



Assessment & Feedback Policy

This policy replaces	Policy for Feedback for Learning (2019)
Date policy approved by Governing Body	Approved 2021
Date of next review	September 2024

Assessment & Feedback Policy

This policy forms part of a whole school policy for teaching and learning. It relates to the ethos of the school and our commitment to formative assessment. It should be read in conjunction with:

- The Learn-AT Assessment Framework
- Equality Policy
- Special Needs Policy
- All subject policies
- Curriculum Policy

Rationale

It is vital that teachers evaluate the work that children undertake in lessons and use the information they obtain to inform and adjust their teaching. This process is called responsive teaching.

There is significant evidence in educational research that responsive teaching, when embedded effectively in teaching and learning, impacts very positively on pupil learning and progress (Black and William; Hattie).

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learning forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

The provision of feedback to pupils about their learning is a strategy which lies at the heart of responsive teaching. For this reason, feedback and rapid

intervention, whether verbal or written down, makes a very important contribution to the approach to responsive teaching and its place in teaching and learning at Market Harborough CE Academy.

Towards a whole school approach

To achieve a whole school approach, marking and feedback methods must be understood, agreed and should be:

- consistent across year groups,
- developmentally appropriate to pupils' ages and abilities,
- consistently applied by all those working with children in school, including supply teachers and support staff.

Clarifying, sharing and understanding learning intentions

Staff should clarify, share and check pupils' understanding of learning intentions and success criteria. In maths and English we use WALTs (we are learning to...) and other subjects use learning questions. Learning intentions should be separated from context in order to avoid confusion and be clearly explained to the children. To aid monitoring, dated learning intentions are expected in books.

Before	After	
WALT muddled with context	WALT	Context
WALT: write a version of Little Red Riding Hood	WALT: write a version of a traditional tale	Little Red Riding Hood
WALT: write about a journey I have had	WALT: write a recount	A journey
WALT: describe a friend	WALT: create an effective characterisation	My friend

Success Criteria

It is important children know what success looks like in relation to the learning intention. Use of success criteria enables children to understand the component parts of *what a good one looks like*. As part of the planning process, every lesson should be built around a success criteria that must be shared with the children. Sometimes this will be communicated verbally and other times it will be written and displayed. Either way, research tells us that success criteria is most effective when it:

- links to the learning intention
- is specific to a learning experience or task
- is discussed, co-constructed and agreed with learners prior to undertaking the learning experience
- uses child-friendly language
- is visible and referred to during the learning experience
- provides a clear scaffold and focus for learners while engaging with the learning
- is used as the basis for feedback between learner and teacher and during peer and self-assessment
- is tangible and measurable

