

# Palace Wood Primary School

## Assessment and Feedback Policy



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This policy has been impact assessed by Clare Cairns in order to ensure that it does not have an adverse effect on race, gender or disability equality.

## Assessment and Feedback Policy

### 1. Ethos

At Palace Wood Primary school, we recognise the importance of feedback as an integral part of the Plan –Teach-Review cycle. We always start by asking ourselves, ‘why are we giving this feedback?’

There are two main reasons:

1. To motivate the child
2. We can see an opportunity to move learning on by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child’s understanding or ability to do something

Through this policy, we aim to maximise the effective use of feedback in practice whilst also reducing teacher workload. We want our teachers to make professional judgements about when is the right time to intervene, which means that all of our time and effort is focussed on having an impact on learning rather than ticking a box. In essence, the ethos of this policy is to adhere to the principles that feedback should be meaningful, manageable and motivating for the child and for the teacher.

### 2. Principles

Research by the Education Endowment Foundation (April 2016) shows that effective feedback should:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve.
- Put the onus on the students to correct their own mistakes
- Alert the teacher to misconceptions that he/ she can address in subsequent lessons
- Provide pupils with the metacognitive language to manage their own learning which includes the skills of setting and monitoring goals, assessing progress, and identifying personal strengths and challenges.

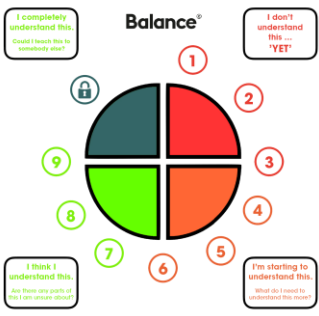
The school has taken on board these findings alongside research from educational experts, such as Professor John Hattie, when producing this policy.

### 3. Our Approach to Feedback and Marking

#### 3.1 Children’s Writing across the curriculum

Our approach to feedback is precise, selective and measured. Teachers use the following approaches to give children feedback on their writing:

Type:	What it looks like	Evidence of impact
Immediate – in the lesson	<p>Check for Understanding and On-the-spot feedback:</p> <p>We encourage as much feedback as possible to be carried out within the lesson.</p> <p>Teachers use formative methods such as ‘tracking not watching’ (Teach Like a Champion) and questioning to</p>	<p>Informal drop ins/formal observations as part of the school’s monitoring schedule</p> <p>Learning walks</p>

	<p>inform their assessment of pupils' understanding while they are working independently or with peers, in books or on whiteboards, or orally.</p> <p>Through this process, feedback is instant, continuous and ever-present. Feedback is specific to next steps and provides clear pathways to success. It is an actionable learning dialogue and can take the form of:  Precise and quick individual feedback  Mini- plenaries to address misconceptions  Focus-group feedback</p> <p>When children are responding to adult feedback, they will (where appropriate) make changes in a purple pencil (KS1) or purple pen (KS2) to indicate that feedback has been given.</p> <p>The balance wheel is used through out the lesson to support the teachers understanding of where the children feel they are in their learning. This also helps children to become more independent in assessing their own learning and recognising their next steps</p> <p>Culture of Error:  Teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop a growth mindset around receiving and acting on feedback.</p> <p>Feedback may be about the task, the process or the self-regulation of the learner.</p> <p>Teachers and pupils co-construct the non-negotiables expected for Every Piece of Work (EPoW). These are the learned rules of writing that are clearly visible in every classroom and provide the starting point for pupils to proof read their work in each lesson. They support self-assessment, self-regulation and independence.</p> <p>This approach captures our expectations for all pupils from Early Years to Year 6</p>	<p>Book looks and conversations with teachers</p> <p>Pupil voice</p> <p>Moderation of writing across the curriculum</p>  <p>The diagram is a circular 'Balance' wheel divided into 9 numbered segments. The top-left segment (1) is dark green and labeled 'I completely understand this. Could I teach this to somebody else?'. The top-right segment (2) is red and labeled 'I don't understand this ... YET'. The right side segments (3, 4, 5) are orange. The bottom-right segment (6) is light green and labeled 'I think I understand this. Can I show my partner or tell someone about it?'. The bottom-left segment (7) is dark green and labeled 'I think I understand this. Can I show my partner or tell someone about it?'. The left side segments (8, 9) are light green. A padlock icon is on the left side.</p>
<p>Whole Class Feedback– after the lesson</p>	<p>For children who did not receive feedback in the lesson, teachers will read pupils' work and divide into three piles:  Re-teach (red/amber on the balance wheel)  intervention required before next lesson</p> <p>Consolidate (amber/green on the balance wheel)  questioning and recap in next lesson, retrieval questions</p> <p>Extend (dark green on balance wheel) morning work, retrieval questions</p> <p>OR</p>	<p>Moderation of writing across the curriculum</p> <p>Book looks and learning conversations with adults</p> <p>Pupil voice</p>

