TEACH TRUST ASSESSMENT and FEEDBACK POLICY

The Educational Alliance of Canford Heath

Statement of Intent

Our mission 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.

Our Vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

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.

Aims

In the TEACH Trust, we believe that, in order for all our children to be successful and resilient learners, 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, monitor and evaluate their own development.

TEACH assessment ensures the fulfilment of the following:

- assessment is an integral part of teaching; it is based on best practice, focused on the curriculum and 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 fulfil the following:

- 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 recognise 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 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 work

- All children should be, in their current piece of work, encouraged to identify their own successes and look for an improvement points. 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, through collaborative, 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, consider and act upon feedback, making the appropriate improvements or comments.

- 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 e.g. using the SWAN feedback model (strengths, weaknesses and next steps) 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 because 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. This process does not replace the summative marking and assessment of a piece of work.

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 the children 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. For example, a marking code may be given on the same line as an error and the child will be given time to identify the error on that line and correct it next to the marking code symbol.

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. Presentation may also feature in this feedback.

Subject Specific Feedback – Writing

Throughout the writing process, children will edit and improve their writing. Writing is marked using the highlighter system (green = good/good effort and pink = improve/polish). When marking, pink pen should be used to indicate prompts using marking symbols or to make comments where more detailed feedback is needed as this reinforces it is an improvement that is required. Corrected pinks will then be checked by the teacher and followed up verbally where misconceptions persist. 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. Sustained pieces of writing in English will be recorded on the right-hand page, in order to allow edits and improvements through ongoing assessment to 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.

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.'

When giving improvement prompts, avoid giving closed questions so that it is clear what response is required:

E.g. Can you add an adjective? ➡ Add an adjective please.

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 as follows:

- 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 bookmark 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 objective. If a child is successful in correctly including the areas of focus these will be highlighted off by the teacher in green. If a child is not successful in correctly including the areas of focus these will be highlighted off by the teacher in pink. If the child has not fully included the areas of focus but has started to, then the relevant areas of focus will be highlighted as a dashed green line. These can also be used as a tool of self-assessment for children to identify their successes. In an independent assessed piece of writing, the marking slip will specify the learning objective 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: codes should be used where the child has been taught the skill to be demonstrated.

KS1 codes

Improve your learning

(C) Capital letter

↓ Lower case letter

(P) Missing punctuation

(Sp) Incorrect spelling

(G) Incorrect grapheme

👄 Sound out carefully – missing graphemes

🔄 Right way round?

Finger spaces

∧ Something is missing

👀 Look again carefully

Next step

(VF) Verbal Feedback

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 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 is cross-referenced to indicate successes and targets to improve the writing.

KS2 codes

Sp – Spelling error

// - New paragraph   ? – Unclear/doesn't make sense

T – Incorrect tense   Vocab – Better word needed

^ - Missing word/s   P – Missing punctuation

- Error on this line

Let's talk about this

VF - Verbal feedback given

AS – adult support

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 – this will require adult intervention). 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.

Presentation 'errors' (e.g. not using a ruler to underline the date and LO; 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 teacher assessments 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 standardised picture of what children know, can do and understand in core subjects, and are triangulated with outcomes from assessments such as automaticity quizzes in infant schools, and online and written tests in junior schools to help ensure

a full, accurate picture of attainment and progress to inform next steps. Assessments to be undertaken are detailed in the annual assess, plan, do review schedule.

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.

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. Test are undertaken in: Reading; Mathematics; and Grammar, Punctuation and Spelling (GPS). Teacher assessments are also submitted for writing and Science.
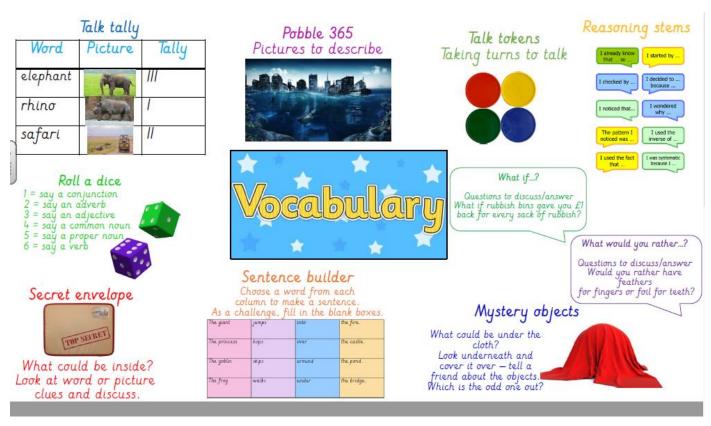
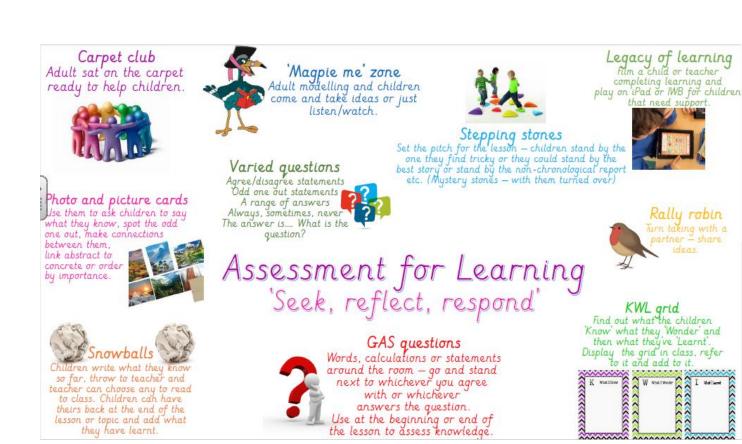**Reports and sharing information with stakeholders**

- 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 spring 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

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	
	Other Advisors (give details)	
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	✓
	When applied	
	If legislation changes	✓
	If a formal complaint	✓

Does the policy affect one group less or more favourably than another on the basis of:	Y/N
Disability	
Gender reassignment	
Marriage or civil partnership	
Pregnancy and maternity	

Race	
Religion or belief	
Sexual orientation	
Sex (gender)	
Age	
SEN	✓
Vulnerable	
Traveller, migrant, refugees and people seeking asylum	
EAL	✓

	Y/N	Comments/Actions
Is there any evidence that some groups are affected differently?	Y	
If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	Y	
Is the impact of the policy likely to be negative?	N	
If yes, can the impact be mitigated by taking different action?	Y	Requirements may be adjusted for children with SEND whose EHCP or IEP determine alternative targets. Personalised feedback will be adjusted to assess what has been taught and secured in line with language development of children with EAL