

TEACH TRUST ASSESSMENT and FEEDBACK POLICY



Statement of Intent

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Our vision is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

All our Trust schools are gold level Rights' Respecting schools. By becoming Rights' Respecting schools, we have adopted a coherent values framework which shapes the ethos and curriculum of the school. In our learning, teaching, action and word, we recognise and support the rights of all children, and celebrate diversity. This, and our core values of: trust, excellence, aspiration, collaboration and honesty, underpin our educational provision. This enables us to improve self-esteem, enhance moral and academic development, improve relationships and behaviour, eliminate prejudice, and develop global citizenship.

Aims

In the TEACH Trust, we believe that in order for all our children to be successful and resilient learners then assessment for learning and the growth mindset must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning. By doing this we aim to develop the right skills for all our children to reach their maximum potential. We believe that our feedback to children should also focus on the process and attitudes which lead to learning, such as concentrating, persevering and learning from mistakes. By doing this we aim to develop a growth mindset in our children, which involves meta-cognition enabling them to learn specific strategies to set goals and monitor and evaluate their own development.

Teach assessment ensures the fulfilment of the following:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if learning takes place within an environment where growth mindset messages are promoted
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- mistakes are valued and are seen as essential as part of the learning process
- we achieve our assessment without adding unnecessarily to teacher workload
- a range of assessments are used which include, day-to-day formative assessment; in school summative assessment; and nationally standardised summative assessment.

Formative Assessment

Effective feedback is integral to good teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning. It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what they are aiming to achieve.

Effective feedback aims to:

- Inform the pupil what they have done well and what they need to do to improve
- Give pupils ownership of their own development to help raise their confidence and self-esteem
- Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning
- Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning strategies and attitudes.

We recognize that the teaching team consists of teachers, teaching assistants and any other specialist teachers employed by the Trust.

“In a fixed mindset, pupils believe their basic abilities, their intelligence, their talents are just fixed traits. They have a certain amount and that’s that. In a growth mindset, pupils understand that their talents and abilities can be developed through effort, good teaching and persistence.” Carol Dweck

The principles that guide the schools' approach to feedback

Feedback should fulfil the following:

- ✓ Be undertaken first by the children in response to their own and their peers' learning
- ✓ Be accessible and understood by the children.
- ✓ Relate, where possible, to the learning objective, and or success criteria and or a writing toolkit.
- ✓ Involve the teaching team working with the children.
- ✓ Provide recognition and praise for the efforts and attitudes that have led to achievement (e.g. persistence, effort, resilience, concentration, positive attitude, commitment (i.e. putting lots of extra time into developing a skill)).
- ✓ Support the child with clear strategies for improvement
- ✓ Allow specific time for children to read, reflect and respond to feedback where appropriate
- ✓ Respond to individual learning needs taking opportunities to give feedback face-to-face where appropriate
- ✓ Inform future planning

- ✓ Use marking codes consistently
- ✓ Ultimately be seen by children as another positive approach to support them in improving their learning
- ✓ Refer to presentation and handwriting expectations when a child has not taken sufficient pride in their work to demonstrate the standards required.

Children’s evaluation of their own and their peers’ learning

- All children should be, in their current piece of work, encouraged to identify their own successes and look for an improvement point. Effective AfL will also focus on this process as a way of analysing and learning
- Children should be given the opportunity to evaluate the work of their peers and provide suggestions for improvement. This could be through whole class or group discussion using such equipment as a visualiser to show pieces of work
- Children should be given time, when appropriate, to read and consider, and act upon feedback, making the appropriate improvements or comment
- Children should be encouraged to ask for clarification if they do not understand a comment and should be clear about what they need to do in order to move their learning forward as a result of the feedback they have received
- Children may feedback to each other using the following feedback stems (or others which are similar):

| | | |
|--|---|----------------------------------|
| I noticed how... | Could it make a difference if you... | One thing that helps me is... |
| Look at how much progress you made on... | Have you considered trying a different strategy to... | This could improve if... |
| I see a difference in this work compared with... | You’re on the right track here and might consider... | My favourite part of this was... |
| I admire how hard you’ve worked on.... | One awesome thing about your work is... | I noticed that... |
| I can see you really enjoyed learning... | I really like the way you... | Next time I would... |

