

# **ALDERMAN RICHARD HALLAM PRIMARY SCHOOL**

## **Feedback and Assessment Policy**



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## **Introduction**

Pupils leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

## **Aims**

The purpose of feedback and assessment is to understand where children are in their learning and use this knowledge to move them forward with meaningful information. We recognise that feedback is more effective and powerful when it is immediate or as close to the learning as possible and, although feedback can take place in a variety of forms, there is a shared aim which is for feedback to

be positive, encouraging and meaningful for each child. The assessment process at our school is to inform future teaching, identify and track individual attainment and evaluate our curriculum, planning and teaching.

## **Purpose**

The purpose of this policy is to ensure a consistent approach to Feedback and Assessment across the school. The purpose of feedback and assessment is:

- To improve pupils' outcomes.
- To improve the quality and effectiveness of teaching and learning.
- To monitor progress and support learning.
- To inform future planning, teaching and curriculum development.
- To provide information to ensure continuity and progression.
- To give meaningful and purposeful feedback to each individual learner regarding their learning.
- To encourage pupils to reflect upon their learning through self-assessment and taking on board the feedback from a member of staff or another pupil.
- To recognise and praise pupil's progress and achievement.
- To support teachers' knowledge of pupils' development needs and amending short-term planning accordingly.
- To provide effective ways of keeping pupils focused on agreed targets and encourage self-assessment and self-correction.
- To demonstrate value and respect of each pupil's efforts.
- To provide an indication to parents and carers about their child's progress.

## **Different Forms of Feedback**

At Alderman Richard Hallam, we value a wide range of types of feedback and encourage staff to give pupils feedback as close to the learning as possible. This can take place:

- Through verbal feedback:
  - On a one-to-one basis during lesson time, through conferencing, in an intervention or after a lesson.
  - Discussion at group or partner level within class or an intervention.
  - Whenever appropriate, teachers should provide individual verbal feedback to pupils.
  - Feedback folders which identify key pupils for support and intervention, as well as how teaching and learning can be adapted to suit the needs of the pupils
- Through Seesaw:
  - Teachers view and publish pupil's work onto class pages; this serves as an acknowledgement of the work.
  - Teachers can comment (written or verbal) upon the work for the pupil to view.
  - Pupils can use Seesaw to ask for further help or support.
- Through whole-class intervention:
  - Misconceptions or accelerated progress can mean teachers can stop or amend a lesson during the lesson and adapt their teaching accordingly.

- Starters can be amended in light of feedback during a lesson. This may mean individual classes have additional starters to address misconceptions.
- The use of visualisers is encouraged as these enable whole-class feedback and modelled examples.
- Through self-reflection:
  - This can take the form of marks or comments using two stars and a wish.
  - Pupils can provide peer feedback using checklists, spelling corrections, marks, written or verbal comments or post-it notes with suggested next steps in line with the Lesson Objective.

We promote instant verbal feedback as much as possible so pupils can act on this in a timely manner however there are occasions where it is appropriate for teachers to provide written feedback. This can take the form of:

- Written comments, marks and next steps which are linked to the Learning Objective for a piece of work.
- Pupil or peer-assessed work in relation to the Learning Objective.
- Specific praise by a variety of rewards such as stamps, Praise Postcards, Good News Certificates or raffle tickets.
- A shared success criteria which can be used to inform peer and teacher feedback.

It is expected that pupils respond to marking and feedback, given in any form, through evidence in their next piece of work or verbal discussion with their teacher or peer.

#### **How we feedback:**

- In English and Mathematics, we use Feedback Sheets to record feedback of a class towards a learning concept. There is one sheet used for each subject across the week. The Feedback Sheets identify the learning objective, key children who need extra support, key misconceptions and actionable next steps.
- In the Foundation Subjects, we also use Feedback Sheets to record feedback of a class towards a learning concept. For Science, Geography or History a full-page feedback overview is used with each lesson written upon. This identifies the key learning for the lesson; key notes (such as whole class misconceptions or key strengths as well as teaching amendments) and children who were absent. For other foundation subjects where written feedback is not typically given, such as P.E., Music, Computing etc. staff note key assessment information and any teaching amendments on a more condensed feedback sheet.
- All work needs to be acknowledged by the Teacher, HLTA or Teaching Assistant who taught the lesson, or in the case of a Teaching Assistant, who supported the child through notes upon feedback sheets or written marking.
- Marking/acknowledgement should be ideally completed before the next lesson in that area.
- Feedback should focus on what the pupil is learning. i.e. the Learning Objective.
- Selected activities are marked in depth. This is agreed upon during the planning of a series of lessons and is consistent within the year group.

