



Baden-Powell & St. Peter's CE Junior School

Assessment and Feedback Policy

Rationale

At Baden-Powell and St. Peter's CE Junior School (BPSP), we have a firm belief, based on educational pedagogy, that children's learning and progress hinges on how teaching staff use Assessment for Learning strategies to understand children's strengths and next steps. Hand-in-hand with our Assessment for Learning (AFL) strategies, feedback plays a pivotal role in imparting further knowledge, guidance, support and challenge, so that all learners make progress. Assessment for Learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve pupils' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

Effective AFL and feedback focuses on recognising pupil success and supporting next steps towards learning objectives. These strategies enable children to become reflective learners; ensuring they are aware of their own progress and how they can further improve.

The BPSP approach to assessment and feedback prioritises the needs of children as individuals and focuses on how to support learners to make progress in their learning journeys. We believe that this approach fosters an independence in learners, as they understand and begin to recognise in themselves, how they can improve.

Audience

This policy is for all school staff (i.e. Teachers, Teaching Assistants and Supply Teachers), who are involved in assessing and providing feedback of any kind. Its purpose is to also inform parents of the school's Assessment for learning practices; how children are involved in their own learning and how written work is assessed.

Shared Principles

The use of Assessment for Learning strategies, especially in regard to the role of feedback within teaching and learning, is most effective when the following principles are applied:

- *Provide opportunities for prompt and regular dialogue between adults and the child*
- *Teachers and children are clear about the learning objectives of a lesson (or lessons) and the expected outcome(s)*
- *Teachers provide constructive suggestions about ways in which a child might improve their work;*
- *Teachers agree the next steps with the child*
- *Time is given for pupils to make improvements to learning and act upon feedback (such as thorough editing time with the use of purple pen – see below)*
- *Improvements are seen by children as positive, whilst giving recognition and appropriate praise for success and achievement*
- *Children are given the opportunity to self-assess in pairs, or in groups*
- *It informs subsequent and future planning and helps to set individual small-step targets for children*

Our Approach to Marking and Feedback (i.e. No Marking, Or Rather, Less Marking)

BPSP has taken an evidence-based approach to develop and refine the feedback and marking systems. This has included EEF research, school visits and staff training to focus staff time on using Assessment for Learning strategies to identify pupil next steps and how to best help them achieve these.

In line with this approach, teachers use feedback books to prompt critical thinking around both next steps for pupils (either as a collective or as identified individuals) and next steps as teachers. With the reduction in written marking, staff are able to spend more time focused on adapting planning and teaching to better meet the needs of learners.

We use feedback books in the following subjects:

- Reading
- Writing
- Maths
- Wider curriculum subjects (e.g. History, Geography, Science, RE, etc.)

Providing Feedback to Children

Teachers will provide feedback to children in a variety of ways; however, two core components must be included:

- Celebrating success and achievement (focusing on *specific* learning objectives, outcomes or attitudes)
- Identifying clear and manageable next steps in learning for the whole class, groups or individuals

Written Feedback

In some areas of the curriculum, the school recognises that children benefit from seeing written feedback in their books. As such, teachers are expected to mark mathematical answers to show children if these are correct or not. Pink pen is used to show a correct answer and green pen to denote an incorrect answer or one that needs editing by the pupil in purple pen.

Similarly, teachers are expected to mark and respond to spelling in books. The school has produced a sequential approach to the marking of spelling, which details how teachers provide a progressive response to marking spelling. This allows teachers to provide children with direct feedback and marking they need to support progress in spelling, as well as develop increasing independence for pupils to identify and edit their own spelling errors.

Verbal Feedback

Timely, verbal feedback is arguably the most effective form of feedback. Getting children to talk together before answering questions increases their achievement. It is the most natural and frequent feedback experience for children. Teachers' verbal feedback needs to be focused mainly around the learning objective of the task. As above, feedback can be given to an individual, to a group or to the whole class.

Teacher-pupil Conferencing

Regular opportunities are provided for teachers to give in depth verbal feedback, instruction and practice to vulnerable groups such as Pupil Premium children. During this time, teachers review recent work, set targets

and practise key skills. Our approach to feedback and the application of feedback books will be drawn upon in such conferencing sessions to make best use of this time.