Providing Feedback: Praise

Within TEACH, we use marking and feedback as a way of developing a growth mindset in our children. Feedback and marking in the form of praise about a child’s work will focus upon the **process** rather than the **person**. **Person praise** implies that a child has succeeded due to an inherent, inborn quality which they possess, rather than the time and effort that they have put into their work. On the other hand, **process praise** acknowledges the effort, strategies and actions that contributed to the success.

| PERSON PRAISE | PROCESS PRAISE |
|----------------------------|--|
| You're a natural at maths! | These problems didn't give you much of a challenge. Let's move onto something that will really stretch your brain. |
| You're so clever! | I like how you used different strategies to figure out these problems. |
| You're such a good boy! | I appreciate you clearing up the art area without being asked to. |
| What a brilliant artist! | Your effort in developing your painting skills is really apparent in your work. |
| You're a born writer! | Your writing shows understanding of the audience and how to connect to them. |

Improvement Prompts

Within TEACH, the principles of praising effort are also applied to giving improvement prompts about the children's work. We focus on **Process Improvement Prompts** (the effort put into the task) rather than **Person Improvement Prompts**, which blames a failure or lack of qualities in the child as the reason for not having achieved. Person improvement prompts can make a child feel insecure about tackling challenges or making mistakes in the future, whereas process improvement prompts do not evaluate the child globally, but gives them feedback on the one, current piece of work, linking effort and achievement.

| PERSON IMPROVEMENT PROMPTS | PROCESS IMPROVEMENT PROMPTS |
|---|---|
| You really messed this up. | This didn't seem to work for you – how could you approach this problem differently! |
| You did your best but it isn't good enough. | You didn't meet your goal – but what did you learn? |
| Maybe piano just isn't your thing! | Keep practising – every day you will get closer and closer to mastering this. |
| You are a naughty boy. | You made a wrong choice – what will you do differently in the future? |
| Tina beat everybody again today. | Tina did well on this test – let's ask her how she prepared for it so well. |
| This is obviously too hard for you. | This was difficult but difficult is good! It means you are learning! |

Feedback should be provided regularly and either during or as soon as possible after the learning is completed. For AfL to effectively inform planning, the teacher will need to know the achievements of each child and their next steps before progressing further into the teaching sequence. The following are acceptable examples of methods of providing feedback:

Live Feedback

Whenever appropriate, feedback will take place during the learning as an ongoing dialogue between teacher and child. The teaching team will provide immediate feedback to help children to improve and edit their work, addressing misconceptions before they become embedded.

Verbal Feedback

It is important for all children to have verbal feedback from a member of the teaching team. This dialogue should focus upon efforts, achievement, areas for development and to set targets for future learning. An example of this would be conferencing with pupils about their writing or verbal feedback during the lesson about their work. Verbal feedback is a powerful tool to allow children to understand how to move forward and progress in their work. Verbal feedback should be evidenced with VF (see marking codes section).

Formative Feedback

Formative feedback must inform the next steps in the learning process and will point them towards ways to realise the improvement. *'Feedback is information about the task that fills the gap between what is understood and what is aimed to be understood. It can lead to increased effort, motivation or engagement to reduce the discrepancy between the current status and the goal.'*
Hattie & Timperley 2007

Where formative feedback is given after the learning, time needs to be given to allow improvements to be made. Feedback, where possible, should challenge pupils to locate errors and correct them through challenge comments or prompts rather than making explicit their mistakes.

Subject Specific Feedback – All Subjects

Feedback should focus primarily on both the learning objective for that subject area and the evidence of positive learning behaviours of the child, e.g. resilience and persistence. In all subjects, teachers will continue to use marking codes to identify grammar, spelling and punctuation corrections, as appropriate to the year group expectations. Comments which recognize a developing growth mindset can also be used for children's work, and should be written in green.

Subject Specific Feedback – Writing

Throughout the writing process, children will use self and peer assessment to edit and improve their writing. Larger pieces of writing which are covering a specific genre are to be marked using the highlighter system (green = good/good effort and pink = improve/polish). When making improvement prompts, pink pen should be used to make the comments as this reinforces it is an improvement that is required. Process improvement prompts need to be considered carefully and ensure they focus on moving the learning forward and take account of the expectation of the year group and/or the child. Writing in English will take place on the right-hand page, in order to allow improvements through ongoing assessment. Editing and improvements will be made on the left-hand side of the page to ensure pupils are not limited in their responses to show effective AfL and progress.