- Groups of pupils can be the focus for a day's/week's marking. Equally, other groups may have minimal written feedback as they were part of a guided group which had an increased amount of adult support; this will be identified on the Feedback Sheets.
- Pupils can be supplied with answers/criteria and self-mark.
- Teachers and Teaching Assistants can mark work as a group activity encouraging pupil contribution and reflection.
- Teachers and Teaching Assistants can mark effectively during and at the end of activities.
- Marking should be phrased positively whenever possible.
- It is expected that HLTAs and staff covering absences will provide feedback upon the lessons they have delivered.

### **Feedback for Mathematics**

Whole class feedback is used in Mathematics lesson to provide timely, verbal feedback to pupils. Staff identify strengths and misconceptions during and after lessons and respond as needed. This could take the form of targeted support for individual pupils, adapted lessons or future focuses for morning work. This is recorded on feedback sheets and shared with pupils as appropriate. In Mathematics lessons, work can be live-marked, self-assessed and peer-assessed, which gives pupils additional feedback to support them in identifying their own strengths and areas for development.

Verbal feedback is encouraged during Mathematics and when this has taken place 'VF' is used to signify this.

### **Feedback for English**

Whole-class feedback is used in English lessons to provide timely, verbal feedback to pupils. Staff identify strengths and misconceptions during and after lessons and respond as needed. This could take the form of targeted support for individual pupils, adapted lessons or future focuses for morning work. This is recorded on the Feedback Sheets and shared with pupils as appropriate. During a writing cycle, the first draft of the piece of writing is deep marked by the Teacher or Teaching Assistant to give feedback to the pupil in relation to spelling, punctuation and grammatical errors as well as the learning objective, which is the focus for the marking. Work which is positive and reflects an achievement of the lesson objective is to be highlighted in green and areas to be improved are to be highlighted in pink. These serve as next steps for pupils to make amendments for the final piece of writing. Verbal feedback is encouraged during English lessons and when this has taken place 'VF' is used to signify this.

### **Feedback in the Foundation Subjects**

Marking within the Foundation Subjects predominately uses the feedback sheet approach as detailed earlier. If pupils have been part of a guided group, this is to be shown through writing 'GW'. Spelling of technical vocabulary can be corrected using 'sp' in the margin and then the correct spelling given. Marking in the foundation subjects is to be specific to the concept being taught and marking should not focus on the English or Mathematics being shown; for example, a Geography lesson should have feedback which reflects the Geography being taught and not the writing.

## Assessment at Alderman Richard Hallam involves:

- **Tracking** – Target Tracker is used across all year groups on an on-going basis to track and record pupil's progress within their learning. Teachers update Target Tracker using their knowledge, gained from Assessment for Learning (AfL) and evidence from lessons to update the statements on Target Tracker. This information is triangulated with evidence from pupil's books and formal tests for reading, writing and Mathematics. These are moderated as a year group to agree on the expected standard. General moderation occurs on an on-going basis within year groups and with reference to the Local Authority guidance or statutory guidance if applicable. Target Tracker assessment is a combination of formative and summative assessment.
  - During each term, staff review the progress of the pupils on Target Tracker and use this to inform whether a child has made sufficient progress to move one or more steps. AfL is integral to each lesson, with the teacher guiding the children to be reflective in their learning. It is vital that teachers know their pupils well, understand why pupils make mistakes, and are able to make judgements about next steps or interventions. Effective feedback is pivotal in ensuring assessments are purposeful and effective in raising attainment.
- **Target setting** – a combination of class and personalised targets are set for pupils in Key Stage One and Key Stage Two in reading, writing and Mathematics. Targets are set for the individual to be challenging yet achievable and are shared with pupils, parents and carers through mid and end of year reports.
  - *Writing:* Children will have a personalised target for each half term which can be found on the topic front sheets; these are taken from the year group non-negotiables for writing. Pupils in KS1 will have their targets chosen in consultation with the teacher, whereas pupils in KS2 are expected to choose an appropriate target from their non-negotiables after feedback has been given by the teacher.
  - *Reading:* Children's targets are to achieve the desired PM benchmarking level by the end of their year group. Further to this, there is a reading skill focus every week, in a reading lesson, which is linked to the appropriate statements on Target Tracker.
  - *Mathematics:* At the back of each child's Mathematics book is a list of objectives and skills that children are expected to learn by the end of each year group. As pupils achieve these, the class teacher (or child in upper KS2) will tick these off. There may be individual Mathematics targets if a child is not working within their year group's curriculum.
  - *Foundation Stage:* Children are assessed on an ongoing basis towards the age-appropriate expectations within Development Matters and working towards the Early Learning Goal. As part of this, children are given next steps by the teacher or key worker and these are shared with parents and carers via Seesaw.
- **Interventions** – Assessment information is used to highlight children needing an intervention in order to make progress in a particular area. The teacher works with the year group leader and the SEND Co-ordinator (SENDCo) to identify pupils and to structure interventions. Interventions are closely monitored to ensure pupils make progress whilst receiving additional help and support through an intervention. Interventions are tracked using Provision Map. These are reviewed once a term, as a minimum, and outcomes are reviewed using the Provision Map rating system.
- **Analysis** – Once data is collected at the end of each term for Reading, Writing and Mathematics, year groups analyse their data by looking in detail at the progress of the cohort and key vulnerable groups (White British Boys, EAL, SEND, PP etc.). This is collected formally by the Assessment Lead once a term. This data is crucial in the structure of interventions and the adjustment of teaching. Across Key Stage progress is also monitored through the use of Target Tracker. Staff are aware of pupils who are on track for the desired level of Value Added

