

AYLSHAM LEARNING FEDERATION

ASSESSMENT AND FEEDBACK POLICY BURE VALLEY SCHOOL

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Signed:

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 (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 marking as being *‘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 (BVS) response to EEF guidance and recommendations, including EEF 2021 report - Teacher Feedback to Improve Learning. This policy outlines how our teaching and support staff 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:

Our policy aims to specify what effective assessment and feedback is likely to look like in our school. Highlighting the principles, methods and implementation of our policy. It looks at:

- Formative assessment.
- Different types of feedback given to children.
- Use of summative assessment to inform teachers, subject leads and senior leaders about the progress individuals and different cohorts of children are making.

A. Formative assessment: Before providing feedback, teachers should provide high quality instruction. Including the use of formative assessment strategies. High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). Therefore, at BVS the day-to-day assessment of children's learning forms an essential element of the teaching and learning process. 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 daily reflection and retrieval do now starters
- The use of regular short re-cap quizzes.
- The visual scanning of work to assess 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, the teacher or support staff member will exercise their evidence-informed professional judgement to decide when to give feedback, who to give feedback to and which method of feedback will be most effective. Teachers will be trusted to use their professional discretion as long as they are working within the framework of our assessment and feedback policy.

This regular assessment of children's learning will inform teachers' medium and short-term planning, because teachers are expected to adjust their planning based on the formative assessment they make about children's learning.

B. Feedback to pupils about their learning: Feedback, the means by which teachers and support staff give children information about how well they are doing, should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can affect feedback's effectiveness. High quality feedback may focus on the task, subject and self-regulation strategies. Feedback that focusses on the learner's personal characteristics or feedback that offers only general and vague remarks is less likely to be effective.

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

Through effective feedback, we aim to:

- a) Inform the pupil, in an age appropriate way, about 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) Identify, and address quickly, any misconceptions (in an 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.
- f) Provide opportunities for pupils to reflect on and the use the feedback that they have been given so that they can close the feedback loop and progress with their learning.

We recognise the importance of using a variety of evidence when assessing children's attainment and progress (see above) and **do not expect that all lessons will lead to work being produced in books.**

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

At BVS, we encourage children to take pride in their written responses to their learning experiences, and to achieve this, we maintain and promote a presentation policy. All children are encouraged to follow this policy and sometimes feedback will focus on the presentation of work.

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 and presentation. This feedback may take a variety of forms. Whilst we believe in the importance of regular, high quality feedback, we are also mindful of teacher workload. Therefore, **not all pieces of written work will be marked.**

Written methods of feedback, including written comments, marks and scores, can improve pupil attainment; however, research shows the effects of written feedback can vary. We believe that children's progress will be maximised by the **quality** of feedback they receive, not the **quantity**.

Forms of Feedback: The method of delivering feedback, and whether a teacher chooses to use written or verbal feedback, is likely to be less important than ensuring that the principles of effective teacher feedback being followed.

Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject and/or self-regulation, and is then used by pupils. Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload, so this must be monitored closely.

1. Written feedback at BVS:

A 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. The pupil should respond to the next step in purple pen and time should be planned into subsequent lessons to enable this response.

Written comments should be mindful of children's individual needs and capacity. 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.

We have an expectation that every child should receive a minimum of one written developmental comment each week in maths and English books. **This can be given individually, to groups or to whole classes depending on the approach the teacher feels is most impactful and efficient.** 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.

The end of key stage 2 writing assessments require evidence that pupils have completed objectives independently. Therefore, **we recognise that staff in year 6 will not always provide pupils with weekly written developmental feedback when working on extended writing.** There is instead a greater focus on teachers facilitating pupil editing and self-evaluation, as recommended by local authority moderators.

In all other curriculum areas, written feedback is given at the discretion of teachers. Teachers and support staff will provide written, developmental feedback if/when they feel it is most appropriate to do so.

In order to promote high expectations in our standards of writing, teachers and support staff will also monitor and sometimes give targeted feedback to children about issues involving SPAG (spelling, punctuation and grammar) across all curriculum areas. Non-negotiables in SPAG have been agreed for all year groups and will be expected of all EXP/GDS writers in all written tasks.