Not all work requires in depth marking that refers to the learning intention, however all work should be checked and acknowledged e.g. it is not necessary to write a comment on planning work such as boxing up or story mapping. It may, however, be deemed necessary for this type of work to be commented upon for certain individuals and this will be left down to the professional judgement of the teacher.

Examples of improvement prompts:

- **A reminder prompt:**

‘Say more about how you feel about this person.’

- **A scaffold prompt:**

‘Explain how this person is a good friend.’

‘Describe something that happened that showed they are a good friend.’

- **An example prompt:**

‘Choose one of these or make one of your own....’

He is a good friend because he never says unkind things about me.

My friend is a friend because he never tells me lies.’

Spellings

Spelling is a fundamental part of writing and therefore does need to be addressed and corrected. A teacher should use their judgement on how many incorrect spellings to highlight, with a focus on key spellings that the child should know, rather than demotivating a child who may struggle with spellings or who may have experimented with the use of more complex words to enhance their writing. These words should be:

- High frequency words
- Known spelling rules that have been taught in spelling sessions or covered in previous year groups
- Subject specific vocabulary

When a teacher has identified a spelling error the child must ensure that from that moment on, through regular self-assessment, that the word is not misspelt again. If there are common misspelt words across the class, a word bank displaying these words should be created. In Key Stage 1, the teacher may insist on certain words being added to a spelling book mark in their books, if appropriate. All children should be challenged to identify and correct spelling errors with increasing independence. The use of dictionaries is a national curriculum requirement at KS2 and therefore children should be using them to aid their spelling. Children in infant schools will be introduced to the use of a dictionary when appropriate.

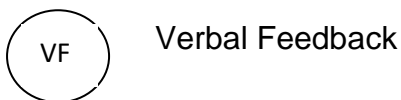
Key Stage One Feedback

In KS1, pieces of written work will require a marking slip which outlines particular areas of focus for the children to include in their work. This could include features of a toolkit which has been co-constructed as a class. Areas of focus could be specific features of a text type or certain areas of grammar and punctuation, related to the learning intention. If a child is successful in correctly including the areas of focus these will be highlighted off by the teacher in green. These can also be used as a tool of self-assessment for children to identify their successes. In an assessment piece of writing, the marking slip will specify the learning intention but will not provide success criteria as the teacher will want to know what the child can produce without a prompt. These tasks are then conferenced with the teacher.

As children progress throughout the key stage, the level of support provided on the marking slip will reduce.

The use of marking codes is an effective way of saving time during the marking process providing the children understand the codes. When using marking codes, the level of challenge required must be taken into consideration.

KS1 codes



Blue pen is used by the teacher to correct the spelling of words which are needed to ensure the child's writing makes sense but which are beyond the child's current phonics phase.

Key Stage Two Feedback

During the teaching process, the success criteria will be generated with the children through investigating effective examples of the genre and co-constructing a toolkit of features. The toolkit will be recorded in the book and children are expected to be more independent in selecting from this information to inform their own writing. The toolkit can also be highlighted to indicate successes and targets to improve the writing. This process may not be applied on an assessment piece of writing as the teacher will want to know what a child can produce without a prompt.

KS2 codes

Sp – Spelling error

// - New paragraph

T – Incorrect tense

^ - Missing word/s

- Error on this line



Let's talk about this



- Verbal feedback given

? – Unclear/doesn't make sense

Vocab – Better word needed

P – Missing punctuation

- ✓ Acknowledgement e.g. seen a story map or boxing up grid and no comment is needed

In KS2, children make corrections to their learning in a red polishing pen. KS2 classes also use marking stations where appropriate, where children self-assess their work using red pen.

It is assumed that written tasks are completed independently by pupils even after directed teaching. Work would not be considered independent if the task was modelled or too heavily scaffolded, copied or paraphrased, or where the teacher has directed the pupil to make specific changes. In these cases, the teacher will need to identify the level of support given.

Subject Specific Feedback - Reading

When marking written work in response to reading, a tick is sufficient to acknowledge that the answer given is correct and contains the detail required. Answers that are particularly effective may be highlighted in green to allow the pupil to understand the success of their answers; these may be shared in group discussion in the next session as examples of answering comprehension questions effectively. Where an answer is not sufficient, question prompts or pink highlighter will be used.

