Lawford CE Primary School

Feedback and Assessment Policy

Reviewed February 2025

Annual review

"The major message seems to be that students-regardless of achievement level-prefer teachers to provide more feedback that is forward looking, related to the success of the lesson, and 'just in time' and 'just for me', 'about my work' (and not 'about me') (Hattie, 2012, p. 147).

He further justifies that, "It is not 'sufficient simply to tell a student where they have gone wrong-misconceptions need to be explained and improvements for future work suggested' (Hattie, 2012, p. 147). "The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – then teaching and learning can by synchronized and powerful. Feedback to teachers makes learning visible." (Hattie, 2012)

Or, as Dylan Wiliam would say, 'The most effective feedback is just feedback that our students actually use in improving their learning.' (Wiliam and Leahy, 2005)

Purpose

'Feedback is information about the task that fills a gap between what is understood and what is aimed to be understood.'

(Hattie and Timperley 2007)

The point of feedback is to help children make progress. It is a key part of activating the children as effective agents in their own learning. Letting children know how they are doing and where they need to go to next. Of all the possible influences on achievement, effective feedback is among the most positive on achievement (Hattie and Sutton Trust EEF). However, evidence suggests most feedback:

- Is misinterpreted;

- Not understood;

- Unclear in its purpose to the child.

There are many kinds of feedback including, student to teacher, teacher to child and peer to peer. The aim of it all is to make the learning visible to the student and the teacher. The greatest motivational benefits will come from focussing feedback on:

- The qualities of the child's work and not on the comparison with other children.
- **Specific** ways in which a child's work could be improved.
- Improvements that the child has made compared to this or her earlier work.

When scrutinising feedback in school it has been apparent that teachers may mark because they feel it is expected by Ofsted, parents or Senior Leaders. This is not the case. We know from research and experience, that 'marking' can consume most of a teacher's time outside of lessons. Therefore, we have heavily considered workload when drafting this policy. When thinking about feedback and marking, if it is not useful for the pupils themselves, or for the teacher, then there is no reason to do it – we would question what the 'purpose' of it is. The key message to all staff is they must know their impact. They should not waste time on activities that have little impact on moving the children's learning forward. They should focus on responding effectively to the feedback they receive from the children (formative assessment) by adapting (tweaking) planning continuously throughout the learning journey and providing exciting and effective resources designed move learning forward. This policy should be read in conjunction with the school's planning protocols.

Aim

The aim is that as a consequence of effective feedback to children and through teaching them to be agents of their own change and that of their peers, we will have learners that will say:

I really understand this, so I can explain it to someone else.

I really understand this, I can help someone else spot errors and explain how I know, so they understand.

I love to be stretched and challenged…I know I am learning.

I love helping others and making them better learners.

Principles

- Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback.
- A dialogue should be created: between the teacher and pupil, between the pupils at large, or between the pupil and themselves. It is essential to allow time for pupils to engage with feedback and enact that which they feel is relevant and important to moving their learning forward.
- Pupils should be encouraged to assess their own work against collaboratively created learning goals.
- Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.
- Feedback should not be given too early, especially when moving from surface to deeper learning. The **struggle is essential to embed knowledge** and skills and create independent learners.

Link to Formative assessment

• It gives meaningful feedback to the child.

• When done correctly maximises learning potential.

• Child is at the centre of learning.

• Helps children learn how to be the best learner they can be.

• Informs learning by highlighting areas for development, enabling the child to establish clear 'next steps'.

• Is integral to the planning of future lessons and inform progress assessments.

• Facilitates and improves communication between job-share teachers, teachers and TAs.

Therefore, teachers are expected to design and plan opportunities which elicit from the children their understanding. For example: High quality questions that are not aimed at just retrieving surface knowledge. Class discussions, prior knowledge lesson starts, exit cards and post feed back questions like, 'tell me yours understanding of what I have just said'. Teachers should use a range of techniques as outlined in the 'Teaching Walkthrus' series Tom Sherrington et al. For example: 'say it again better', 'probing questions', 'No opt out', 'CRAFT', Recount and recall.

What will feedback look like in the classroom?

