking down complex material into smaller steps;
- encourage the retention of learning by using repetition, practice, and retrieval of critical knowledge and skills;
- deliver a carefully-sequenced curriculum which teaches essential concepts, knowledge, skills, and principles;
- use powerful analogies, illustrations, examples, explanations, comparisons, and demonstrations;
- are aware of common misconceptions and prepare strategies to counter them;
- plan effective lessons, making good use of modelling, explanations, and scaffolds to support learning;
- adapt teaching in a responsive way to support struggling and excelling learners while maintaining high expectations for all (Early Career Framework);²⁰ and
- provide pupils with tools and strategies to plan, monitor, and evaluate their learning.

2. Deliver appropriately timed feedback that focuses on moving learning forward

Feedback is more likely to move learning forward if:

Task- It is focused on improving a specific piece of work or specific type of task. It will comment on whether an answer is correct or incorrect and will offer specific advice on how to improve learning.

Subject- Feedback will target the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.

Self-regulation strategies-Feedback will be focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning

Feedback is less likely to move learning forward if:

Personal- it is about the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.

3. Plan for how pupils will receive and use feedback

Teachers will implement strategies that encourage learners to welcome feedback and will monitor whether pupils are using it. Teachers will provide opportunities to use that feedback.

4. What will effective and time-efficient written feedback look like in the classroom?

- **Live marking;** marking is given during rather than after the lesson. Ensure that the feedback given is thoughtful and purposeful (rather than just adding the teacher's pen to books for the sake of it) and that pupils are provided with opportunities to use it. The approach will also allow for additional verbal interaction with pupils, which may support the understanding of feedback.

Coded marking.

Using the shared understanding of the 'concept of quality' that teachers have devised for a task. This is set out in our marking handbook.

5. What might effective verbal feedback look like in the classroom?

Targeting verbal feedback at the learning intentions- using verbal feedback that explicitly uses the language set out in the initial learning intentions and directs pupils' attention back towards this.

'Action points'

Pupils may find it challenging to process detailed verbal feedback. As such, encouraging pupils to write down and summarise the actions.

It is crucial that opportunities are then provided for pupils to act on this feedback and close the feedback loop.

Verbal feedback using a visualiser.

By offering feedback whilst showing previously completed or currently ongoing work via a visualiser, the teacher can both maintain focused feedback on the task whilst also using the example to model and discuss learning intentions

Video or audio recording for pupils with SEND

Assessment Policy

At Leavening Community Primary we believe that assessment is the integral part of the teaching and learning process. It allows us to celebrate areas in which a child has achieved well and made progress, but also to identify areas in which a child needs additional support and challenge so that they can fulfil their potential.

Assessment also plays an important role in holding the school to account, both externally through reporting our results nationally at the end of each Key Stage, but also internally by governors and through our own internal systems.

Statement of Intent

By implementing a workable, explicit whole school assessment for learning practice and policy, we are moving further towards our vision of having high aspirations to allow pupils to fulfil their potential.

Aims

At Leavening Community Primary School we aim to;

- Make a judgement about a child's attainment based on knowledge gained through techniques such as observation, questioning, verbal and written feedback and formal assessments.
- Help children develop positive attitudes to work,
- Provide an accurate picture of every child's achievement and progress,
- Show children how they are going to make the next steps of improvement and greater attainment.
- Provide assessment information for use with the whole class, groups within the class and individuals.

Principles of Assessment for learning

We believe that effective assessment for learning involves:

- The sharing of learning goals/intentions with pupils
- helping pupils know and recognise the criteria for success
- providing feedback and marking that helps pupils to identify how to improve
- pupils learning self-assessment techniques to discover areas they need to improve
- the use of effective questioning to assess progress
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress and setting targets and next steps (EYFS) for improvement
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Key characteristics of assessment for learning

1. Sharing Learning Goals/Intentions
2. Clear success criteria-written or verbal, where the child MUST be given the opportunity to respond to this feedback during lesson time. This needs to be planned.
3. Using consistent verbal and written feedback strategies
4. Pupil self-assessment and peer self-assessment
5. Using effective questioning
6. Target setting/ next steps (EYFS)

Our assessment system is comprised of a set of statements, which have been tailored to the needs and curriculum of Leavening Community Primary School, whilst also reflecting our own aspirational expectations and the national curriculum.

