



WHOLE SCHOOL POLICY Assessment and Feedback

October 2021

The Woodlands Community Primary School is a learning community where everyone feels safe, happy, valued and respected. All individuals are expected to have high standards and aspirations and are encouraged to recognise and achieve their true potential, developing;



Aims

Our aims are:

- to use assessment and feedback as a vital part of communication with each child;
- to use assessment and feedback as part of on-going assessment procedures;
- to encourage children to take an active part in improving their work;
- to use assessment and feedback as a strategy to reinforce and/or extend each child's learning and
- to celebrate and recognise achievement.

Objectives

Assessment and feedback will be used to:

- reinforce key learning objectives;
- identify needs;
- suggest how work can be improved or indicate next steps for learning;
- identify key misconceptions;
- set targets;
- identify and comment on success and
- show appreciation for quality and effort.

General Strategies

- from year 2 children will be taught how to respond to written feedback, using a black pen;
- written feedback will be used to reinforce the learning objective for selected pieces of work;
- teachers will assess and annotate some pieces of written work at greater depth;
- children will be given an opportunity to read and respond to marking of their work at the beginning of lessons - 'Feedback 5'.
- Support adults may assess and give both written and verbal feedback to work produced by children in their group.
- Learning objectives and success criteria are to evident in books with

- Objectives and success criteria adapted or success criteria to be achieved clearly indicated for SEND pupils.

Assessment and Feedback Summary:

- AFL codes are used to indicate if the child has worked with the teacher (T) or support staff (TA) which is labelled next to the 'Can I' objective. A **speech bubble** can be used to indicate verbal feedback given with a key word (**purple stamper available**). Any learning not annotated in this way is assumed as independent. T or TA next to part of the work indicates that this section only was supported.
- If a teacher/TA has worked with a child/group in a session, feedback has taken place 'live' (with annotations during the session). This work will not require written feedback after the session. This work can be marked with a stamper. The success criteria will be ticked or 'dotted' to clearly show the children which objectives have been met.

Stampers



- Green Stamper** will be used where an objective has been met. Good practise is to highlight an example using green highlighter.
- Pink Stamper or Pink Highlighter** will be used to indicate and address an error, misconception, embed learning or upskill required. Good practise is to identify an action to demonstrate understanding of the objective.
- Blue Stamper** will be used for those children who are close to meeting the objective but need more assistance/clarification. Good practise is where the following lesson / feedback 5 addresses the misconception.
- The success criteria will be ticked or 'dotted' to clearly show the children which objectives they have met.

Feedback 5

Feedback 5 should occur in every lesson daily. This is time allocated for children to respond to their previous learning and at the beginning of the lesson. Feedback 5 can take many forms: an individual 'Think Pink' in a child's book, a group 'think pink', either in books or working together with or without support. Teachers will provide additional assistance to pupils during this time or annotate the distance marking sheets if there is a concept to revisit in a future lesson. Alternatively, teachers can react sooner to giving feedback for English and Maths, by having one-to-one review and feedback of learning at a convenient time.

Distance Marking Sheet

This will be used to identify and record interventions and actions that have not been written into individual books e.g. a blue stamper in book relates to next steps/ AFL on the distance marking sheet.

Further Strategies

- All books deserve assessment and/or feedback by an adult and to be clear to the child that their learning has been reviewed.
- Maximising the use of live AFL in class and book annotation with the children is encouraged as this is proven to have the most impact on positive learning outcomes.
- TA's are encouraged to annotate/assess books as well as teachers throughout the lesson.
- Teachers are encouraged to plan for 1 x self-assessment and 1 x peer assessment form of feedback each week.

- In maths and English, teachers are requested to plan for 1x non-recording lesson per week which is clearly detailed on the planning. However, on occasion, non-recording may, be more than a single day especially for those lower ability and in ks1.
- For English and Maths, each child is to have at least 1 in 3 pieces of their work each week assessed further, with next steps written, having worked independently.
- Green highlighting will be used as a more detailed form of assessment and feedback and will reflect the I can's for 1 in 3 pieces of work per week and with extended pieces of writing.
- Children will have the opportunity to reflect on this and verbalise why certain parts of their work is highlighted.
- Green highlighting will also be used when the teacher feels good examples of prior knowledge is evident in work.
- Extended pieces of writing (Big Write) will have clear success criteria for the children to self-assess. Children are given the opportunity to compare with teacher assessment. Identified next steps will be explicit in either a 'pink' challenge or subsequent learning.
- For all non-core written learning, each piece of work will be assessed with feedback given to the child as a stamp at the very least. Good practise will include supplementary annotations.
- Tick or dot objectives on learning sticker in ALL stamping situations
- We intend that assessment and feedback should have impact. 'Pinks' linked to a similar objective should not be repeated. The identified gap should be embedded in subsequent learning and evident.
- Assessment and feedback annotations should be concise and linked to the lesson objective or whole school focus or high-frequency spelling.
- All 'Think Pinks' once completed by the children should receive feedback from the teacher.

Interventions and Catch-Up

All interventions and catch-up sessions will be indicated by the learning objective and success criteria printed on **green paper**.

The **accelerate stamp** will be used by an adult in class when a child has applied any intervention learning independently in class learning.

Assessment and Feedback in EYFS

- Coloured stampers (as above) will be used when assessing and giving feedback in English and Maths.
- Highlighters will be used to identify examples in the children's work.
- AFL codes are used to indicate if the child has worked with the teacher (T) or support staff (TA) which is labelled next to the date.
- A **speech bubble** can be used to indicate verbal feedback given with a key word (**purple stamper available**).
- If a teacher/TA has worked with a child/group in a session, feedback has taken place 'live' (with annotations during the session). This work will have a key word/comment linked to what has been assessed, written next to the stamper in the book.
- All learning journey work is reviewed, marked with a date and an (I) symbol to identify the work has been completed independently.
- Previous think pinks are reviewed each time the children work within their books, to recap and support learners with their next steps.

Annotations / symbols

Sp x3 to be used when a child needs to practise a correct spelling.

 or  with an 'H' should be used when handwriting has been assessed. This should appear close to the beginning of the learning activity with improvement to presentation made instantly for the remainder of the piece of learning.

T worked with a teacher

TA worked with a teaching assistant

Presentation of work

When marking a child's work, teachers should ensure that The Woodlands Community Primary School expectation of presentation is maintained. The children should be encouraged to check their work and ensure that:

- all work has a date that is underlined with a ruler
- all work should have a learning objective.
- if titles are used these should be underlined with a ruler.
- children will be encouraged to reflect on their own work using success criteria and previous comments
- children should write against the margin and use an appropriate layout.
- mistakes should have a single line through them.
- a new page should be started if $\frac{3}{4}$ of the page has been used the previous day.

Teachers' Annotations

Teachers must ensure that they model a good standard of presentation and accuracy when writing and feeding back in children's books.

Assessment codes will be used for effective assessment of work. All children should be taught what each symbol and stamper means and a copy of the code displayed in every classroom.

Related policies

All curriculum policies, Assessment, Inclusion, Monitoring and Evaluation, Teaching & Learning and Early Years policies.

This policy will be reviewed every three years or earlier if deemed necessary.

Date: 9th November 2021 **Signed:** J Baker

Review Date: 9th November 2024