At the start of the next session, children will be given time to respond to the prompts or highlighted work. The teacher may also use time at the start of the session to feedback to the children about the effectiveness of their answers: to share particularly successful work or to address common misconceptions.

Subject Specific Feedback – Mathematics

All correct work will be marked with a green pen and all incorrect work will be marked with a pink pen. Children will correct their 'pinks' and will be given time to do this, in lessons, by their teacher. In some cases, it may not be possible/valuable for children to correct **all** of their 'pinks' from a lesson (e.g. if the same error has been made multiple times). However, sufficient 'pinks' will be corrected to ensure that the child has moved on in their learning. Corrected pinks will then be marked with a green pen.

At the end of each lesson/piece of written work, **children** will 'give themselves a traffic light' depending on how well they feel they understand the maths objective that they are working on. When teachers are marking or checking the children's marking, **teachers** also give the child a traffic light, which may or may not be the same as the child's traffic light. This creates a dialogue between teacher and child about how well the maths objective is understood.

Presentation 'errors' (e.g. not using a ruler to underline the date and LI; not putting one digit in each book square; not rubbing out or neatly crossing out mistakes etc.) will be commented on (and improvements requested) as part of teacher marking.

Key Knowledge Fact Sheets

In science and non-core subjects, key knowledge fact sheets are used to outline the target learning that children will need to master. During the course of the topic, opportunities to embed the key knowledge through lesson activities and regular retrieval practice will ensure that the learning is secured in children's long-term memory. At the end of the topic, children will complete a quiz which allows teachers to assess if the children have mastered the key learning or identify where there may be gaps to be addressed by the teacher.

Summative Assessment

Summative assessments and testing are undertaken in all year groups at the mid-point of the academic year and at the end of the academic year. These give a standardized picture of what children know, can do and understand in core subjects, and are triangulated with teacher assessments to help ensure a full, accurate picture of attainment and progress to inform next steps.

Research has shown that it is advantageous to use different forms of testing to ensure children can efficiently recall what they have learned as knowledge is not useful unless it can be called upon when needed. Through developing children's skills, resilience and confidence with 'testing' we are able to not only gain important assessment data, but also prepare our children for success in securing formal qualifications later in their educational career.

Statutory Assessments

All statutory results are reported to parents/carers and published annually on school websites, as required by the Department for Education. Where assessments are carried out internally, standardisation and moderation activities take place during the year and these give teachers the opportunity to ensure consistency of assessment through comparison with examples of work by other children in the year group, in the Trust or in other schools.

Assessment in the Early Years Foundation Stage

From September 2021, the statutory Reception Baseline Assessment requires that all children undertake a 1:1 assessment with an adult within the first 6 weeks of starting school. The results are recorded online and submitted to the government selected agency. This agency calculates a baseline outcome for each child, reporting if they are working at or below the expected level for their age.

Statutory Phonics Screening Check

In June, all pupils in Year One undertake a phonics screening check. Pupils who do not achieve the nationally required threshold at the end of Year One repeat the check at the end of Year Two.

Statutory Assessment at the end of Key Stage One (Year Two)

Year Two children will be assessed using the assessment framework documents produced by the STA. Schools in the Trust will use the assessment frameworks as outlined in the main principles section of the document. Children in Year Two will undertake the tests and tasks which will be used to inform teacher assessment judgements.

Multiplication Tables Check (MTC)

In June, all pupils in Year Four undertake a Multiplication Tables Check. This is accessed and undertaken electronically via the Primary Assessment Gateway (PAG).

Statutory Assessment at the end of Key Stage Two (Year Six)

Year Six children undertake timed and externally marked Standardised Assessment Tests (SATs) in May. Tests are undertaken in: Reading; Mathematics; and Grammar, Punctuation and Spelling (GPS). Teacher assessments are also submitted for writing and Science.

Reports and sharing information with stakeholders




- Analysis is shared with Trustees through regular meetings of Standards Committee, who subsequently report to the main Trust Board (as per the scheme of delegation)
- Parents' consultations are held twice a year. At the parents' consultation meetings, progress information is shared with parents, alongside feedback about the child's learning behaviours and attitudes
- Parents receive a written report once a year in the summer term. In the report, the teacher will refer to the child's current attainment, attitudes, progress and any areas for further development

The role of Trustees

- To liaise regularly with the Standards Leader;
- To report to the Main Trust Board on school outcomes and other matters;
- To attend any relevant INSET or training;
- To hold school leadership to account for standards achieved.