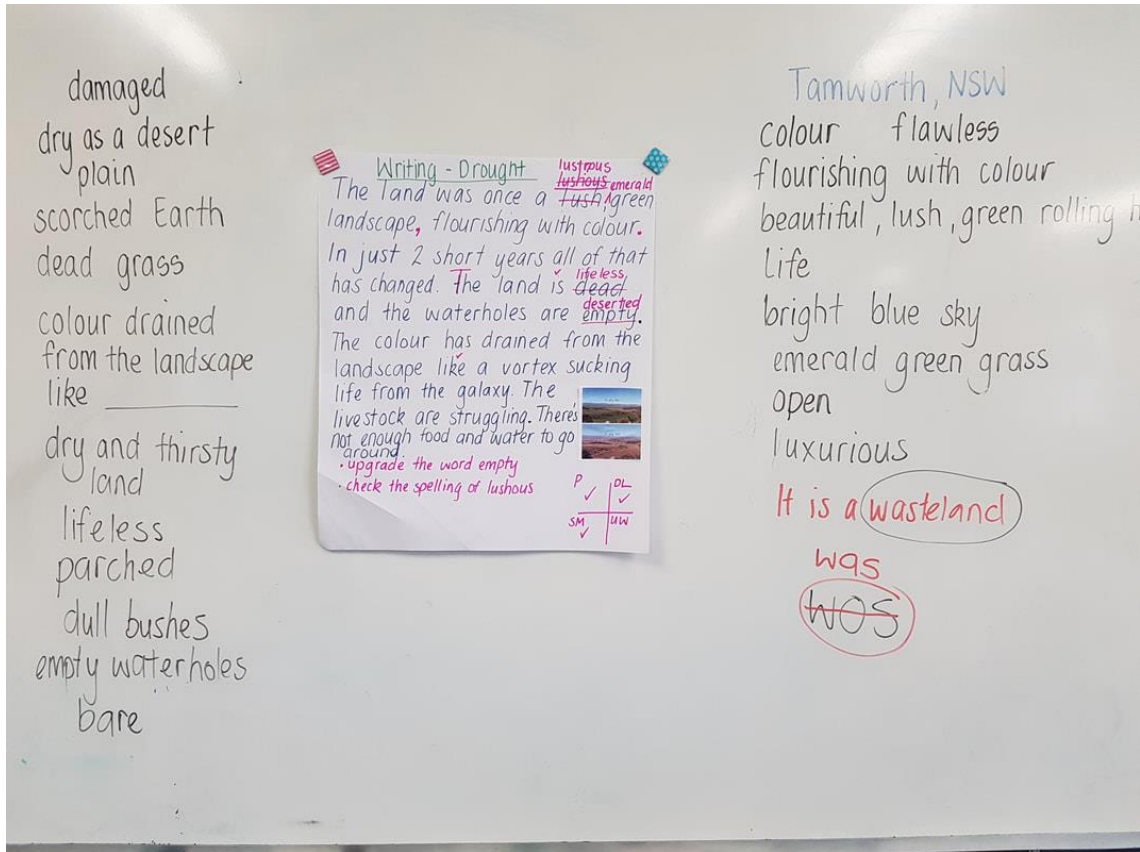
Learning intention	Success criteria
WALT: write a balanced argument <i>Example of an open learning objective (success criteria may be compulsory or things a child could include)</i>	<ul style="list-style-type: none">• I can use a question for the title• I can write a balance of 'for and against' arguments using evidence• I can use comparative conjunctions, such as 'on the other hand, as well as this, in contrast, taking another viewpoint'• I can give an opinion in the conclusion
LQ: What was the House of Wisdom?	<ul style="list-style-type: none">• I can state who founded The House of Wisdom• I can explain why it was created• I can list who it attracted and why• I can describe how it was destroyed