• Dialogue – everyone talking about their learning and next steps
• Learning continually being evaluated and adapted
• Ongoing observations of children
• Children clear about where they are now, where they need to get to (next steps) and most crucially, how to 'close the gap' between the two.
• Children as active learners
• Questioning between pupils and adults

• Regular learning conversations within lesson with individuals, groups and whole class
• Children developing an understanding of what quality learning looks like
• Ongoing modelling of and coaching in self/peer assessment

Types of feedback

In the Moment.

This is the most effective type of feedback because it has immediacy and leads to direct pupil action.

"students find [teachers'] feedback confusing, non-reasoned and not understandable. Worse, students often think that they "have understood the teacher's feedback when they have not, and even when they do understand, claim to have difficulties in applying it to their learning" (Goldstein, 2006; Nuthall, 2007) (Hattie, pg. 137, 2012). This lends weight to the argument for most of the feedback to be verbal/discursive and responded to immediately.

Verbal

It may be purely verbal or have contemporaneous written comments as a scaffold/prompt – either by the child or the adult. It must be set against an understanding of an excellence modal and shared/co-constructed success criteria. It will also be given about the standard of presentation and quality in all subjects not just English and Maths. There is not a requirement for adults to write 'VF' in the child's book unless it the adult[1] chooses to record the type of prompt to support the needs of the child (teacher assessment). It may be directed to an individual, or group, part of a mid-lesson stop.

The teachers may at the conclusion of an independent piece of work, conference with the child so they can collaboratively draw out next steps (which the child should record in an age appropriate method). This may be done individually or as a group.

Marking Stations.

Where the subject lends itself to this method, marking stations will be used. Children will self-mark their work during the lesson – ensuring they are on track and working at the correct level of challenge. Self-marking allows children to take ownership of their learning and reflect on their personal progress against given success criteria. It allows them to seek support 'in the moment'.

Peer to Peer

The evidence suggests that this type of feedback is highly effective. The children must be taught to be effective peer coaches, who:

- Help their peer reflect against SC;
- Don't tell them the answer but ask questions and make their partner think;
- Suggest strategies (e.g. word choice), focus their partner on specific strategies;
- Are specific, kind and helpful.

The teaching of the children to be peer coaches will be modelled and planned for by teachers. It will be effectively resourced e.g. question stems to support the discussion. Teachers will ensure that the children are taught to be confident in their understanding of learning zones and have a shared understanding of key learning dispositions and what a self -regulated learner 'looks like'. Teachers will consistently reinforce with the children that misconceptions are opportunities for learning for everyone and are to be valued – never derided. We will embed trust in our classrooms.

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[1] Teacher and any additional adults in the classroom.

Post Lesson Feedback

Written Feedback

Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts.

- Written feedback will model all aspects of our presentation/handwriting expectations
- When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their work.
- This may include identifying specific issues such as key words, presentation issues, spellings, etc.; pupils should act upon these.
- Teachers may use a marking code/symbols linked to success criteria where appropriate. Key spellings that need targeted practice should be underlined/highlighted for the children to put in their planners to practice at home and in school.
- Sufficient time and space will be given to the children to complete any necessary edits to the highest standard.

Exit Cards:

These can be used at the end of a lesson or a group of lessons to provide effective written feedback (assessment) from the pupils to the teachers about the depth of their understanding.

Pupil Surveys:

Teachers can use these to ask the children what the teacher has done during a unit/lesson that they found helpful and what they could have done to make the learning journey clearer.

Acknowledgment – Post lesson

Teachers will review all books (not necessarily write any comment or give a mark) after the lesson and use the information to adapt their planning. This may result whole class feedback sheets, or the re-teaching of a whole aspect of learning in order to deal with a common misconception, or to plan the next day's prior learning start. Teachers may use highlighters to highlight the 'Learning Intention' (WALT) - pink for met (tickled pink) and green for growth. Any written comments (only if they add value) will be in blue.

Purple Pens and Editing Flaps

Purple Pens - Where ability allows and appropriate to the context, children will respond to all types of feedback by improving their work, indicated by the use of 'Purple Pens'. They are also encouraged to use a purple pen to edit and self-mark their work.
Editing Flaps – the quality of an edit as a result of feedback is directly linked to the available space to make the improvements. Children therefore when rewriting more than a few words/calculations will attach and editing flap into their books.