Strategies to support assessment and feedback

Talk tally

| Word | Picture | Tally |
|----------|---|-------|
| elephant |  | /// |
| rhino |  | |
| safari |  | |

Roll a dice

- 1 = say a conjunction
- 2 = say an adverb
- 3 = say an adjective
- 4 = say a common noun
- 5 = say a proper noun
- 6 = say a verb



Secret envelope



What could be inside?
Look at word or picture clues and discuss.

Pobble 365 Pictures to describe



Sentence builder

Choose a word from each column to make a sentence.

As a challenge, fill in the blank boxes.

| | | | |
|--------------|-------|--------|-------------|
| The giant | jumps | into | the fox. |
| The princess | hops | over | the castle. |
| The goblin | skips | around | the pond. |
| The frog | walks | under | the bridge. |

Talk tokens Taking turns to talk



What if...?

Questions to discuss/answer
What if rubbish bins gave you £1 back for every sack of rubbish?

Reasoning stems

- I already know that... so
- I started by ...
- I checked by ...
- I decided to ... because ...
- I noticed that...
- I wondered why ...
- The pattern I noticed was ...
- I used the inverse of ...
- I used the fact that ...
- I was systematic because I ...

What would you rather...?

Questions to discuss/answer
Would you rather have feathers for fingers or foil for teeth?

Mystery objects

What could be under the cloth?
Look underneath and cover it over – tell a friend about the objects.
Which is the odd one out?



Carpet club
Adult sat on the carpet ready to help children.



'Magpie me' zone
Adult modelling and children come and take ideas or just listen/watch.



Stepping stones

Set the pitch for the lesson – children stand by the one they find tricky or they could stand by the best story or stand by the non-chronological report etc. (Mystery stories – with them turned over)

Legacy of learning
film a child or teacher completing learning and play on iPad or IWB for children that need support.



Photo and picture cards
Use them to ask children to say what they know, spot the odd one out, make connections between them, link abstract to concrete or order by importance.



Varied questions

Agree/disagree statements
Odd one out statements
A range of answers
Always, sometimes, never
The answer is... What is the question?



Assessment for Learning 'Seek, reflect, respond'

Rally robin
Turn taking with a partner – share ideas.



KWL grid

Find out what the children 'Know' what they 'Wonder' and then what they've 'Learned'.
Display the grid in class, refer to it and add to it.

| K | W | L |
|-------------|---------------|----------------|
| What I know | What I wonder | What I learned |



Snowballs

Children write what they know so far, throw to teacher and teacher can choose any to read to class. Children can have theirs back at the end of the lesson or topic and add what they have learnt.



GAS questions

Words, calculations or statements around the room – go and stand next to whichever you agree with or whichever answers the question.
Use at the beginning or end of the lesson to assess knowledge.

Equality Impact Assessment

| Question | Response | |
|---|-------------------------------|-------------|
| Which relevant groups and stakeholders have been consulted with in relation to this policy? | | Please tick |
| | Pupils | |
| | Trustees | ✓ |
| | Staff | ✓ |
| | Parents/Carers | |
| | Local Authority | |
| | Trade Unions | |
| What are the arrangements for monitoring and reviewing the actual impact of the policy? | Other Advisors (give details) | |
| | Termly | |
| | Annually | ✓ |
| | When applied | |
| | If legislation changes | ✓ |
| | If a formal complaint | |

| Characteristic Group | Is there a potential for positive or negative impact? | Please explain and give examples of any evidence/data used | Action to address potential positive/negative impact (e.g. adjustment to the policy) |
|---|---|---|--|
| Disability | | | |
| Gender reassignment | | | |
| Marriage or civil partnership | | | |
| Pregnancy and maternity | | | |
| Race | | | |
| Religion or belief | | | |
| Sexual orientation | | | |
| Sex (gender) | | | |
| Age | | | |
| SEN | ✓ | A small number of children are accessing an adjusted curriculum to suit their needs | Requirements may be adjusted for children whose EHCP or IEP determine alternative targets. |
| Vulnerable | | | |
| Traveler, migrant, refugees and people seeking asylum | | | |
| EAL | ✓ | Some children may not be able to record at an age-related level if they have yet to acquire the relevant language | Personalised feedback will be adjusted to assess what has been taught and secured in line with language development. |

