



Successful learners; Success for life.

St Andrew's CE School and Nursery Feedback and Assessment Policy

Respect; Perseverance; Friendship

Respect – 'Do your best to live in peace with everyone' **Romans 12:18**

Perseverance – 'Let us not become tired in doing good, for in time we will reap a fruitful harvest if we do not give up' **Galatians 6:9**

Friendship – 'Encourage one another and build each other up' **1 Thessalonians 5:11**

Aims

Used effectively, feedback can have a significant impact on pupil learning (EEF, 2018). However, it requires care and attention to ensure feedback is helpful. Done badly, teacher feedback can actually inhibit learning (Kluger & De Nisi, 1996).

A key feature of effective feedback is that its content helps a pupil to answer at least one of three questions:

- > **Where am I going?** What does success look like in this problem or area?
- > **How am I doing?** Relative to success, where am I?
- > **Where to next?** What practical steps can I take to close the gap? (Hattie & Timperley, 2007)

Pupils are entitled to informative feedback which:

- Is prompt and delivered at the time which has the greatest impact on their learning.
- Relates to achievement against the learning intention and success criteria.
- Is responsive to their learning.
- Involves them in the process through peer and self-assessment.
- Impacts on raising standards.
- Has effective questioning which is planned for.
- Promotes the importance of vocabulary.
- Focuses on the process rather than the outcome to promote a Growth Mindset.

The school is committed to:

- Informing pupils of the learning intention and success criteria in every lesson.
- A marking process which includes both verbal and written feedback.
- Pupils being provided with opportunities to evaluate, edit and improve their own work and that of others.
- Using the outcomes of marking, along with other forms of feedback, to adjust future teaching plans.
- Reviewing the policy for feedback regularly to ensure new members of staff understand it, and that best practice informs the school policy.
- Ensure feedback follows guidance to ensure that it is manageable,

meaningful and motivating.

- The planning of questions which promote deep learning.
- Promoting feedback from pupils with an emphasis on vocabulary.
- To used summative assessment as well as formative assessment to inform gaps in knowledge which can be addressed.

Summative Assessment

This is used to inform teachers further on how students are achieving against set objectives. The outcome of summative assessments should be used in order to inform future planning. PIXL tests as well as National tests will be administered throughout the year. This a timetable of the testing completed:

	Autumn	Spring	Summer
Year 1			Phonics screening check
Year 2	Reading Maths	Reading Maths	Phonics screening check (retake) Reading Maths
Year 3	Reading Maths	Reading Maths	Reading Maths
Year 4	Reading Maths	Reading Maths	Reading Maths Multiplication Check
Year 5	Reading Maths	Reading Maths	Reading Maths

Supplementary assessments will be used, where appropriate, as a way of generating further feedback. This includes:

- End of unit assessments linked to Maths No Problem
- Multiplication assessments to assess level of understanding
- Phonics assessments
- Writing tasks at end of a unit of writing to assess the quality of writing using the Clever Writer checklist. Some of which will be included in 'Published Work' book.
- End of topic assessments in science
- Knowledge Checkers for topics

Tests need to be administered with care and consideration ensuring pupils who need extra support are given it and the timing and environment for the administration of tests is considered carefully.

The Question Level Analysis of the tests must be completed within the given deadlines.

Tracking and monitoring of standards

Pixl will be used for tracking of reading, writing and maths. This is ongoing tracking for teachers, but data analysis will take place at the end of each term where assessments for the term are finalised. This is on track data and not where the children are currently. Using summative and formative assessments teachers will use the information to show where they think pupils will be at the end of the year.

The following codes are used on PIXL:

Code	Meaning
B2	Below age related expectations. These will typically be children with SEND needs or other contextual issues.
B1	Children who with targeted support may achieve expected standard.
E2	Children who are expected standard, but will need support to secure it.
E1	Children who will achieve expected standard by the end of the year.
A2	Children who with targeted support may achieve Greater Depth standard.
A1	Children who will achieve Greater Depth by the end of the year.

Assessment systems

Data Drops:

There are three main data drops. Teachers are responsible for making sure the data is up to date and ready for each specified data drop. PIXL is used for generating each data drop.

Core subjects:

To help support teacher judgements on PIXL teachers should use the individual assessment forms for reading, writing and maths. Science also has an assessment system which used end of topic assessments and QLA to identify gaps in learning. These allow for regular assessment of key objectives based on work in class and summative assessment opportunities. These should be ongoing and must be updated regularly.

