



Assessment and Feedback Policy

At Abbots Farm Junior School, we have adopted the motto 'Learners for Life, Farmers Forever', which incorporates 4 key values. Our Assessment and Feedback policy has been developed in line with these values and is designed to provide children with opportunities to be reflective, resilient and ambitious in their learning as well as to maintain a healthy body and mind in their approach to their work.



In writing this policy, we have looked extensively at reports and research into best practice from organisations such as the Education Endowment Foundation (EEF) and the Department for Education, as well as considering the specific needs and capabilities of the children at Abbots Farm Junior School and we will continue to do this and review our policy as research develops over time. In addition, Ofsted has clarified in a "myth-busting" document that it does not require "any specific frequency, type or volume of marking and feedback", so we have created this assessment and feedback policy with that in mind, to clearly exemplify what feedback looks like at Abbots Farm Junior school, and to ensure that all assessment and feedback opportunities are:

MEANINGFUL

MOTIVATIONAL

MANAGEABLE

MEANINGFUL

The sole purpose of **feedback is to further children's learning** and to do this, it must be done in the most meaningful way for the individual child and the specific task, to enable them to understand it and act upon it. This feedback may be delivered in a number of ways: verbal or written comments, annotations, symbols and is not only evidenced in books, but also, and more powerfully, through discussions with children. It also needs to be timely, as feedback delivered closest to the point of action is most effective, because children can understand the feedback they have been given and the relevance of it within the series of lessons. Children are also encouraged, within the lesson, to reflect on when they have been successful and recognise this in their own and their peers' work.

MOTIVATIONAL

Feedback must motivate children to make progress, by both **celebrating their successes and identifying errors and future areas for improvement** with a positive mind-set. Teachers use a variety of reflection and feedback strategies and activities through planned reflection time in lessons, involving the children in the assessment of their own and their peers' strengths and areas for development. To ensure that children are able to recognise when they have produced work of a high standard and been ambitious in their learning, we use a number of ways to reference these successes (see appendix).

MANAGEABLE

Feedback must be manageable for both staff and pupils. Different work will be assessed in different ways and the feedback from this will be delivered in different ways, but always with an **emphasis on how best to move the children on in their learning**. Therefore, some work will not be physically marked at all, but, as an example, the feedback from that work may be planned in to the start of the next lesson or delivered through a small group intervention.

WHAT IS SUMMATIVE AND FORMATIVE ASSESSMENT?

Summative assessment is a more formal assessment process that usually takes place at key points throughout the year e.g. the end of a unit, each half term, each week, during assessment week to summarise and evaluate the learning for the given period. Formative assessment is the more flexible, informal assessment that occurs regularly throughout the teaching sequence in order to inform future teaching and have an instant impact on children's progress and level of understanding. At Abbots Farm Junior School, we recognise the importance of both summative and formative assessments as an integral and balanced part of our provision, to enable us to monitor children's progress and impact upon that progress as quickly as possible.

WHAT DOES SUMMATIVE ASSESSMENT LOOK LIKE AT ABBOTS FARM JUNIOR SCHOOL?

Summative assessments are part of a structured timetable of assessments across the year, planned out to ensure that they are **meaningful** but also **manageable**. The following summative assessments are used on a regular basis to help us monitor progress and attainment, but also then feed into future practice to address gaps in learning and move children on:

- teacher writing assessments
- maths tests
- spelling tests/dictations
- SPAG tests
- reading tests

WHAT DOES FORMATIVE ASSESSMENT AND FEEDBACK LOOK LIKE AT ABBOTS FARM JUNIOR SCHOOL?

We have stipulated no specific, set formula for assessing and providing feedback as we recognise that different ways will work better for different subjects, different children and different staff. It is a fluid process which can happen at different points before, within or after a lesson and it can come from CT/TA/peers. However, we have one key expectation, which is that it must **always help to move the children's learning on** and to do this it must be **meaningful**, **motivational** and **manageable** for both children and staff.

While there is no specific formula, feedback is ultimately given in three ways (in order of decreasing importance):

Immediate – at the point of teaching

Summary – at the end of a lesson/task

Review – away from the point of teaching (inc. written comments) which was previously most heavily weighted in practice, but is in fact the least effective

Therefore, at the heart of our approach to assessment and feedback is the understanding that **immediate feedback, which is often done verbally, is the most effective**. It allows children to reflect instantly on their work. However, with large class sizes, this is incredibly difficult to maintain for *all children all of the time* – therefore it is **carefully balanced with a variety of other strategies** to ensure that all children are given enough support to know where they are now, where they need to get to (next steps) and most crucially, how to 'close the gap' between the two. With this in mind, we believe that written feedback should be used sparingly yet **meaningfully**. Where written feedback is used, it should be recorded in a manner suited to the ability of the child to ensure they have full comprehension of its **meaning** and should only be done if it is the best way available to deliver a message to the child and move their learning on (**meaningful**). Time must always be factored into a lesson/daily timetable for the child to read and respond to the comments to make it **manageable** and as **meaningful** as possible.

Appendix 1

Below is a list of example strategies (not exhaustive or prescriptive) that could be used in order to be effective in assessing and providing feedback.

During the lesson (immediate/summary feedback)

- Questioning/observations/discussions/dialogue between pupils and adults– everyone talking about their learning and next steps
- Providing answers to tasks for children to self-assess against
- Assessing work against LI or SC
- Planned opportunities for peer or self-assessment
- Learning constantly being evaluated and adapted
- Children being active learners, who choose their challenges by reflecting on their stage in learning, whilst being ambitious.
- Pupils noting their successes and/or identifying next steps as they work, using writing skills checklist/success criteria/learning intention
- Putting annotations in the margin to demonstrate a positive or give a next step
- Remodelling of calculations/sentence structure etc.
- Directing or challenging children as appropriate, based on the LI/SC/targets
- Moving children on to the next challenge
- Re-teaching strategies
- Directing children to available support tools (e.g. working walls, writing frames, practical equipment)
- Green highlighting successes and yellow/pink highlighting for mistakes/misconceptions/points for development and ways to address them
- Drawing attention to mistakes or misconceptions through spot marking and teacher-pupil dialogue

After the lesson (summary/review feedback)

- Grouping books/children in relation to their achievements and/or development points. This is often in preparation for the next lesson to identify who the focus children are, how the engagement activity may need to change or where pupils can be challenged further
- Identifying successful application of skills
- Assessing progress children have made
- Identifying the mistakes or misconceptions
- Adapting planning for future lessons to address errors, share key messages from previous learning with the class, address gaps in learning
- Informing TAs of their role in the next lesson to support children and give them more specific feedback
- Giving written feedback (where appropriate) that moves learning forward. If not required, don't write it down!

Pupil response

Pupils will respond to feedback and address the identified points as they continue their work either within the lesson, after the lesson or in subsequent lessons (as appropriate) and teachers must plan for this to happen. As always, this should be as timely as possible for it to be **manageable** and have the most impact on learning and progress (**meaningful**). Ways they may respond include:

- Identifying mistakes and then correcting them
- Correcting spelling, punctuation and grammar mistakes
- Correcting calculations
- Responding to further challenge (e.g. explain reasons, try this trickier concept, apply your learning)
- Editing work against SC/LI/targets
- Seeking further support if needed