and those who are not. This is then used to inform interventions taking place and those pupils requiring extra help.

## Foundation Stage

In the Foundation Stage, an ARH baseline is completed at the start of the academic year alongside the statutory Reception Baseline Assessment (RBA). Target Tracker is then used on an on-going basis to show pupil's progress. The information is analysed relating to children working at, working below and working above age related expectations (ARE). Class teachers analyse their class data and use the information to inform planning, next steps and interventions. The EYFS (Early Years Foundation Stage) Lead then analyses the cohort data and uses the information gained to inform key areas for development and priorities for the cohort. In Reception, pupils are aiming to achieve a GLD (good level of development) by the end of the year and this is monitored by the EYFS Lead, with steps put into place to ensure that this is achieved where possible.

Evidence for Learning Journeys are gathered throughout the year using Seesaw as well as folders of work which contain both formal and informal observations. These are a record of evidence to support the teachers in their judgements however teacher judgement is the main scale on which assessments are based. Input from parents, carers and other adults involved in the children's development such as childminders are also included.

Children's next steps are shared on a half termly basis with parents and carers through Seesaw. These are worked on over the half term and highlighted when met through spontaneous observations and learning in day-to-day activities. These are short term next steps and are changed throughout the year as the child achieves them. A 'next steps' board can be located in each classroom to show each child's next step in learning. These are changed when that objective has been met.

## Teacher Assessments

We believe that assessment should draw upon a whole range of evidence to ensure that we gain a complete picture of each pupil. We value the importance of pupils acquiring skills and understanding which they can apply to all areas of life, however we also recognise the value of tests or quizzes which help to assess knowledge. Techniques for assessment include:

- Daily observations as part of AfL of discussions within class, whiteboard work and work completed in books;
- Formative, summative and diagnostic assessments;
- Assessment weeks are not held. Instead, teachers use their professional judgement to decide when to formally assess a learning concept. This can be done through structured tests, through marking, on whiteboards during a plenary or starter or through observations of a learning concept being used in a new context to show mastery of a skill;
- Pupil conferencing;
- Analysis of intervention success by the SENDCo, Pupil Premium Lead and Senior Leadership Team (SLT) during Pupil Progress Meetings;
- Termly Pupil Progress Meetings for class teachers;
- Daily feedback refers to the learning objective, targets and provides a next step.
- Moderation in professional development time;
- Homework and reading activities that have been submitted through our online platform (Seesaw);
- Evidence of work through Seesaw;

In order to achieve a level of consistency in our assessment judgements, the following are undertaken throughout the year:

- Teachers planning in year group teams during PPA time. This allows for professional discussions, informal moderation opportunities and time to seek support from other colleagues, such as the Senior Leadership Team or SENDCo;
- Book scrutinies conducted by members of SMT for English, Mathematics, Science and Foundation Subjects to ensure consistent application of the feedback and assessment policy, progression across the curriculum and monitor pupils' attainment;
- Moderation workshops, to ensure teachers consistently apply the same standards within PPA sessions, are held during Professional Development Meetings;
- Lesson observations and learning walks throughout the year for teachers and support staff;
- Pupil Progress Meetings where the progress of pupils is discussed in detail;
- Pupil conferencing regarding individual targets. This can take place during lesson observations or learning walks;
- Pupil conferencing regarding interventions and alternative provisions.

### **Pupil Progress Meetings**

Pupil Progress Meetings are held termly between members of SLT, individual class teachers and whole year groups to monitor and review the progress of individuals and sub-groups of pupils including pupils with SEND, Gifted and Talented, EAL and other key vulnerable groups as highlighted by school data. Interventions and provisions are reviewed and target groups are highlighted. They are then monitored and discussed in the subsequent Pupil Progress Meetings. The results of these conversations are recorded on the Pupil Progress sheet.