Currently, our system has a bank of statements for each year group across the whole curriculum. The vast majority of children will be working on the statements for their chronological year group. However, some exceptionally gifted learners may work on the statements for the year group above and those with Special Educational Needs or Disabilities (SEND) may be working on statements from a year group below their chronological age or through the 'Engagement model of assessment' for those pupils working below their Key Stage. The statements have been imported into O Track, an online assessment system that allows teachers to analyse the data quickly and efficiently.

Children are regularly assessed against each statement by their class teacher. Currently, this happens each half term for core subjects and each term for foundation subjects. Once the teacher is confident that the child can consistently demonstrate the skill independently, that statement can be marked as 'achieved'. The statements are not hierarchical and can be 'ticked off' in any order. At the end of each term, teachers calculate what percentage of the statements has been met. This is reflective of the assessment at that 'point in time'

If a child has achieved 100% of the national standard statements for their year group, they will also be assessed against our mastery standards. This is so that they continue to be challenged and develop their knowledge and understanding. Children who are 'targeted' for mastery will be exposed to opportunities to meet 'mastery statements' throughout the year, in order to give them the greatest possible opportunity of meeting the larger number of statements required.

At the start of each year, the teachers will 'baseline' the children to identify their starting point. The vast majority of children should start the year at Just at of their year group statements and finish it at At. Therefore, expected progress is 3 points across the year, or an average on 1 point per term. It therefore follows that 'good' progress is 4 points+ across the year.

At the end of each year, we will track the percentage of each cohort that achieve the 'national standard'+ at so that we can measure and track year on year progress.

Foundation Subjects.

We assess using the following terms:

B (below)
JA (just at)
At (at expected level)
Above (Mastery)

Each teacher responsible for teaching individual subjects does this onto the 'deeper learning' tracking on O Track.

Assessment Data

- All national curriculum assessment data for KS1 and KS2, is recorded on the schools preferred system of 'O track- deeper learning' which is submitted to the head teacher each term(the 3 data deadline dates are given to staff at the beginning of the academic year) This data tracks the child's achievement throughout school.
- On entering school (in Nursery or reception) children are assessed to establish a baseline so that the teacher can effectively plan learning at the appropriate pitch. This baseline is moderated across the cluster. In 2021 we will be using the National

standards baseline assessment for pupils in reception, within the first 2 weeks of the school year.

- Performance management and pupil progress targets will be based on the school priorities taken from the development plan.

How we assess

Schemas

At the beginning of each new topic within any area of the curriculum we carry out a pre-assessment as well as a 'What I already know' activity. At the end of the topic we assess using the same assessment for comparative purposes as well as a 'What I have learnt' activity. This shows progression in Knowledge.

We use knowledge organisers to support the staff and pupil's knowledge.

Flashback four

At the start of each lesson (in a sequence of lessons) we carry our '**flashback fours**' which give the pupils an opportunity to recall and consolidate knowledge from the lesson before.

Sticky knowledge checks

Half way through a unit, we carry out '**sticky knowledge**' checks' which take the form of a quiz on what the pupils have learnt so far in the topic. This enables any misconceptions to be identified and is a further opportunity for consolidation of knowledge.

We are determined to ensure that the children at Leavening Community Primary School are resilient, resourceful, reciprocal and reflective learners; our assessment system plays a crucial role in this.

EYFS in Nursery and Reception

There are seven areas of the EYFS Framework and they are:

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

In the first 2 weeks of Autumn 1 term, staff use the 'EYFS Aspects of Learning Observation Tracking Sheet' to tick once children have been observed in particular areas of the EYFS Framework. This highlights to staff, which areas children haven't been observed in as much during the week. The following week, they focus on this area by adding various enhancements to encourage children to complete the activities in that particular area too.

Staff members will take a photograph of children completing different activities through the week and add it to their maths or English book or foundation subject folder.

Good quality observations will take place a minimum of twice a week for each child and photographs and observations will be added to the child's learning journal by any of the EYFS Staff. These observations will show special 'WOW' moments that demonstrate a child doing something new at school or something that shows good progress. The observations will help to inform the child's next steps in planning for different areas in the curriculum and are shared with parents.

Once an observation has been completed, the staff member will tick off the aspect of learning on the development matters document and then the next time, staff will try to focus on carrying out observations that highlight other aspects of learning too where an observation is missing. Parents have half termly access to their child's learning journals, to see these photographs and observations of their children and even write a comment too. Assessments will be completed for each of the seven areas of the EYFS Framework at the end of each half term. Reception children's assessments are added to the school tracking system of O Track.