Foundation subjects

Foundation subjects have their own individual and bespoke assessment systems to monitor the standards of each subject. These do not need to be assessed as regularly as the core subjects, but should be updated at the end of each term, in addition to the daily formative assessment strategies incorporated into typical lesson design.

Knowledge Checkers

Knowledge checkers are completed at the start of the topic and at the end of a topic. These are then completed at the end of the topic to show progress against key knowledge including vocabulary. Children's attainment is then inputted so QLA analysis can be completed to directly inform planning of retrieval questions to support gaps in understanding.

All assessment forms are located in the Assessment Drive.

Early Years

Floor books are used to gather evidence of curriculum coverage and are used as a tool for the children to reflect on what they have learnt. Learning objectives, characteristics of teaching and learning and quotes from the learners are all included. All reception and nursery staff are responsible for evidencing the learning of key children and the class. When working on specific learning objectives with an adult, either individually or in a small group, children's progress and attainment against the learning objective is assessed and recorded. These assessments then support teacher judgements at data drops. Formative assessment is used to plan for specific interventions within continuous provision. Ongoing tracking is completed on tracking proforma devised by EYFS staff. All assessments are aligned to the new Early Years Framework in conjunction with the new Development Matters framework.

Class Dojo

Class Dojo is used to provide evidence for some foundation subjects. Teachers are responsible for adding evidence for these subjects for the subject leader. Class Dojo is used to share learning with parents, especially in EYFS.

Procedures at St Andrew's CE School.

At St Andrew's CE School feedback (including written marking) is planned for as part of the teaching process through lesson design and is integral to the pupils' learning process. As such, feedback is delivered in a variety of ways, but crucially at the right time, to improve outcomes for all pupils. Written feedback is part of the feedback process, but is not always the most effective and if delivered after the learning has taken place becomes less effective. Written marking should take place at the point of learning, where appropriate and crucially only completed when it will have an impact on pupils' learning.

Despite not always providing written feedback, all books should be looked at, in or after the lesson, to ensure that mistakes and misconceptions are addressed. This may take place in the lesson or inform planning for next lesson/catch up session to allow the opportunity for the child to improve their understanding.

Teaching staff should make professional judgments about which strategies to use when providing feedback. Any written marking must take place in the lesson where it will have the greatest impact. While teachers often choose to give written feedback, we have little evidence that this is effective for long term pupil outcomes. It is also highly time consuming (EEF, 2016).

Feedback will be planned for, but there will also be a spontaneous element where the learning may need to be redirected. Adults need to consider the "What" – the specific learning which will be supported by the feedback; the "How" – the means by which the pupil receives feedback; and the "When" – the timing of the feedback. Timing is paramount. Feedback offered too quickly may feed dependence; feedback delayed too long may feed complacency.

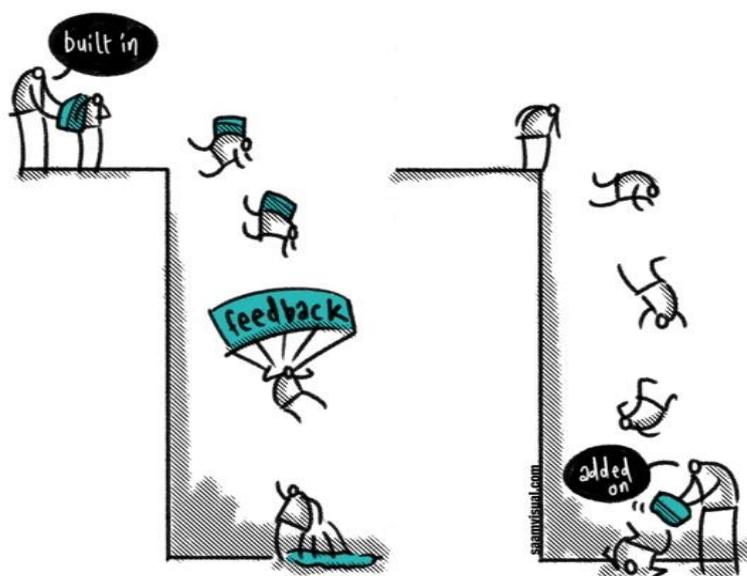
We know that, for feedback to be effective, it needs to guide and motivate pupils to

focus their efforts on a specific aspect of their immediate learning. We also know that it is most effective when it is selective, specific and sparing. There is not a one size fits all approach to feedback as it may look different in year groups and specific subjects. The method of feedback should ensure it supports the learning but selecting from a variety of different strategies, including verbal, available to teachers. This policy is designed to support adults in selecting and developing the most appropriate and meaningful feedback for their pupils, while making sure that teacher workload in design and implementation is manageable.