Lesson Planning and Delivery

***‘The criteria for evaluating any learning achievements must be made transparent to pupils to enable them to have a clear overview both of the aims of their work and what it means to complete it successfully.’
(Black et al)***

At Baden-Powell and St. Peter’s C.E. Junior School, planning for assessment opportunities and feedback will include:

- *Clear learning objectives and outcomes that indicate when and how children will achieve success*
- *Learning objectives will be shared with children both verbally and visually in all lessons and phrased using vocabulary which is appropriate for the teaching group (e.g. taking LOs from long-term planning documents and re-phrasing these into more child-friendly language). This will ensure that they have a clear understanding of what is expected of them*
- *Opportunities for children to improve their work following the teacher’s feedback*
- *Future planning informed by effective feedback so that assessment for learning is truly taking place*

Self-assessment

‘Pupils can only achieve a learning goal if they understand that goal and can assess what they need to do to reach it. So self-assessment is essential to learning.’ ‘...self-assessment will only happen if teachers help pupils to develop the skill. This takes time and practice.’ (Black et al)

Children should be involved, as far as possible, in self-evaluating their own work. They will be taught to identify areas of success during the lesson (e.g. through the use of ‘peek sheets’ in Maths or direct verbal feedback). Plenaries and pit-stops during lessons, focus on this self-evaluation process as a way of supporting children to analyse their own learning. Self-evaluation will also support the development of children’s metacognition as they begin to better understand how they learn more effectively, taking increasing responsibility and ownership for their own learning, success and outcomes, all the while being guided and directed by teachers’ use of feedback.

An example of self-assessment is the use of ‘tagging’, which is predominantly used in Maths (though it is found elsewhere in the curriculum too) to support scaffolding. Tagging is a short, sharp assessment that helps the teacher and child decide at what level of challenge they begin their work. It is used when an objective is being revisited and a teacher wants to assess whether children need to participate in the main input or whether they can begin independent work early. Another strategy is the use of ‘PIG’ - pupils identify their level of independence within English lessons. Pupils record PIG in the margin of their English book and circle the level of independence (P – peer supported, I – independent, G – adult guided) of their completed work.

Peer-assessment

‘Peer assessment is valuable because the interchange will be in a language that pupils themselves would naturally use, and because pupils learn by taking the roles of teachers and examiners of others.’ (Black et al)

Peer-assessment is an important complement to self-assessment. Children should be taught the habits and skills of collaboration in peer assessment. At Baden-Powell and St. Peter’s C.E. Junior School, we provide opportunities for work to be placed in the ‘hands of the children’. This may be through self-assessment, teacher led feedback or responding to work in pairs. The following points are important:

Updated October 2024

- *Children are taught how to peer-assess through modelling with the whole class, watching the peer assessment in action*
- *Ground rules made explicit (e.g. listening, interruptions, confidentiality, etc.)*
- *Children provide positive feedback alongside suggesting ways to improve the piece, with a particular focus on the key learning objective(s) and outcome(s)*
- *Pairings based on trust and decided upon by the professional judgement of the teacher*
- *Dialogue encouraged between children rather than taking turns to be the 'teacher'. Children should discuss each other's work together (e.g. 'I think this bit really shows how that character feels, what do you think?')*

Editing and Improving - Purple Pen

Pupil responses to teacher feedback are demonstrated in books through the use of purple pen, so this acknowledgement and response to feedback is visible. Additionally, children edit and improve their work using purple pen. This can indicate self-assessment or feedback provided by the teacher and can also happen during a lesson following verbal feedback provided in the moment.

Following the use of purple pen, it is critical that teachers return to review children's edits, responses and correction in purple pen, so that any changes as a result of teacher feedback have been considered and, in turn, re-assessed for understanding again.

Monitoring and evaluating this policy

- This policy will be evaluated and reviewed through consultation with staff and Governors annually;
- A triangulated approach to monitoring is used, involving the evaluation of planning, book scrutinies and what has been observed and assessed by teachers as recorded in the feedback books.
- The sharing of good practice will be provided through staff development opportunities.