	<p>Use the feedback sheet (see Appendix 5) to collect formative data about common misconceptions, successes and next steps. In doing this teachers will identify the key point(s) required to enable progress. This may inform class feedback and planning, or pupils may be grouped depending on their needs/ next steps.</p> <p>RAG rated on insight against NC objectives - use professional judgement to decide when this will support planning and moving learning forward.</p> <p>Successes in learning are celebrated (this will sometimes include specific examples from pupils) and teachers teach children how to make improvements to their writing using the common misconceptions or next steps from the feedback sheet).</p> <p>They may have an opportunity to practise the improvement; they will then edit or redraft their writing using pencil/black pen (if working as a whole class) or purple pencil/pen (if working in a small group or 1:1).</p>	
<p>Marking – after the lesson</p>	<p>There may be times when the teacher decides that written marking is the best vehicle to enable progress.</p> <p>This is when pupils already have knowledge of how to edit and improve their writing.</p> <p>Staff will double tick strengths and where children have achieved the learning intention and, may use symbols from the Marking Code (see appendix) or add a brief comment.</p> <p>KS1 In KS1, staff will underline areas for improvement and use symbols from the KS1 Marking Code (see appendix). Children will then be given time to respond to this marking using purple pencil.</p> <p>KS2 In KS2, staff will underline or circle areas for improvement and use symbols from the KS2 Marking Code (see appendix) or add a brief comment to explain what improvements are needed. Children will then be given time respond to this marking using purple pen.</p>	<p>Book looks and learning conversations with adults</p> <p>Moderation of writing across the curriculum</p> <p>Pupil voice</p>
<p>Self and Peer Assessment</p>	<p>Self-assessment We encourage children to self-reflect on every piece of writing they complete.</p> <p>Pupils will use their pink highlighters to highlight any areas that they feel are particularly strong. This may be done against success criteria or may just be a phrase or sentence of which children are particularly proud.</p> <p>Pupils will use their purple pencil/pen to edit their writing. We encourage children to not only edit secretarial elements, but also larger chunks of writing as they reflect on their authorial voice and effect on the reader.</p>	<p>Book looks and learning conversations with adults</p> <p>Pupil voice</p> <p>Observations</p>

	<p><b>Peer Assessment</b> Children will often work with a peer when reflecting on their work. This may include reading aloud their own work, or their partner's. Although they will receive advice from their partner, pupils can decide if they want to make the edits and will only ever write in their own books.</p> <p><b>Metacognition</b> Lessons contain opportunities for pupils to evaluate and assess their own writing using the balance wheel and metacognitive language. Teachers direct children to use language-rich reflections (oracy stems) to evaluate their progress and to understand their next steps.</p> <p>When self-assessing, children will give themselves a balance number at the end of the lesson and may write a comment to explain their thinking.</p>	
Summative	This includes grammar tasks, spelling tests, end-of-unit or -term test, quizzes, independent writes	Data analysis – progress and attainment tracking PIXL Gap analysis

### 3.2 Mathematics

Feedback in mathematics is most useful when it is immediate, verbal and related to the process that a child is using.