<p>WALT: Find the area of a triangle</p> <p><i>Example of a closed learning objective (success criteria is chronological and compulsory)</i></p>	<ol style="list-style-type: none"> 1. I can identify the height (<i>h</i>) and base (<i>b</i>) 2. I can calculate $h \times b$ 3. I can halve my answer
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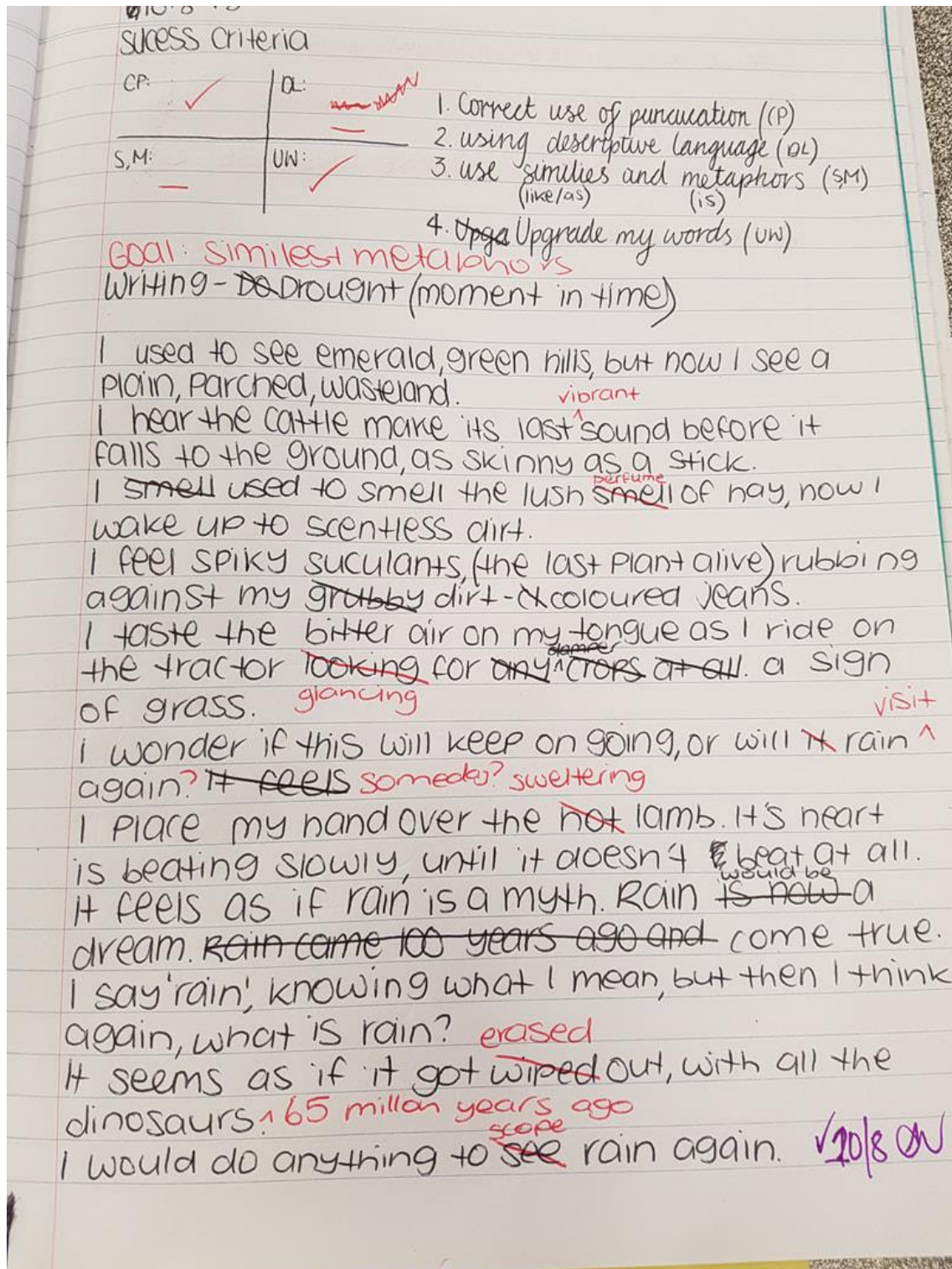
Using shorthand, to focus self- and peer-evaluation and feedback directly back to the learning intention and success criteria, is a useful strategy in the classroom. In KS1, children often use *C.A* to self- and peer-assess their use of capital letters, full stops and finger spaces. This image is drawn into books for children and staff to quickly assess against.

Here is an example of a KS2 'modelled write' using the success criteria below. The teacher has used a 4 square self-assessment tool (in the corner) to examine how successful they have been with their writing. The pink edits show how the children helped the teacher to improve the quality of the modelled text.

Learning intention	Success criteria
<p>WALT: critically reflect on the effectiveness of our own writing</p>	<ul style="list-style-type: none"> • I can use correct punctuation (P) • I can use descriptive language e.g. adjectives, adverbs (DL) • I can use similes e.g. like/as and metaphors e.g. is (SM) • I can upgrade some of my words (UW)



This is a Year 5 child's book that shows the success criteria for the learning experience, the 4 square self-assessment and this particular student's own personal goal for this writing session.