Appendix A – Feedback Book Exemplars

Maths Whole Class Feedback

Date: 06/09/24

Objective: place value - read + write to 10 mill

Successful teaching points ✓

- Good lesson - all could do in practice if slipped later on
- some reached blue but got to end of green so well-pitched
- keen & seemed to get groups of 4 quickly

Who to celebrate and why: ★ ★

Green ✓ LE MR FC PH FW (slow) DL EW SM GW
 Green mostly ✓ TC EH (not read) FB MC
 Yellow ✓ RM MW EM AM (not read) PM
 Green x HS
 Yellow x CD → work with MR R
 Blue DH BM → great - practice but probs in indep
 JB
 MF

Misconceptions/common errors ❓

- misread words
- Reading N's not placing digits, just stacking N's up 490 → 40091

who struggled and needs feedback on these areas 🧩

- JB / CD → MR R
- MP → PB
- DH / BM → M

Whole class Feedback

Mistakes not crossed out / altered digit formation
 • few mil + 4 mill, & thou and 4 evon EH / EM
 • 31 million

Next time I teach this topic (alternative strategy/new challenge etc)

spend a little longer on and on presentation
 (not 'cross out but rub out)

Absent:

PH

Writing Whole Class Feedback

Date: 9/9/24

Objective: Punctuate main clause

Absent:

Moses

Successful teaching points

Punctuating main clause - all achieved!

Work to celebrate:

Frankie 'n's improved.
Rudi dotted unknown spelling
Ollie amazing presentation
Lily - great pace, careful work.



Areas to Address

Careful copying of given spellings

Subsequent Teaching Points

Remind ch. before starting written work.

Individual Feedback

Jack - cross out using pencil

Frankie - no scribbling on page

Edward - leave one line after ruling off

Rudi - read sentences back to check sense

Jake - support spelling corrections (double consonant, extra 'e')
eg girls heavy

Freddie G - 'Spoked' → spoke

Adnan - check sense of the sentence

Spelling and handwriting issues to address

P on the line - Hamiet, Jenson

k Jack

I join at top - Sophie, Freddie

S at start of word looks like capital - Emily

t - Jenson (T) so looks like capital.



Next Lesson Support

Adnan

check sense

Next Lesson Challenge



APPENDIX B – FEEDBACK SLIDES EXEMPLARS



Feedback for yesterday's English work:

Great synonyms for said!

Responded to feedback - great punctuation!

Loved your narration between dialogue!

Speech Punctuation

Brilliant last paragraph - punctuation was perfect!

Great multi-clauses in the dialogue!



Feedback - English

Things to work on now...



Edit and correct the internal punctuation	Dialogue Challenge
New speaker, new line	

Dialogue Challenge

Either:

A) Write an example of split speech that could carry on your dialogue.

EG:

"Dinner is ready, girls," called Mama. "Come inside quickly."

OR

B) Try to extend some of your sentences with ENPs, adverbs or additional clauses.

EG:

"I shall call him Thor!" exclaimed Kirsti triumphantly as she nudged the kitten's little face towards the water bowl.



Feedback for yesterday's English work:

- ✓ Your sentence openers used great descriptive language
- ✓ You used a good variety of adverbs, conjunctions, similes etc.
- ✓ You extended your sentences too!
- ✓ 2 hps each!

What a fantastic simile!



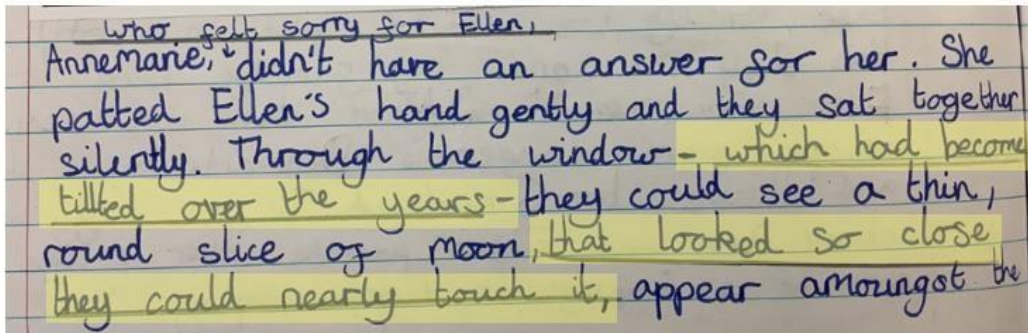
Great range of starters!

- check your -ed suffixes
- Have you put commas after all of your ISPACED starters?
 - of or off?
- Capital letters for names, places and faiths

Let's take a closer look...

Annemarie, who was speechless, didn't have an answer.

She patted her hand, which was trembling, and they sat quietly.



who felt sorry for Ellen,
Annemarie, didn't have an answer for her. She
patted Ellen's hand gently and they sat together
silently. Through the window - which had become
tilted over the years - they could see a thin,
round slice of moon, that looked so close
they could nearly touch it, appear amongst the

Try this one: The farmhouse sat beside the sea.