Type	What it looks like	Evidence of impact:
Immediate – in the lesson	<p>Check for Understanding and On-the-spot feedback:</p> <p>We encourage as much feedback as possible to be carried out within the lesson.</p> <p>Teachers use formative methods such as 'tracking not watching' and questioning to inform their assessment of pupils' understanding while they are working independently or with peers, in books or on whiteboards, or orally.</p> <p>Through this process, feedback is instant, continuous and ever-present. Feedback is specific to next steps and provides clear pathways to success. It is an actionable learning dialogue and can take the form of: Precise and quick individual feedback Mini- plenaries to address misconceptions Focus-group feedback</p> <p>The balance wheel is used throughout the lesson to support the teachers understanding of where the children feel they are in their learning. This also helps children to become more independent in assessing their own learning and recognising their next steps</p>	<p>Informal drop ins/formal observations as part of the school's monitoring schedule</p> <p>Learning walks</p> <p>Book looks and conversations with teachers</p> <p>Pupil voice</p>

	<p>Culture of Error: Teachers create an effective climate for learning where children feel safe to make mistakes and therefore develop a growth mindset about receiving and acting on feedback.</p> <p>Feedback may be about the task, the process or the self-regulation of the learner.</p>	
Self- Assessment	<p>Before the end of the maths lesson, children will mark their own work where appropriate. This may be through answers provided verbally by adults, or through checksheets that will allow children to check their own answers. Children are encouraged to check their answers after every two to three questions so that misconceptions can be identified early in the lesson.</p> <p>If a child identifies an incorrect answer, they put a dot next to their original answer in their purple pen or pencil and try to solve the calculation/problem again using pencil.</p> <p>If a child realises that they need additional guidance based on their self-assessment, they are encouraged to discuss their work with their learning partner. If they need further help, they will alert an adult within the class.</p> <p>Teachers will gather live data on children's errors and misconceptions using the balance wheel and address these in mini plenaries.</p> <p>When self-assessing, children will give themselves a balance number at the end of the lesson and may write a comment to explain their thinking.</p> <p>Metacognition Lessons contain opportunities for pupils to evaluate and assess their own work using metacognitive language. Teachers direct children to use language-rich reflections to evaluate their progress and to understand their next steps.</p>	<p>Book looks and learning conversations with adults</p> <p>Pupil voice</p>
<b>Whole Class Feedback– after the lesson</b>	<p>For children who did not receive feedback in the lesson, teachers will read pupils' work and divide into three piles:</p> <p>Re-teach (red/amber Rag on insight) intervention required before next lesson</p> <p>Consolidate (green RAG on insight) questioning and recap in next lesson, retrieval questions</p> <p>Extend (blue RAG on insight) morning work, retrieval questions</p> <p>In doing this teachers will identify the key point(s) required to enable progress. This may inform class</p>	<p>Book looks and learning conversations with adults</p> <p>Pupil voice</p>

	<p>feedback and planning, or pupils may be grouped depending on their needs/ next steps.</p> <p>RAG rated on insight against NC objectives - use professional judgement to decide when this will support planning and moving learning forward.</p> <p>Successes in learning are celebrated (this will sometimes include specific examples from pupils)</p>	
Marking – after the lesson	<p>There may be times when the teacher decides that additional written marking is the best vehicle to enable progress.</p> <p>Children may be asked to retry a challenge or answer a new challenge, either in their books or via a question on the whiteboard. When this is the case, children will be given time to respond and will do so using a purple pencil (KS1) or purple pen (KS2).</p>	<p>Book looks and learning conversations with adults</p> <p>Pupil voice</p> <p>Observations</p>
Summative	<p>This includes end of topic tests and termly tests with gap analysis.</p>	<p>Data analysis – progress and attainment tracking</p> <p>Pixl</p> <p>Gap analysis</p>

We encourage teachers to use their professional judgement to decide on which approach to feedback is most appropriate, considering what will most positively impact that child's progress. SLT will have professional dialogue with teachers during coaching meetings to understand why they have made certain choices and to offer further support and guidance where it might be required. We believe that our assessment will be most successful when we remember the following:

- Oral feedback is as valuable as, often more so than, written feedback and we should shape our pedagogy with that in mind closing the gap between the two.
- The gap should also be closed between the teacher giving feedback, both orally and in the written form, and students self-assessing their own work and peers giving effective feedback.
- Peer and self-assessment done well takes careful training and scaffolding and is a skill that should be taught to children throughout the school.
- We should undertake written feedback that is selective, targeted and uses precise language.
- We should dedicate adequate time for students to act upon feedback.
- We should devote time to engage in dialogue with children to ensure they understand what they need to do to improve