

## Feedback and Assessment Policy

This policy outlines the purpose and management of feedback and assessment at St Michael's First School. Feedback and assessment compliment and assist teaching and learning; it plays an integral part in each teachers' planning and enables the evaluation of current progress as well as pupil achievement.

### Aims and purpose of the policy

- Ensure that through high quality marking and feedback, pupils know what they are successful at, what needs corrective action and what they need to do to make as much progress as possible.
- Promote a consistent approach to assessment and feedback across the school.
- Ensure that staff feedback and assessment promote and recognise the school's Christian values
- Ensure assessment judgements are reached in a fair and honest way, reflecting the independent ability of children from a range of evidence.
- Ensure that assessment data is used to track the progress of children across the school, ensuring that they make good progress so they can flourish.
- Ensure marking and feedback is manageable for the staff at St Michael's therefore promoting staff wellbeing.

### Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include but are not limited to: the use of pertinent questioning, marking of pupils' work and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly.

### Feedback and Marking

Feedback to pupils at St Michael's is given in three ways:

1. **Immediate** feedback – this is given at the point of teaching with individuals or small groups. This is often given verbally to pupils for immediate action and may then subsequently re-direct the focus of the teaching or task. Evidence of this may be seen in the use of teacher or pupil annotations in books or be marked as VF (Verbal Feedback) by the teacher.
2. **Summary** feedback – this takes place at the end of the lesson to larger groups or whole class. This provide the teacher and child with an opportunity for them to evaluate the learning in the lesson. This can be completed in the form of peer or self-assessment which enables pupils to measure their knowledge and understanding against the learning challenge and success criteria.

3. **Review** – this takes place away from the point of teaching. This will involve written comments for pupils to read and respond to. At St Michael's, we use ticks, stickers and stamps to highlight aspects of the pupil's work that we wish to celebrate. Any area for corrective action will be highlighted in yellow by the teacher. There may also be a question or next step task posed at the end of the piece. The school timetable for pupils from Years 1 to 4 builds in a dedicated period of time for pupils to review their marking comments, take any corrective action identified and respond to any probing questions posed in green pen.

Specific marking procedures are detailed in appendix 1.

### **Summative Assessment**

Local Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning.

At St Michael's, we believe that teaching staff are best equipped to make summative judgements about their children but these are supported by standardised tests (PUMA and PIRA) which help them to identify gaps in understanding. Summative judgements are made termly by teachers who take an overarching view of their ongoing systems of assessment which are detailed below:

In Writing, teachers plan for a 'Hot Task' for children to complete independently. This will take place after a unit of writing has been taught, but with a significant period of time in between to ensure that the piece of writing is a true reflection of what knowledge and skills have been retained by the child. Pupils will then publish this writing in their own 'Writing Portfolios'. The teacher will annotate the pupils' 'Hot Task' against the St Michael's Writing Assessment Grids. (See Writing Assessment Grids) A subsequent individual writing target will then be generated which will be the primary focus for that child's writing in the next unit. This individual writing target will be added to the front of the child's English book for reference and in the child's home reading log to ensure parents are aware of the next steps in their child's writing.

In Maths, teachers use pre and post-assessment tasks. Pre-assessment tasks take place at the beginning of a new unit. This directs the focus of the planning to ensure the teacher and pupils' actions achieve the intended learning. Once a unit of work is completed, a post-assessment task takes place to provide an accurate review of achievement of pupils against the curriculum objectives.

In Reading, teachers use guided and whole class reading sessions to record progress and achievements against the national curriculum objectives. The progress of pupils with SEND is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are discussed with Senior Leaders each term or sooner where possible. These children will be targeted for interventions and closely monitored.

### **Nationally Standardised Summative Assessment**

## **Early Years Foundation Stage Profile**

Towards the end of the Reception year, teachers make a summative judgement as to whether children have met a Good Level of Development. They use a range of evidence to support judgements.

## **Year 1/2 Phonics Screening Test**

This test is administered internally. These results are then reported to the local authority and to parents. Those pupils who do not meet the expected standard at the end of Year 1 are re-checked at the end of Year 2.

## **National Key Stage One Assessments**

At the end of year 2, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following:

- Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Science – working at the expected standard

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

## **Year 4 Multiplication Tables Check**

The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 in June. The purpose of the MTC is to make sure the times tables knowledge is at the expected level. The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12.

## **Accuracy and consistency of Judgements**

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments.

Professional Development Meetings and Teacher Development days are arranged for teachers to compare judgements and agree standards. St Michael's also works with colleagues in our cluster to ensure that our judgements are accurate and consistent.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of policy and procedure. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

The policy is reviewed every 3 years.

This policy was adopted by the Governing body on: 21.9.2022

Review date: September 2025

Signed: \_\_\_\_\_ (Headteacher)

**Version control:**

<b>Review Date</b>	<b>Reviewed by</b>	<b>Changes Made (please specify section/ paragraph/line)</b>
July 2022	Whole staff	Appendix 1 added to give specific detail around feedback expectation

Appendix 1:

Subject	During the lesson	At the end of the lesson
<b>Maths</b>	Live marking, verbal feedback (VF) , yellow highlighter for corrections , tick for correct responses , modelled strategies	Yellow highlight for corrections Celebrate using sticker, stamp or celebratory comment Action basic errors: number formation Formative judgement made against objective -green highlight if fully achieved Dynamic intervention stickers to be used where DI has been delivered tick or double tick for celebratory reasons
<b>English</b>	Live marking, verbal feedback (VF), yellow highlighter for corrections specifically basic errors around spelling and punctuation, editing strips to be used in KS2 for up levelling where applicable, tick or double tick for celebratory reasons	Celebrate using sticker, stamp or celebratory comment Identify key action - spelling, punctuation or up-levelling or a general overall area for improvement. Formative judgement made against objective green highlight if fully achieved Dynamic intervention stickers to be used where DI has been delivered tick or double tick for celebratory reasons
<b>Other subjects</b>	Live marking, verbal feedback (VF), yellow highlighter for corrections, identify basic errors around spelling and punctuation where standard does not meet that of English book, tick or double tick for celebratory reasons	Formative judgement made against objective -green highlight if fully achieved Next step question to be used to deepen or check understanding where appropriate - keep it subject specific Celebration to be marked with sticker or stamp tick or double tick for celebratory reasons

Code to be used for marking

Code	Meaning	Position
<b>VF</b>	Verbal feedback was given at this point in the learning	At the point in the book where the feedback was given, ideally to the left of the work
<b>GG</b>	This child has completed this learning as part of a guided group with an adult	Next to the learning objective
<b>PW</b>	This child worked with a pair to achieve this learning	Next to the learning objective