Engineering effective discussions, activities, tasks and activities that elicit evidence of learning

Staff should engineer effective discussions, tasks and activities that elicit evidence of learning. Our research has led to developing a toolkit of activities that are known to elicit evidence of learning. For example, all staff know how

to use hand signals for multiple choice questioning and to show understanding in the classroom. Staff also have a set of red, yellow and green cups or cards to elicit evidence of learning and/or understanding. We expect staff to use a range of questioning techniques, including:

Type of questioning	Description
Cold call	No hands up or calling out; as everyone and select who answers. NB this is used instead of 'hands up' to elicit evidence of understanding.
No opt out	If students get an answer wrong or don't know, go back to them to check that they now know the answer.
Check for understanding	Ask a selection of students to relay back what they have understood about the question under discussion.
Probing questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
Think pair share	Allocate talk partners, set a question with a time limit, ask students to think, then discuss, then report back.
Say it again, better	Accept students' first half-formed responses but then help them to reframe a better more complete response.
Whole class response	Use techniques like mini whiteboards or ABCD cards to provide simultaneous responses from the whole class.

Activating students as a learning resource for themselves and each other

Staff should activate students as owners of their own learning and develop qualities such as self-regulation, metacognition and motivation. Staff should therefore:

- Share learning goals with students so they are able to monitor their own progress toward them.
- Model giving feedback and link this to success criteria.
- Promote the belief that ability is incremental rather than fixed so they will be willing to devote energy to improvement.
- Make it more difficult for students to compare themselves with other students in terms of achievement. One way to do this is to give constructive comments rather than scores.
- Support children to become self- and peer-led autonomous learners during independent activities.

Staff should also activate students as instructional resources for one another and facilitate opportunities for cooperative learning. We understand that this will look different in different year groups and have mapped some of the types of activities we expect to see in English, maths and topic. **Our hope is for pupil in-lesson feedback to become the primary way for work to be marked and responded to.**

Please note- pupil talk partners must change every 3 weeks [more if the teacher feels it is appropriate]

Year Group	Self-assessment	Peer Assessment
EYFS	<p>Using teacher models to compare and check work, guided by the teacher.</p> <p>Later in the year, very simple writing checklists (pictorial) are used for writing.</p> <p>[</p> <p>Purple polishing pens are used for all forms of self-assessment and error [teacher directed]</p> <p>There is a culture of continuous review during lessons</p>	<p>The visualiser/IPad is used to display real examples of work and to invite feedback. Staff show a range of contrasting examples to help model giving effective in-lesson feedback and provoke discussion</p> <p>Kagan structures such as 'think, pair, share' and 'rally robin' are used regularly to support pupil learning and assessing.</p>

		<p>Later in year, sharing their work and using simple checklist to say what they like and how they can improve</p> <p>Self and peer assessment in EYFS involves the teacher teaching and modelling the strategies for checking their work/learning.</p>
Year 1	<p>Traffic light cards are used to show their level of confidence [with high quality questioning to ensure accuracy]</p> <p>Purple polishing pens are used for all forms of self-assessment and error correcting [teacher directed]</p> <p>Use of simple writing checklists to assess specific skills and elements of work - building on pictorial systems used in EYFS</p> <p>Maths lessons have chronological steps to success and, with support, is usually self marked.</p> <p>High quality questioning focused on the learning objective/ success criteria.</p> <p>There is a culture of continuous review during lessons</p>	<p>Self -assessment is about cooperative improvement. Children do not swap work.</p> <p>Plan for Cooperative marking Teachers model how to make positive comments and improvement comments with one child. Improvements are made against success criteria</p> <ol style="list-style-type: none"> 1. After this demonstration children work in partners to engage in cooperative marking <p>This cooperative marking may happen several times in a session and should happen as a regular part of the lesson.</p> <p>Peer-feedback is used to help children correct their miscalculations in maths and revise their writing in English</p> <p>The visualiser/IPad is used to display real examples of work and to invite feedback. Staff show a range of contrasting examples to help model giving effective in-lesson feedback and provoke discussion</p> <p>Kagan structures such as 'think, pair, share' and 'rally robin' are used regularly to support pupil learning and assessing.</p> <p>Purple polishing pens are used for all forms of peer-assessment.</p> <p>Simple writing checklists /pictorial systems are used to invite feedback</p>