Monitoring and Evaluation

Pupil Voice:

The SLT will regularly meet with children either from a single cohort or mixed cohort to discuss their work and the feedback they received. The will also ask children at the end of a topic about the learning journey and what the children found most interesting and challenging and what they would have like to have been covered.

Two Minute meetings:
SLT/Subject leaders will pop into classes and ask a child about their learning, 'Tell me how well you are getting on with…, show me an example of… The questions will be focussed on learning and improvement.

Book Looks:
SLT and subject leaders will carry out book looks specifically focusing on the progress made by individual and groups of children and record notes of trends and areas of excellence. Where there are specific questions, they will seek feedback from the teachers and children. It will necessarily link to the planning.

Moderation:
Internal and external moderation will be held over the year. It will be benchmarked against national exemplification, that on Target Tracker or created within our cluster. Dialogue with teacher about the children's books and learning journey demonstrating specific areas of progress will form a part of weekly staff training or inset days.

All of monitoring will be fed back into the SLT and be used to inform the School Improvement Plan and support discussion during termly pupil progress meetings.

Spaced Learning
Daily spaced learning sessions should be used for recalling knowledge and assessment of the children's understanding. The quizzes should be mixed disciplinary and include both recently taught subject matter and that taught in previous terms/years. Subject lessons should include an element of spaced learning making links to prior recent subject knowledge both recent and form previous years

Home Learning

Homework where set should be acknowledged and be subject to feedback following the strategies listed above. Homework must reinforce/practise learning. The expectation for homework which should be set as a response to the learning in class (to reinforce, extend or linked to spaced learning):

> **Reception** - Reading with an adult (including being read to) at least 4 times a week. During the summer term, some handwriting homework will be introduced. Numbots may be introduced in Spring term.

> **Year 1** - Reading with an adult (including being read to) at least 4 times a week. Numbots, Handwriting activities and one piece project/art homework set in line with the teaching cycle with a set deadline

> **Years 2, 3 and 4** - Reading with an adult (including being read to) at least 4 times a week. Numbots/Times Tables Rock Stars. 4 pieces of project/ art homework a term, set in line with the teaching cycle with a set deadline.

> **Years 5 and 6** - Reading with an adult (including being read to) at least 4 times a week. Times Tables Rock Stars. Weekly maths and grammar/spelling/English related activities

Bibliography:

Visible Learning -Feedback – John Hattie and Shirley Clarke 2019

EEF Teaching and Learning Toolkit – 2018

Teaching Walk Thrus (books 1,2 and 3) – Sherrington et al

Appendices:

A.   Feedback Summary

B.   Assessment Schedule

C.   Learning dispositions

D.   Example marking code

APPENDIX A – FEEDBACK MODEL

All feedback must be focused on shared learning intentions and co - constructed success criteria. All children need to know:

Where am I going?
How am I going?
Where to next? *

Clear **'Models of Excellence'** are shown to learners and are referenced when giving feedback.

'In the moment' feedback is the most powerful and will form the majority of all feedback. It can be teacher to child, child to teacher or peer to peer.
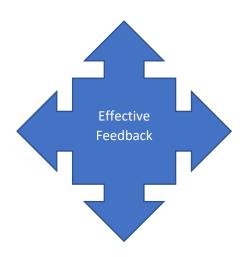
Children will self-mark closed Learning intentions to maximise their challenge and opportunities for learning.

Closed LIs

When achieved will be highlighted in pink and if not left blank with improvements in highlighted in green (if it will add value post lesson).

Teachers will plan effective opportunities and questions to determine the children's understanding of their learning (surface and deep) and so gain feedback from the children so they can maximise the learning in future lessons.

Effective Feedback

Open Learning Intentions

Children will self-assess and edit before they work with a peer.

Open Leaning intentions Teachers may give verbal feed back individually or as part of a group. The children will then edit independently.

Collaborative Marking

Both pupils focus on one book at a time. the author always holds the purple pen and is allowed to disagree with the feedback.

Pupils will use 'editing flaps' to ensure the space for excellence when feedback requires a significant improvement. Pupils will be given time to respond effectively to feedback and typically do so in purple pen

Peer coaches will be:

Specific
Helpful
Kind

Teachers: If it won't make a difference, don't do it.

Individual written feedback must move the learning and understanding forward. If it doesn't, don't do it.