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. Most frequently in maths, but not exclusively, this may take the form of same-day intervention.

Careful consideration should be given to the use of verbal feedback. Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.

As with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective feedback are followed.

2. Verbal feedback at BVS:

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. **There is no expectation that teachers or support staff need to write VF in a child's book every time VF is given.** However, VF can be recorded in the children's books, at the teacher's discretion, if it helps them to monitor and track which pupils/groups have received verbal feedback. Details of the nature of the comments do not need to be recorded. However, these may be annotated on short-term planning or on a formative assessment summary sheet kept alongside short-term planning. Often, VF is given 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. **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 by giving verbal feedback to peers.
4. **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 to the homework set, so that parents and carers can work together with their children to assess their child's understanding. Teachers will monitor homework and discuss the importance of homework with the parents/carers of children who are not attempting homework regularly (see homework policy).

Monitoring of feedback and its impact on learning

Subject leaders, along with the senior leadership team (SLT), 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. Pupil voice may also be utilised when leaders are monitoring the quality of feedback.

Professional Dialogue meetings play a key role in monitoring the effectiveness of assessment and feedback at BVS. These termly meetings are designed to amend the remote nature of monitoring and allow for detailed discussions, both supportive and challenging, between year group teachers and the wider leadership team, about how to promote progress for all pupils.

The aims of these meetings are:

- To reflect on the effectiveness and impact of colleague's feedback practice
- To replace remote book looks, planning and assessment folder checks
- To alleviate anxiety surrounding book looks and paperwork monitoring
- To allow staff to show the fabulous practice that is going on in the school; not necessarily seen in books alone
- To feedback pupil voice to teachers

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.

In addition to CATs tests, all Y3 pupils are assessed with a Wellcomm screening. A speech and language toolkit that is used to identify areas of concern in language, communication and interaction.

Based on KS1 data, phonics screening checks are also conducted for specific pupils on entry prior to starting structured phonics intervention.

Renaissance Star Reading assessments are sat termly by all pupils. These adaptive tests provide accurate data to inform teaching and reading practice.

This includes:

- Reading age (in years and months)
- Zone of Proximal Development: The range of difficulty level of books a child should read to allow for independent reading
- Norm Referenced Standardised Score: How a child compares nationally with others of a similar age
- Percentile Rank: A norm-referenced score that provides a measure of a child's score compared with other children of the same age nationally
- Scaled Score: A measure of a child's progress against the expected standards in the new reading curriculum

Renaissance Star Maths is a computer-adaptive assessment taken by all pupils each term. Star Maths gives colleagues access to an accurate set of data to inform teaching and maths practice.

This includes:

- National Curriculum maths level
- Norm Referenced Standardised Score: How a student compares nationally with others of a similar age
- Percentile Rank: A norm-referenced score that provides a measure of a student's score compares with other students of the same age nationally
- Scaled Score: A measure of a student's progress against the expected standards in the new maths curriculum

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 additional, regular and structured interventions.

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 future 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 expected to mark and analyse the data provided by the tests and to report their analysis and proposed actions to SLT by specified dates. Support staff input data from the marked tests during their directed time. The termly pupil progress meetings provide an additional opportunity for teachers and senior leaders to discuss the progress of individuals and cohorts. Key marginal children are identified and detailed actions are discussed and put in place for focus pupils.

Children's writing is assessed regularly by teachers. 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 sheets are expected to be updated 2-3 times a term. 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).
- By using Comparative Judgement software.
- BVS teachers also use DfE produced standardised materials to compare children's writing at the end of Y6.

Teacher assessments and feedback, particularly in lower KS2 highlights pupils needing to be screened for dyslexia.

For maths assessment, in addition to the standardised test data, teachers are expected to use key performance indicators to inform their teacher assessment judgements. Any individual children who score significantly lower in the standardised test (e.g. scoring WTS instead of EXP or EXP instead of GDS) compared to the teacher assessment should be tracked using the KPI sheets and the date where the child has achieved the objective should be noted.

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, etc.) to discuss and analyse the school's performance.