### **Age Related Expectations**

At the end of the academic year, pupils will receive a Target Tracker Step. Working at ARE is deemed as 'working +' within that year group. If a child is 'secure', they are considered to be high attaining and 'secure +' is for gifted pupils who have mastered the required curriculum skills.

During an academic year, good progress is deemed within our school as six steps of progress; this means a child should make on average one step of progress per half term. A child who makes more than six steps has made accelerated progress. If a child is not making 'good' progress, conversations take place during Pupil Progress meetings to identify barriers to learning and appropriate levels of support required. Should a child not make progress after a period of sustained intervention and the application of different teaching styles and resources, a referral will be made to the SENDCo. Please see the SEND Policy and SEND Process for further information.

The aim for Pupil Premium pupils is to make seven steps of progress during an academic year; this is to diminish the difference between those pupils eligible for PP and those who are not.

### **Examinations**

Pupils leaving the Foundation Stage are required to meet the Good Level of Development. Pupils can be assessed as either meeting the expected GLD or not. This data is then reported to the Local Authority and DfE.

Pupils in Year 1 complete the Phonics Screening assessment in the Summer Term. Pupils who do not reach the expected standard retake the test in the following academic year.

Pupils in Year 4 complete the Multiplication Tables Check during the Summer Term to determine their grasp of the times tables up to 12. The results of this are reported to the DfE.

Pupils in Year 6 undertake SATs examinations during the Summer Term. The result of these exams are reported as a scaled score which is calculated by the DfE in a way to convert the exam raw score into a standardised score. A score of 100 is considered the ARE.

## **Reporting to Parents and Carers**

We recognise that, if children are to succeed, parents and carers will play a full part in their child's education.

We therefore offer:

- Parents' and Carers' evenings twice a year; one in the Autumn and another optional meeting in the Spring term to discuss their child's progress. These evenings provide an opportunity to share learning targets and to enable parents and carers to be involved with the child's ongoing assessment and future learning.
- Parents and Carers are encouraged to make an appointment at any time during the school year to discuss the progress of their child if they have concerns. Staff may schedule further meetings if a pupil is identified as having special educational needs and/or a disability.
- Biannual reports to parents and carers. Before the second Parents' and Carers' evening, a report of pupil's progress is given to parents and carers. This report includes information regarding attendance, their child's attainment and progress in relation to the age expectation and targets are set. At the end of the academic year, reports are prepared by class teachers and are sent home in the summer term. The reports discuss the progress of the child, attendance and refer to personal targets.
- Statutory Key Stage Two SATs results are reported to parents and carers in Year Six. Parents and carers with children in Reception receive information regarding their child's progress and attainment relating to the Early Learning Goal. Parents and carers with children in Year One will receive information about the success of their child in the Year One Phonics Screening tests. Parents and carers in Year Four will receive information about their child's participation in the Multiplication Tables Check. As of 2023-24, the Year Two SATs are optional and there is no obligation to publicise these results. Should pupils take part in these tests, the results will be used as part of the internal assessment process to inform teacher judgements and results will be shared with parents and carers on request.

## **Inclusion**

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos and this will be reflected in the feedback that is given to pupils. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted, More Able and Talented, EAL and children identified with a Special Educational

Need (SEND). Feedback will always be delivered to children in a way that is accessible for them and provides further challenge.

### **School Closure**

In the event of a school closure, teachers will continue to provide planning and engaging learning for pupils using Seesaw. Through Seesaw, teachers will convert their lesson flipcharts to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this for feedback using their Seesaw account. Teachers will provide feedback through the Seesaw account – this can be through verbal or written feedback. The publication of work onto a child's page will serve as an acknowledgement of the work; 'liking' a post serves as an indication that the child has met the learning objective. Seesaw allows teachers the ability to provide feedback and correct any misconceptions. See Remote Learning Policy for further information.

### **Monitoring and Review**

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan and in consultation with staff.

The effectiveness of feedback and assessment is regularly monitored and reviewed through:

- Subject coordinators and leaders undertaking book and learning trawls. The outcomes of these are shared with class teachers and SLT.
- SLT undertake monitoring and review exercises of book and learning trawls.
- During Teaching and Learning Week, SLT use pupil conferencing to gauge the effectiveness of the feedback that pupils receive in their learning.
- SLT and the Assessment Co-ordinator undertake regular reviews of Target Tracker
- Internal and external moderation and training is undertaken by staff, as appropriate.