

AYLSHAM LEARNING FEDERATION

ASSESSMENT AND FEEDBACK POLICY BURE VALLEY SCHOOL

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Chair

“Be more selective and do it better, and if you’re spending x amount of time marking a book then if students are not spending twice that amount of time responding to it, then why did you spend that time doing it? Are you doing it for the SLT so there are things written in the book? Are you doing it for parents so that they see there’s some response? Are you doing it emotionally for the kids so they know you’re looking? And sometimes there’s a value in that but actually that shouldn’t be the principal feedback that you give.”

Alex Quigley
Deputy Head Teacher Huntington School York
(EEF report – A Marked Improvement April 2016)

Introduction

In 2016, the Education Endowment Foundation (EEF) produced a report (A Marked Improvement) in which they outlined that *“...marking was identified as the single biggest contributor to unsustainable workload in the Dept. for Education’s 2014 Workload Challenge”*. In addition to this, also in 2016, OFSTED produced guidance to all English schools in which it stated: *“Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.”*

This assessment and feedback policy is Bure Valley School’s response to these recent developments and outlines with clarity how teaching and support staff at Bure Valley School will assess and provide effective quality feedback to pupils about their learning, whilst maintaining a system that is meaningful, manageable and motivating.

Aims of Bure Valley School Assessment and Feedback Policy:

The policy aims to provide interested parties with our procedures when assessing the progress the children at BVS make during their time with us. It looks at:

- Formative assessment.
- Regular feedback given to children as a result of this assessment and how this will inform the lessons that we plan to teach.
- Our use of summative assessment to inform teachers, subject leaders and senior leaders about the learning and progress of individuals and different cohorts of children.

A. Formative assessment: the day-to-day assessment of children's learning that forms an essential element of the teaching and learning process at BVS. It may take a variety of forms:

- The observation of children's responses to learning activities.
- The asking of probing, open ended questions of children.
- The reading of pupils' work.
- The use of regular short re-cap quizzes.
- The visual scanning of work for pupil attainment and development.
- Discussions with children.
- Pupil self-assessment.
- The sharing of success criteria.
- The use of peer critiquing.

As a result of formative assessment, a teacher or a member of the support staff team may use their professional discretion to decide to give written or verbal feedback to a pupil or a group of pupils. This regular assessment of children's learning will also inform teachers' medium and short-term planning. Teachers at BVS are expected to make adjustments to planning based on the formative assessment they make about children's learning.

B. Feedback to pupils about their learning: the means by which teachers and support staff give children information about how well they are learning and how they can take their learning further.

Feedback is carried out after some form of formative assessment as detailed above. It is vital that this feedback is effective and is for the child and not produced for adults who may be monitoring books.

Through this effective feedback we aim to:

- a) Inform the pupil what they have done well and what they need to do to improve. In doing so we aim to:
 - raise children's self-esteem by praising them for what they do well
 - encourage them to raise their aspirations
 - motivate them to produce high quality responses to learning activities.
- b) Gauge children's understanding and identify (and address quickly) any misconceptions and so create a school ethos where mistakes are acceptable and an important part of learning.

- c) Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning and that of others.
- d) Embed opportunities for children to critique each other's work across the curriculum, identifying strengths and areas for improvement by which they can reinforce their own learning and learn the art of constructive criticism.
- e) Be mindful of teacher workload, whilst maintaining a system of summative and formative assessment that is meaningful, manageable and motivating.

We recognise the importance of using a variety of evidence when assessing children's attainment (see above) however, much of our formative assessment of children is derived from their written responses to lessons.

Before a piece of written work is undertaken, children should be clear about what is going to be assessed when the work is looked at. We set out clear lesson objectives and success criteria, which enable the adults and pupils to assess effectively against the success criteria.

At BVS we encourage children to take pride in their written responses to their learning experiences. In order to achieve this, we maintain and promote a presentation policy. All children are encouraged to follow this policy. Teachers and support staff demonstrate the value they put on children's written responses by looking in children's books regularly and feeding back to children about their learning. This feedback may take a variety of forms. It is important to note, at this point, that at BVS we feel that in order to maintain our belief in the importance of the provision of regular quality feedback that actively helps children to make progress, **not all pieces of written work will be marked.**

We believe that children's progress will be maximised by the **quality** of feedback they receive, not the **quantity**.

Forms of Feedback

1. **A written comment**, in green ink, that acknowledges success and effort within the recorded piece, but also contains an actionable next step (that is relevant to the lesson objective or success criteria) that enables the child to progress their learning. We have an expectation at BVS that every child should receive a written developmental comment at least weekly in maths and English, and a similar comment during the learning of a particular topic in other curriculum areas. The next step should be responded to in purple pen by the pupil and time should be planned into each week's timetable to enable this response. Written comments should be mindful of children's individual needs. The child (with the exception of a few children with identified SEN) should be able to read and action the next step independently. Teachers (or members of the support staff team in their directed time) may undertake this role. In order to promote high expectations in our standards of writing, teachers and support staff will also monitor and give feedback to children about issues involving SPAG (spelling, punctuation and grammar) across all curriculum areas. Minimum expectations in SPAG have been agreed for all year groups and will be expected of all EXP/GDS writers in all written tasks (see English policy). Although not all pieces of work will be marked, teachers and support staff will monitor children's written learning against lesson objectives. Misconceptions (as opposed to mistakes) will be addressed as quickly as possible. In maths, this may take the form of same-day intervention (see maths policy).