Formative assessment can take many forms within the lesson and include the following strategies:

- Observations
- Asking probing, open ended questions
- Marking of pupils' work
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment
- Sharing success criteria
- Whole class feedback
- Peer marking
- Hinge questions
- Retrieval practice
- Exit tickets
- Written marking for assessment pieces against set criteria e.g. Clever Writer assessment pieces of work

This is not an exhaustive list, teachers must look at work of individual pupils and judge the most effective strategies to meet the needs of all learners. The feedback and assessment within the lesson and after the lesson must then inform planning for the next lesson. For example a group may be ready to move on quicker than expected in the next lesson; or a group may need direct teaching the next day, due to misconceptions, whilst the rest of the class are able to access the next learning intention in the lesson without further teaching (appendix 2 for examples.)



It may be appropriate to provide gap closing comments and perhaps an associated set

task which moves the learning forward. Any gap tasks set need to be completed by children then checked. This may take place as part of a starter for next lesson though and not necessarily as an individual task.

'If we think of feedback as being part of responsive teaching, then suddenly written marking appears like the poor relation. Why would anyone wait until a whole other day to redirect focus or attention?' Dylan William

Marking and feedback comments should give feedback against the learning intention and the success criteria. For some children the learning intention (and possibly the success criteria) may be pre prepared and stuck in books. Within their planning of learning sequences, adults need to build opportunities to make explicit what high quality work will look like, what makes it high quality and the processes by which this quality is achieved. Similarly, where pupils have a narrow, task-focused understanding of the purpose of an activity, they may focus on task completion rather than making the best decisions to ensure their work is of a high quality. They will tend to be less responsive to feedback because the work can be "completed" without taking account of the need for a focus on quality. Learning intentions and success criteria must be carefully chosen and worded to make explicit the "qualitative" way in which a piece of work is expected to be done.

There are a number of conditions necessary for feedback to be received and have a positive effect. There needs to be transparent and challenging goals (learning intentions), and an understanding of a student's current status relative to these goals. It is best if the criteria of success are transparent and understood, and that the student has commitment and skills in investing and implementing strategies as well as understandings relative to these goals and success criteria.

Whole-class feedback involves teachers reviewing all pupils' work and identifying common misconceptions and errors, before feeding back to the whole class. It is not necessarily tailored to individual needs. However, addressing misconceptions is important for pupil learning and is significantly quicker than written marking (Quigley, 2018)

What is effective feedback?

Evidence from numerous national reports has identified common strategies which are proved to be effective and ineffective. These principles must be followed to ensure the best progress of pupils in class.

What makes effective feedback?

- Feedback is built into lesson design through planned opportunities for effective feedback and with lessons tailored to meet the needs of all pupils based on previous attainment.
- Regular opportunities for discussion of answers and strategies to support pupils reasoning skills and check and deepen their understanding.
- Interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies.
- Feedback that is in the moment so adjustment to learning can be made at its most effective time.
- A range of different feedback strategies including verbal feedback to constantly assess pupils' understanding.

- A classroom climate that celebrates mistakes and welcomes them as learning opportunities.
- Opportunities for peer and self-assessment against accurate learning intentions and success criteria.
- For slips, it is often enough to simply indicate where each slip occurs, particularly when the teacher's/school's approach is to encourage pupils to correct them; If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson.
- Use of planned questions to deepen learning
- Promotion of vocabulary by insisting on questions being orally answered in full sentences. In addition, the use of The Tower Hamlets Language Structures (see appendix) to scaffold appropriate vocabulary choices and pre learning of specific vocabulary.
- Verbal feedback the focuses on the process of the task rather than the person.
- Marking should be meaningful, Manageable, and motivating

What makes ineffective feedback?