<p>Year 2</p>	<p>Traffic light cards are used to show their level of confidence in their understanding [with high quality questioning to ensure accuracy]</p> <p>Purple polishing pens are used for all forms of self-assessment and error correcting [teacher directed]</p> <p>In English, use of writing checklists/4 grid system/pictorial system to assess specific skills and elements of work.</p> <p>Maths lessons have chronological steps to success and, with support, is usually self marked.</p> <p>High quality questioning focused on the learning objective/ success criteria with class teacher</p> <p>Children are regularly asked to discuss and sometimes record "What did I do well?" and "Even better if?"</p> <p>There is a culture of continuous review during lessons</p>	<p>Self -assessment is about cooperative improvement. Children do not swap work.</p> <p>Plan for Cooperative marking</p> <ol style="list-style-type: none"> 2. Teachers model how to make positive comments and improvement comments with one child. Improvements are made against success criteria 3. After this demonstration children work in partners to engage in cooperative marking <p>This cooperative marking may happen several times in a session and should happen as a regular part of the lesson.</p> <p>Peer-feedback is used to help children correct their miscalculations in maths and revise their writing in English</p> <p>The visualiser/IPad is used to display real examples of work and to invite feedback. Staff show a range of contrasting examples to help model giving effective in-lesson feedback and provoke discussion</p> <p>Kagan structures such as 'think, pair, share' and 'rally robin' are used regularly to support pupil learning and assessing.</p> <p>Purple polishing pens are used for all forms of peer-assessment.</p> <p>Writing checklists/4 grids are used to support with identifying</p>
<p>Year 3</p>	<p>Traffic light cards are used to show their level of confidence in their understanding [with high quality questioning to ensure accuracy]</p> <p>Purple polishing pens are used for all forms of self-assessment and error correcting [teacher directed]</p> <p>In English, using writing checklists /4 grid system to assess specific skills and elements of work. Children provide</p>	<p>Peer-assessment is about cooperative improvement. Children do not swap work.</p> <p>Plan for Cooperative marking</p> <ol style="list-style-type: none"> 4. Teachers model how to make positive comments and improvement comments with one child. Improvements are made against success criteria

	<p>specific example of where they have met success criteria or circle / underline these in their writing.</p> <p>Maths lessons have chronological steps to success and is usually self marked.</p> <p>In theme work, 4 grid system is used to assess specific elements of work.</p> <p>High quality questioning focused on the learning objective/ success criteria with class teacher to help pupils reflect on their errors</p> <p>Children are regularly asked to discuss and sometimes record "What did I do well?" and "Even better if?"</p> <p>There is a culture of continuous review during lessons</p>	<p>5. After this demonstration children work in partners to engage in cooperative marking</p> <p>This cooperative marking may happen several times in a session and should happen as a regular part of the lesson.</p> <p>Peer-feedback is used to help children correct their miscalculations in maths and revise their writing in English</p> <p>The visualiser/IPad is used to display real examples of work and to invite feedback. Staff show a range of contrasting examples to help model giving effective in-lesson feedback and provoke discussion</p> <p>Kagan structures such as 'think, pair, share' and 'rally robin' are used regularly to support pupil learning and assessing.</p> <p>Purple polishing pens are used for all forms of peer-assessment.</p> <p>Writing checklists/4 grids are used to support with identifying</p>
<p>Year 4</p>	<p>Traffic light cards are used to show their level of confidence in their understanding [with high quality questioning to ensure accuracy]</p> <p>Purple polishing pens are used for all forms of self-assessment and error correcting [teacher directed]</p> <p>In English, using writing checklists /4 grid system to assess specific skills and elements of work. Children provide specific example of where they have met success criteria or circle / underline these in their writing.</p> <p>Maths lessons have chronological steps to success and is usually self marked.</p> <p>In theme work, 4 grid system is used to assess specific elements of work.</p>	<p>Peer-assessment is about cooperative improvement. Children do not swap work.</p> <p>Plan for Cooperative marking</p> <p>6. Teachers model how to make positive comments and improvement comments with one child. Improvements are made against success criteria</p> <p>7. After this demonstration children work in partners to engage in cooperative marking</p> <p>This cooperative marking may happen several times in a session and should happen as a regular part of the lesson.</p>