*Hattie 2007

APPENDIX B - ASSESSMENT SCHEDULE

The key to excellent assessment is the conversations had with the children about their understanding and how they have used this in their work. However, in order to ensure that each unit/phase of learning is accurately addressing the needs of the class the following:

English:

Writing – The writing sequence will be based on a cold task – when the children have prior experience of that text type. If the text type is entirely new to the children, the time will be used instead to create more opportunities to immerse the children in examples of excellence. There will be an end of unit piece that is built up over the writing sequence. The key piece for assessing application of skills and knowledge will be the independent writing task. This will be completed post unit.

Reading - The key method for assessment will be hearing the children read, discussing the text and the whole class guided reading sessions. Additionally, teachers (as a minimum) set a reading paper (based on an agreed assessment package) termly.

GPS – Spellings may be set for practice at home where a child has a specific area of difficulty or in years 2 and 6 to ensure there is sufficient evidence of use of the National Curriculum word lists as part of the Writing Teacher Assessment process. Spelling patterns/investigations will be the typical method of practice for most children (through 'No Nonsense Spelling'). Additionally, teachers may set a GPS paper (based on an agreed assessment package) termly.

Maths – Teachers as a minimum will use the half-termly assessments and informal quizzes, designed to promote the recall of subject matter covered to date, during one session of the daily arithmetic practice per week.

Science – The pre-unit assessment will be based on a What We Know (WWK) (individual /whole class). In addition to feedback from pupils gathered over the unit, the final assessment will be based around an investigation to promote scientific enquiry skills, or if unit doesn't lend itself to that - then a teacher created test (using available resources) / a summative What We Know Now (WWKN) activity.

RE – WWK – based on unit key question. Assessment based on an appropriate task from the 'making connection' element of 'Understanding Christianity' or similar for other faith units. This task could be an art project, a debate – the focus it to be RE linking to key areas (theology, sociology and philosophy) not just knowledge.

PE – Use of excellence from online clips to determine the outcomes for the children. Core is the ongoing verbal feedback to correct skills and techniques. Observation of playing/dancing gymnastic sequences and peer fed back explaining understanding of SC.

MFL – Children to apply language skills taught (termly) in creating a role-play type activity/ with appropriate writing (depending on year group) e.g. create a role-play and dialogue for a café scene.

Art/Design and Technology/Music – Excellence model. Final unit pieces and self-critique of performance against SC – presentation about the process if appropriate.

Humanities - WWK based on unit key question and WWKN at the end of unit (as a minimum)

PSHE/RSHE – WWK and WWKN - using a task that applies the unit's content.

Note: Assessment evidence may be collated in floor books or individual books or pupil voice by class teacher or the subject leader where there is no formal test. Debates could be filmed /recorded where appropriate.

APPENDIX C - LEARNING DISPOSITIONS

Our Learning Dispositions – Key behaviours for learning are:

Collaborator – We work together to help each other learn, by sharing our ideas and knowledge and encouraging each other to do our best.

Evaluator – We reflect on our work and that of our friends. We think critically about what we have done and compare our work to the model and make improvements based on the success criteria or peer or adult feedback.

Motivator – We are motivated in our own learning to do our best and encourage others to become the best they can with our help and encouragement.

Resilient – We know that we will make mistakes and that we can move forward from these and become more skilled and knowledgeable through practice and learning for our errors.

Trust - We are kind to each other and do not laugh at each other's slips, gaps in knowledge or skills. We trust them to help us and they know that we can be trusted to help them.

(Where written marking will add value in the opinion of the teacher/LSA)

Capital Letter missing	**Aa**
Full Stop missing	**.**
Punctuation missing	**? ! , : ;**
Finger Space	**G**
This does not make sense/repetition	〰〰〰〰〰〰〰
Paragraph	**//**
Omitted word (s)	**^**
Met the SC to a high standard	✔✔
Error in calculation (slip)	**e**
Incorrect answer in maths	**.**
Next Step/Target	**➔**
Spelling error (key words only)	**Sp**
Grammatical error (e.g. tense /subject object agreement)	**G**

Green highlighter indicates theta the work is not yet meeting the Learning Intention – 'Green for Growth'.

Pink highlighter means that the Learning intention has been met – 'Tickled Pink'.