- A focus on burdensome written marking over other types of feedback.
- Written marking after the lesson which is proven to be a lot less effective.
- Adding 'VF' to indicate that verbal feedback has been given.
- Extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work then the proportion is wrong and should be changed.
- Too much feedback from teacher or TA can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.
- There is no strong evidence that suggests acknowledgement marking (sometimes known as 'tick and flick') contributes to progress.
- Generic praise or praise that is not seen to be genuine does not appear to be beneficial.

Verbal Feedback

Feedback should follow the principles of 'Growth Mindset' where the process is praised and not the outcome. Feedback is more likely to promote good learning habits where it focuses on "process", recognising and making explicit the successful decisions children have made to bring about a successful outcome, and encouraging children to demonstrate and articulate the thinking behind their decision making.

Cognitive science tells us to really learn something we need to think hard about it. Or as Robert Coe puts it, 'Learning happens when people have to think hard.'

Outcome praise

"That's excellent, you are really clever." This is not giving specific praise about why the work is excellent. It also provides 'ego' praise linked to ability rather than the process. This is fixed mindset language and is more likely to promote fear of failure and a reluctance to embrace feedback, mistakes, hard work and challenges.

Process praise

"That's excellent you have included everything in the success criteria. You have really listened and worked hard." This praise makes it clear to the pupil why they have been successful and it also promotes key learning behaviors which promotes a 'growth mindset'.

See Carol Dweck's research for more information: [Video link](#)

Questioning

Questioning is an essential tool for teachers to master as it can be used for many purposes (Coe et al., 2014). For example, it is among the most effective ways for to elicit what his pupils are thinking (Black & Wiliam, 2009).

Teachers should use the questioning strategies selected from the Walkthru CPD resources. The three questioning strategies must be used

- Say it again better
- No opt out
- Cold Calling

These have been selected to ensure that all pupils are active learners and to promote oracy and improved vocabulary.

To generate effective feedback the planning of questions is an integral process.

Opportunities for inclusive questioning must be planned for to ensure feedback is provided by all pupils. The 'hands up' approach can result in the same pupils volunteering information and the rest of the class being passive learners.

Questions should be planned that provide opportunities for deeper thinking.

Opportunities for pupils to think before responding and to discuss in pairs or talking trios should be planned for. Pupils should have the opportunity to model and explain to the class and mistakes should be welcomed in class as an opportunity to learn from one another.

The teacher should not work harder than the pupils, a focus on less teacher talk and more interaction for pupils should be the expectation. The expectation should be that answers to questions are responded to in full sentences to improve the quality of language in the lesson. Vocabulary that is new or challenging should be planned for and explained to pupils to increase the quality of language used in feedback. The Tower Hamlets Language Structures must be used in order to promote the quality of feedback from pupils. Pre learning of new vocabulary must also be taught as part of lesson design to ensure it is used correctly.

When planning questions to check pupil understanding teachers should consider:

- What is the key knowledge that I need to check in this lesson? What do pupils need to be secure in before I can move on? What will they say and do if they are secure with this?
- What is the best way to get the widest sample of answers? For example, mini whiteboards, whole class responses like agree or challenge.
- What are the wrong answers and misconceptions that might arise in the lesson? How will I prepare to address them?

'What is a question?' you ask

'Everything! It is a way of evoking, stimulating response or stultify inquiry. It is in essence the very core of teaching' John Dewy.

Appendix List

Appendix 1: Feedback crib sheet

Appendix 2: When to use types of feedback.

Appendix 3: Guidance used to support our policy to ensure effective feedback.

Appendix 4: Tower Hamlets Language Structures

Appendix 1

Before the lesson		
<p>Plan based on feedback</p> 	<p>Plan questioning types and techniques</p> 	<p>Plan vocabulary and sentence stems</p> 
<p>Learning Walls are relevant to learning</p> 	<p>High quality models</p> 	<p>Effective Learning Intentions and Success Criteria</p> 
During the lesson		
<p>Peer and Self Assessment</p> 	<p>Varied Question Types</p> 	<p>Basic errors addressed</p> 
<p>Highlight and share good examples of pupils' work</p> 	<p>Use core Questioning strategies</p> 	<p>Annotations or ticks if they help learning</p> 
<p>Normalise misconceptions as a learning opportunity</p> 	<p>Teachers and TAs circulate the room</p> 	<p>Model using Success Criteria to break down steps</p> 
After the lesson		
<p>Review learning in books for every lesson</p> 	<p>Identify next steps</p> 	<p>Only use written marking when appropriate</p> 