	<p>High quality questioning focused on the learning objective/ success criteria with class teacher to help pupils reflect on their errors</p> <p>Children are regularly asked to discuss and sometimes record "What did I do well?" and "Even better if?"</p> <p>There is a culture of continuous review during lessons</p>	<p>Peer-feedback is used to help children correct their miscalculations in maths and revise their writing in English</p> <p>The visualiser/IPad is used to display real examples of work and to invite feedback. Staff show a range of contrasting examples to help model giving effective in-lesson feedback and provoke discussion</p> <p>Kagan structures such as 'think, pair, share' and 'rally robin' are used regularly to support pupil learning and assessing.</p> <p>Purple polishing pens are used for all forms of peer-assessment.</p> <p>Writing checklists/4 grids are used to support with identifying success criteria [as in self assessment]</p>
<p>Year 5</p>	<p>Traffic light cards are used to show their level of confidence in their understanding [with high quality questioning to ensure accuracy]</p> <p>Purple polishing pens are used for all forms of self-assessment and error correcting [teacher directed]</p> <p>In English, using writing checklists /4 grid system to assess specific skills and elements of work. Children provide specific example of where they have met success criteria or circle / underline these in their writing.</p> <p>Maths lessons have chronological steps to success and is usually self marked.</p> <p>In theme work, 4 grid system is used to assess specific elements of work.</p> <p>High quality questioning focused on the learning objective/ success criteria with class teacher to help pupils reflect on their errors</p> <p>Children are regularly asked to discuss and sometimes record "What did I do well?" and "Even better if?"</p>	<p>Peer-assessment is about cooperative improvement. Children do not swap work.</p> <p>Plan for Cooperative marking</p> <ol style="list-style-type: none"> 8. Teachers model how to make positive comments and improvement comments with one child. Improvements are made against success criteria. This is coaching on how to ensure effectiveness of peer feedback. 9. After this demonstration children work in partners to engage in cooperative marking <p>This cooperative marking may happen several times in a session and should happen as a regular part of the lesson.</p> <p>Peer-feedback is used to help children correct their miscalculations in maths and revise their writing in English</p> <p>The visualiser/IPad is used to display real examples of work and to invite feedback. Staff show a range of</p>

