



## 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 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 ways to reference these successes both individually and as a whole class during editing lessons or reflection sessions in lessons.

#### 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
- weekly spelling tests
- SPAG tests
- reading tests

We have also developed ways to test knowledge retained and assess pupils' attainment in subjects across the whole curriculum, which includes tasks such as low-stakes quizzing, short assessment tasks, oracy tasks, double page spread writing tasks. As with other assessments at Abbots Farm Junior School, rather than there being a set format for assessment, staff plan the most relevant way to assess wider curriculum subjects based on the type of knowledge being assessed and the abilities of the pupils. Judgements for attainment in all subjects is recorded on Insight.

#### 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



**Immediate** – at the point of teaching



**Summary** – at the end of a lesson/task



**Review** – away from the point of teaching



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**.



## Immediate – at the point of teaching

To **assess** children’s learning within lessons, teachers use:

Teachers use **everyone thinking** questioning strategies such as Cold Calling, Show Me boards, Think Pair Share

To give **feedback** on children’s learning, teachers use the below ‘**Feedback Diagram**’ to choose the appropriate level of support needed when giving feedback, gauging, through their questions and observations, whether children are working towards independence or need more focused feedback.



Questioning



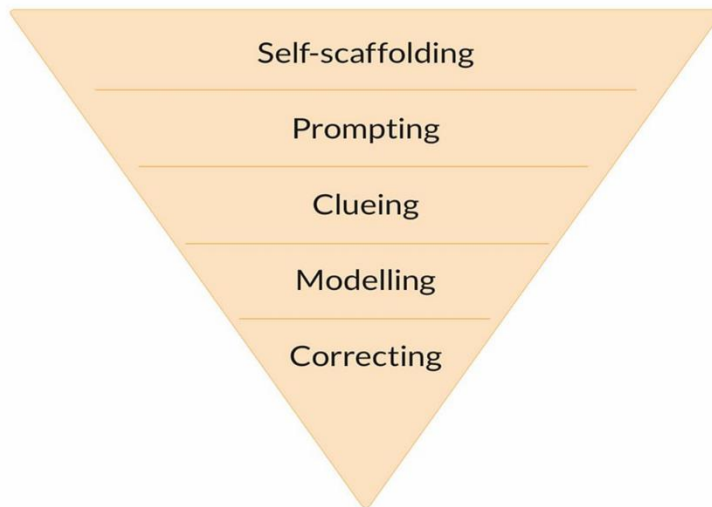
Observing

*Self-scaffolding – Self-scaffolding represents the highest level of independence. Staff observe pupils, allowing processing and thinking time. Self-scaffolders can plan how to approach a task; problem solve as they go; review how they have approached the task.*

To support this, teachers:

- Plan opportunities for peer or self-assessment
- Plan opportunities for self-assessment against LI or SC, acknowledging success and identifying own next steps
- Enable active choose

stage in being teachers children challenge



Greater pupil independence

children to be learners, who their challenges by reflecting on their learning, whilst ambitious (NB – intervene and move on to a different if needed)

*Prompting – Staff children are Prompts draw on their own from specifying a nudge pupils into scaffolding*

*provide prompts when unable to self-scaffold. encourage pupils to knowledge, but refrain strategy. The aim is to deploying a self-technique.*

To support this, teachers ask, “What do you need to do first?” “Which Success Criteria do you need to include?”

*Clueing – Often pupils know the strategies or knowledge required to solve a problem but find it difficult to recall them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. A small clue is always used first.*

To support this, teachers:

- Ask specific questions
- Put annotations in the margin to demonstrate a positive or give a next step
- Direct children to available support tools (e.g. working walls, writing frames, practical equipment)

*Modelling – Prompts and clues can be ineffective when pupils encounter a task that requires a new strategy or skill. Staff model while pupils actively watch and listen. Pupils try similar steps for themselves immediately afterwards.*

To support this, teachers:

- Re-teach/re-model strategies
- Apply dual coding approaches to modelling – narrating over models with their thought processes

**Correcting** – Correcting involves proving answers and requires no independent thinking. Occasionally, it is appropriate to do this. However, staff always aim instead to model and encourage pupils to apply new skills or knowledge first.

To support this, teachers:

- Draw attention to mistakes or misconceptions through spot marking and teacher-pupil dialogue



**Summary** – at the end of a lesson/task

To **assess** children’s learning at the end of lessons, teachers use:



Questioning



Observing



Self assessment



Using Technology



**Review** – away from the point of teaching

To **assess** children’s learning away from the point of teaching, teachers:

- Observe work to assess the progress children have made
- Group 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
- Adapt planning for future lessons to address errors, share key messages from previous learning with the class, address gaps in learning
- Plan further self-assessment/editing activities for pupils to reflect on and develop own work
- Inform 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
- Noting points given as verbal feedback in margin to help them remember.

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