Appendix 2

Feedback to pupils which leads to the correction of avoidable errors	Evidence suggests that where the next step is correcting an avoidable error of process, it needs to be acted on close in sequence to the initial work while the purpose of the work is predominant in the pupil's mind. This is most obviously the case in prompting pupils to correct or improve an oral response or a practical skill.
Feedback to pupils which leads to revision and improvement	Typically, where the next step involves reviewing and improving work, for example a piece of imaginative writing, a gap between the initial work and the feedback may prompt deeper thought and reflection. Here, teaching may need to allow children to widen the choices they might make and invite informed decision-making, so that improvement is tangible and deliberate.
When more or different teaching is required, rather than feedback	Where the issue involves correcting a misconception or misunderstanding, the next step often needs to be built into how the teacher designs the next lesson. Feedback alone is unlikely to bring about deeper understanding; instead teaching needs to be adapted to take account of the misconception.

Appendix 3

Guidance used to support our policy to ensure effective feedback.

The DFE Report into Eliminating unnecessary workload around marking

This report provided guidance on what effective and ineffective marking looks like in schools. The report states "that written feedback has become disproportionately valued by schools over other types of feedback and unnecessarily burdensome for teachers." It acknowledges that there are myths that need to be debunked, such as the view that to be a good teacher you must spend hours marking, or that there is a link between the quantity of marking and pupil progress.

The report identifies what ineffective marking looks like. The report points out some of the features of ineffective marking that create unnecessary workload, such as extensive written comments in different colours, adding 'VF' to indicate that verbal feedback has been given, or marking taking place to a false, mechanistic timetable rather than in response to pupil needs. It says that ineffective marking can also fail to motivate pupils, taking responsibility for their work away from them.

3 main principles were explained to establish effective marking. Marking should be meaningful, manageable and motivating.

Meaningful

Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Marking should serve a single purpose – to advance pupil progress and outcomes.

Marking is not just written comments- Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand.

Manageable

Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work then the proportion is wrong and should be changed.

Motivating:

Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

- An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.
- Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Education Endowment Foundation Report: A marked Improvement?

The Education Endowment Foundation completed numerous studies to gather evidence on effective written marking. This evidence identified some key findings linked to effective and ineffective marking:

- Careless mistakes should be marked differently to errors resulting from misunderstanding. The latter may be best addressed by providing hints or questions which lead pupils to underlying principles; the former by simply marking the mistake as incorrect, without giving the right answer
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress. A summary of evidence on page 14 says:
- There is **no** strong evidence that suggests acknowledgement marking (sometimes known as 'tick and flick') contributes to progress
- Generic praise or praise that is not seen to be genuine does not appear to be beneficial
- Offering information on how pupils should improve their work is substantially more effective than simply marking an answer as right or wrong
- Selective marking that focuses on a particular type of error have been found to be effective in helping pupils tackle those errors

National Centre for excellence in the teaching of mathematics Marking and evidence guidance for primary mathematics teaching

Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design.

In primary mathematics they require:

Well-structured classroom activities (involving conceptual and procedural variation and Intelligent practice); regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;

interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult

points) and effective, efficient strategies of working mathematically.

Research also shows that pupils benefit from undertaking appropriate written work outside of lessons.

Teachers' marking of this work can provide extra feedback to support pupils' learning.

However, **the most important activity for teachers is the teaching itself**, supported by the design and preparation of lessons

Marking

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

For slips, it is often enough to simply indicate where each slip occurs, particularly when the teacher's/school's approach is to encourage pupils to correct them;

If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for a large number of pupils, the errors will be addressed in the next lesson. Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work.

Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

Evidence

If interaction between teacher and pupils is good, then efficient marking Strategies can be deployed. Suitable summative assessment will enable a teacher to monitor pupils' progress. Where progress is secure, no further evidence is necessary. Where an individual pupil's progress is a concern, then more detailed monitoring and recording may be justified. It should not be a routine expectation that next-steps or targets be written into pupils' books. The next lesson should be designed to take account of the next steps.

Appendix 4

Tower Hamlets Language Structures: Staff Share – Curriculum Skills and Development
– Pedagogy – Questioning and Sentence Stems