	<p>There is a culture of continuous review during lessons</p>	<p>contrasting examples to help model giving effective in-lesson feedback and provoke discussion</p> <p>Kagan structures such as 'think, pair, share' and 'rally robin' are used regularly to support pupil learning and assessing.</p> <p>Purple polishing pens are used for all forms of peer-assessment.</p> <p>Writing checklists/4 grids are used to support with identifying success criteria [as in self assessment]</p>
<p>Year 6</p>	<p>There is a culture of continuous review during lessons</p> <p>Traffic light cards are used to show their level of confidence in their understanding [with high quality questioning to ensure accuracy]</p> <p>Purple polishing pens are used for all forms of self-assessment and error correcting [teacher directed]</p> <p>In English, using writing checklists /4 grid system to assess specific skills and elements of work. Children provide specific example of where they have met success criteria or circle / underline these in their writing.</p> <p>Maths lessons have chronological steps to success and is usually self marked.</p> <p>In theme work, 4 grid system is used to assess specific elements of work.</p> <p>High quality questioning focused on the learning objective/ success criteria with class teacher to help pupils reflect on their errors</p> <p>Children are regularly asked to discuss and sometimes record "What did I do well?" and "Even better if?"</p>	<p>Peer-assessment is about cooperative improvement. Children do not swap work.</p> <p>Plan for Cooperative marking</p> <ol style="list-style-type: none"> 1. Teachers model how to make positive comments and improvement comments with one child. Improvements are made against success criteria 2. After this demonstration children work in partners to engage in cooperative marking <p>This cooperative marking may happen several times in a session and should happen as a regular part of the lesson.</p> <p>Peer-feedback is used to help children correct their miscalculations in maths and revise their writing in English</p> <p>The visualiser/iPad is used to display real examples of work and to invite feedback. Staff show a range of contrasting examples to help model giving effective in-lesson feedback and provoke discussion</p> <p>Kagan structures such as 'think, pair, share' and 'rally robin' are used regularly to support pupil learning and assessing.</p> <p>Purple polishing pens are used for all forms of peer-assessment.</p>

		Writing checklists/4 grids are used to support with identifying success criteria [as in self assessment]
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Providing feedback that moves learning forwards

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF). The EEF research shows that effective feedback should:

- recognise, encourage and reward children's effort and achievement and celebrate success,
- redirect or refocus either the teacher's or the learner's actions to achieve a goal,
- be specific, accurate and clear,
- indicate how a piece of work could be corrected or improved against assessment criteria,
- help pupils develop an awareness of the standards they aim to achieve,
- provide additional support/more challenging work and to identify the nature of the support/challenges required.

Feedback should be positive, constructive, clear and appropriate in its purpose – it needs to offer positive benefits to staff and children and its assessment outcomes need to be fed back into planning. Staff should pre-plan which form of feedback will be used each lesson and communicate this with the children. Since it is part of the assessment process, feedback is most valuable when given immediately. Verbal feedback in the classroom is therefore very effective. Written comments, where appropriate, should be accessible (legible and comprehensible) to pupils, according to age and ability. Self- and peer-feedback, which we strongly encourage, should be evident through use of children's 'purple polishing pens'.

All work in books needs to be acknowledged through some form of in-lesson feedback or written marking.

Detailed marking is expected for 'hot writes' and key pieces of work in other subjects where the work is a composite outcome of skills learnt. This will usually be a piece of work at the end of the unit of work.

e. g. a science investigation in which the type of comments made or questions asked should relate to the child's understand and/or subject knowledge. Our marking key is as follows:

Marking Key	Who records	Meaning
RI	Teacher or LSA	Rapid Intervention needed during/after lesson
Names of the pupils	Pupils [both]	Peer feedback
Use of a purple pen	Pupil	Self-assessed or edited
S	Teacher or LSA	Significantly supported by Teacher or LSA
Sp	Teacher or LSA	Spelling error [max 3] - marked in the margin in UKS2, so child can identify and correct LKS2 & KS1 - the word may be underlined for the pupil to correct
?	Teacher/LSA	Unclear meaning –mark in margin
[]	Teacher/LSA	Faulty punctuation – mark in margin
//	Teacher/LSA	Start a new paragraph – mark in the margin
Yellow box	Teacher/LSA	Focus of editing next session

Responsive Teacher Notebooks

Each teacher also has a formative assessment notebook. The purpose of the notebook is to record children's misconceptions (as identified) and note what strategy and/or intervention has taken place to address them (once complete). Teachers may be asked to use an extended system if concerns surrounding formative assessment are raised through monitoring.