2. **Verbal feedback (VF)** can be given at the time of learning or at a later date, by a teacher or member of the support staff team to an individual or group of children. This should be recorded in the children's books as VF – although details of the nature of the comments do not need to be recorded. These may be annotated on short-term planning or on a formative assessment summary sheet kept alongside short-term planning. Often, VF is given (by a teacher or a member of the support staff team) to a group or class of children as part of a mini-plenary following a “sweep” of the classroom which has indicated a common misconception.
3. Where a developmental comment is relevant to several children, the teacher may decide to produce a **sticker or coding system** that supports learning, but prevents repetitive tasks for the teacher.
4. **Children are encouraged to undertake self and peer assessment.** This may take a variety of forms, including: the self-marking of calculation and grammar exercises; the taking part in critiquing sessions (carried out regularly in all areas of the curriculum) and verbal feedback to peers.
5. **Class review of homework.** It is not expected that teachers or support staff should mark children's homework. Time should be allocated within the week to talk to the children about how they found their homework and to discuss any issues that may have arisen. Teachers are encouraged to leave the answers in the homework books, so that parents and carers can work together with their children to assess their work. Teachers will monitor homework and discuss the importance of homework with the parents and carers of children who are not attempting homework regularly (see homework policy).

Monitoring of feedback and its impact on learning

Subject leaders and the senior leadership team will monitor children's books regularly to investigate the impact feedback is making on children's progress. They will look for evidence of compliance with this policy as well as the quality of feedback and the impact it is having on learning. This monitoring will include looking at short-term planning and any summary sheets that may contain annotations of feedback given to children. Pupil voice may also be utilised when leaders are monitoring the quality of feedback.

C. Summative Assessment: the evaluation of a pupil's learning by comparing it against some standard or benchmark.

At BVS we use a variety of published standardised tests to support our assessment of pupils' progress. All children in Y3 are assessed with cognitive ability tests (CATs) soon after entry to BVS. CATs tests indicate a child's potential in a variety of areas. The data produced by these tests is referred to in pupil progress meetings and when other judgements are made about progress and attainment.

Children's reading age and maths age are tested twice a year. The results of these tests are collated and monitored by the SENDCO who reports regularly to the SLT and may also use these assessments to help identify children who will benefit from regular interventions.

In addition to these twice annual tests, every child in school (with the exception of a few children with identified SEN) takes part in termly standardised tests in maths, reading and SPAG. BVS currently uses the Rising Stars published tests that provide a nationally standardised score.

Teachers and senior leaders use the data provided by these tests to:

- Monitor the performance of individual children
- Monitor the performance of cohorts
- Provide a gap analysis of particular areas and use this analysis to inform planning.

These termly standardised scores for individual children are currently recorded on the school's assessment tracking system – SIMs. Teachers are required to make termly judgements on each child in each of maths, reading, and writing. Standardised test results may inform this judgement, but teachers should also use their own knowledge of pupils' responses in lessons to make a final termly judgement of whether the pupil is on track to be at WTS/EXP/GDS (working towards/at the expected standard/greater depth) by the end of the academic year. Children whose progress may be causing concern, as well as all children in receipt of Pupil Premium, are discussed at termly pupil progress meetings, when agreed actions will also be planned.

Teachers are not expected to mark, or input data from, these tests. This task is completed by support staff during their directed time. Teachers are expected to analyse the data provided by the tests and to report their analysis and proposed actions to SLT by specified dates. The termly pupil progress meetings provide an additional opportunity for teachers and senior leaders to discuss the progress of individuals and cohorts.

Children's writing is assessed regularly by teachers. Each pupil's writing is looked at in depth 3-4 times a term. Teachers are expected to maintain a record of each child's attainment in writing using the writing evidence record sheet, for the appropriate year group. These should be kept in the teacher's assessment file. BVS agreed standards in writing are used to judge a child's writing as on track to be: working towards the expected standard (WTS), working at the expected standard (EXP) or working at greater depth (GDS).

Teachers are expected to moderate their judgements in writing regularly in a variety of ways:

- Collaborative PPA with year group colleagues.
- Across the school with other colleagues in planned professional development sessions.
- With colleagues in local schools in cluster meetings.
- By looking at published moderated writing from other schools locally and nationally.
- By attending externally provided moderation sessions (especially in Y6).
- BVS teachers also use DfE produced standardised materials to compare children's writing at the end of Y6.

Teacher judgements in writing are recorded termly on SIMs.

In addition to summative assessments carried out throughout KS2, children in Y6 sit the national standardised tests in maths and English (SATs) in May. This data is used by senior leaders and interested outside parties (LA, OFSTED, RSC etc) to discuss and analyse the school's performance.