Assessment Folder

Each teacher has an Assessment File which contains the following records:

- Latest data from Learn AT Assessment system to discuss relating to progress and attainment of the cohort [previous summer term score, termly data updates which raw score, standardised score and attainment colour] Label who is SEND, EAL, PP.
- A4 Maths end of unit assessment analysis.
- SATs/Puma/Pira/Gaps question level analysis.
- Teacher's analysis and ongoing records of gaps in pupils learning, by group, in reading, writing and maths [as required].
- Class tracker of 99 Club maths multiplication scores.
- SEND records relating to class cohort.
- Individualised writing checklist [minimum 6 times a year].
- Records of scores/marks for subject tests/quizzes etc e.g. Assertive Mentoring, common exception words.
- Where applicable, phonic assessments [possibly electronic].
- Reading tracker [electronic].

Eliminating unnecessary workload around marking

As per the March 2016 report of the Independent Teacher Workload Review Group, marking should be meaningful, manageable and motivating.

Meaningful: *marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.*

Consistency across the school is still important, but this can come from consistent high standards, rather than unvarying practice.

Manageable: *marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.*

The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation.

Motivating: *Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.*

Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Classroom Organisation

In order to effectively give feedback to children during lessons, teachers' classroom management strategies need to be secure. Children need to be engaged and on-task so that staff can dedicate time to work with individuals and groups. Classroom groupings should also be flexible and based on formative assessment during a lesson.

Assessment Folder

Each teacher has a green assessment folder which should store hot write checklists and pupil progress information which informs future planning.

Monitoring and Evaluation

Subject Leaders and SLT will ensure all staff are following the policy. Subject Leaders and SLT will ensure feedback allows pupils to progress with their learning. The Governors will evaluate the impact of this policy as part of their monitoring in school

Appendix B – Kagen Structures

Rally Robin

The teacher asks the children to take turns giving answers to a question. In pairs, children take turns stating responses or solutions.

Benefits are that all children respond, they generate several answers, they listen to the ideas of their peers and they practice taking turns. Variants include:

- Both Record Rally Robin – each child records all answers on paper.
- Rally Read – children take turns reading, alternating between sentences or paragraphs.
- Rally Recall – each child takes turns stating facts they remember about a topic.
- Rally Quiz – children take turns asking/quizzing each other questions about a topic.
- Travelling Rally Quiz – same as above but children raise a hand to find a new partner once they have quizzed somebody.

Timed Pair Share

After asking a question, the teacher tells the children how long they will have to share. Partner A shares while Partner B listens without interrupting. At the end, the teacher models how Partner B should respond e.g. “tell your partner something you learned from what was shared.” The process is then repeated with roles reversed.

Benefits are that children learn respectful listening and practice taking turns, elaborating their responses and appreciating the thoughts of others. Variants include:

- Pair Share – for brief answers of a sentence or two, partners stand, share and then sit down. No timer is necessary.
- Gossip Gossip – after a Timed Pair Share, children each find a new partner and share what they have learned from the person they interviewed.

Quiz-Quiz-Trade

With a card in one hand and the other hand raised, children stand up, find and high-five a partner. In each pair, Partner A asks their partner a question from their card. Partner B answers: if correct, they are praised by Partner A; if incorrect, they are shown the answer and coached by Partner A. Roles are then reversed. At the end, partners swap cards and raise a hand in order to find another high-five partner.

Benefits are that children master the content, learn to coach, enjoy a game-like format and are energised by movement in the classroom.

Numbered Heads Together

Teams of four number themselves (1-4) before the teacher asks a question or poses a problem. The children independently write down their answers on whiteboards without talking. Then, children stand with their heads together, share answers and discuss. Once a consensus is reached, they sit back down. The teacher then chooses a number and all selected children stand and are re-asked the question; answers are shown on whiteboards. The remaining children show their approval/disapproval of answers using thumbs up or down.

Benefits are similar to those of Quiz-Quiz-Trade as well as children being on the same side and being supported and coached by teammates. Variants include:

- Paired/Three Heads Together – the same as above but using teams of two or three.
- Travelling Heads Together – chosen children share their answers with another team rather than with the teacher.