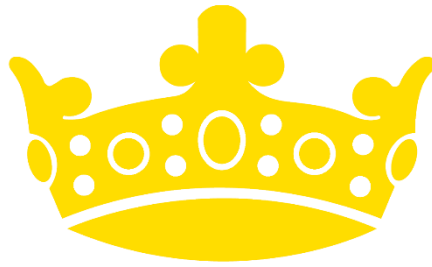


Manorcroft Primary School



Feedback & Assessment in Teaching & Learning



Feedback & Assessment in Teaching & Learning

Part A: Immediate Feedback

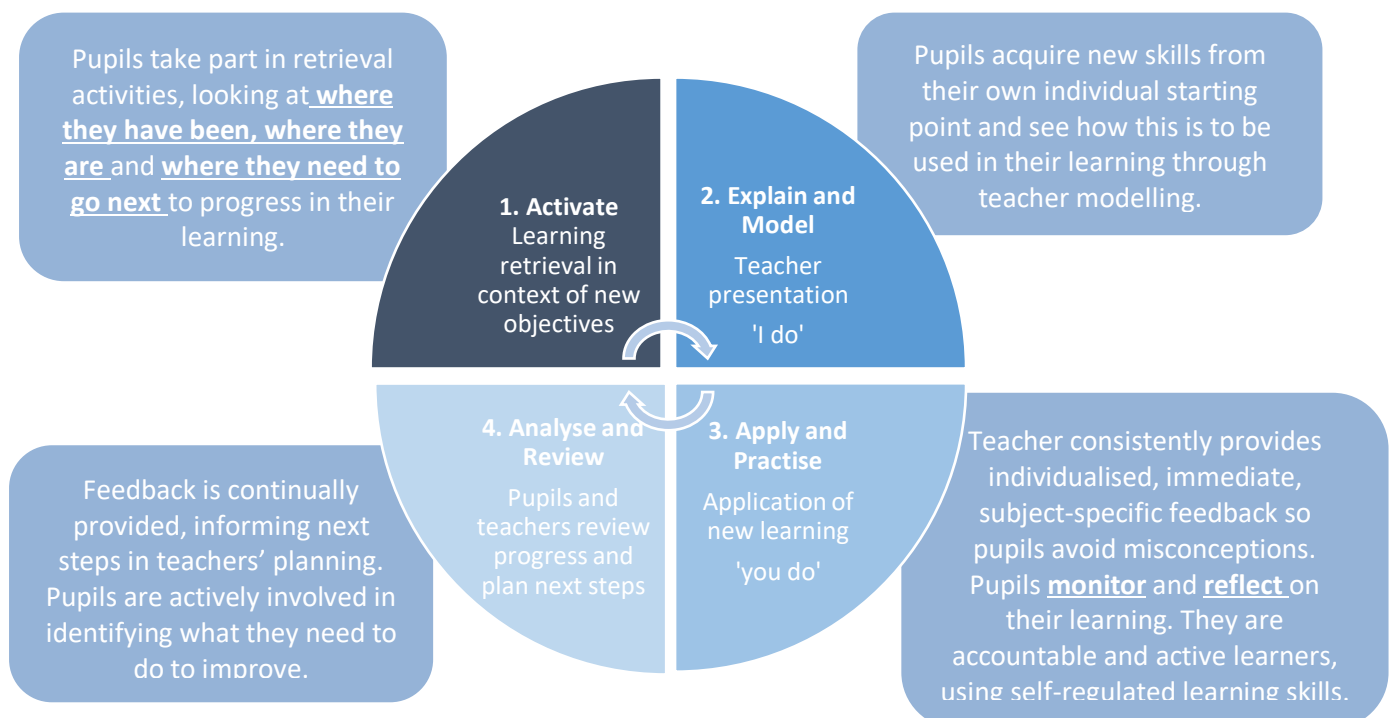
Rationale:

At Manorcroft Primary School, we recognise the importance of feedback and the positive effects it has on pupils' learning, as described by the Education Endowment Fund (EEF, 2021). We are mindful of the research behind different feedback strategies and have used this to review and develop our practice, making pupil feedback meaningful, manageable and motivating, whilst considering teacher workload implications (DfE, 2016). Immediate feedback forms the overarching approach that we use as part of the learning cycle at Manorcroft; research suggests feedback is most effective when given immediately.

Immediate feedback is an instant and subject-specific response to a learners' action and, most importantly, **in the flow of learning**. It supports to deepen understanding, reinforce knowledge, affirm competence and avoid misconceptions. The feedback is based on a pupil's performance; this may be in relation to effort, goals, outcomes, learning strategies or processes, with the aim of contributing towards a pupils' individual progress and motivation in their learning. Immediate feedback may be verbal, modelled or written and different tasks lend themselves to different methods of immediate feedback. Through this approach, pupils are supported in acquiring self-regulated learning skills, taking ownership of their learning and enabling them to make informed decisions about their next steps, being able to articulate where they were, where they are and where they need to go next in their learning.

Purpose:

- It is meaningful, manageable and motivating
- It promotes rich assessment opportunities for pupils and teachers
- Teachers tackle misconceptions and pupils learn from mistakes, immediately editing their learning in response to feedback
- Verbal alongside written immediate feedback supports pupils cognitive load through dual coding
- Pupils access feedback that is specific, accurate and clear for the individual it is communicated to
- Pupils develop self-regulated learning skills, redirecting attention towards achieving a specific goal, nurturing their motivation





Immediate Feedback

Immediate feedback is the overarching approach that we use as part of our learning cycle

Method	Description	In Books
<p>Individual Immediate feedback</p>	<ul style="list-style-type: none"> • Feedback is given to pupils in the flow of learning (or provided as soon as possible and before the next lesson) • Every pupil’s book will be seen and acknowledged by an adult (visible feedback in books) with the aim of seeing all/most books within the lesson • Where is not possible for all books to be seen within the lesson, teachers will review the learning of these pupils after the lesson (visible feedback), where next steps may need to be provided to support pupils in achieving the learning objective • Within lessons, verbal feedback is used alongside adult jottings/modelling in pink pen in pupils’ books to support cognitive load through dual coding • The jottings/modelling/markings provided is based on a pupil’s effort, goals, outcomes, learning strategies or processes • Misconceptions are tackled by an adult; pupils are supported through specific next steps (from an adult in pink pen) and pupils immediately edit their learning in green pen • Verbal feedback supports pupils’ self-regulated learning skills; pupils are encouraged to verbalise where they were, where they are and where they need to go next in their learning • Stem sentences may be used to scaffold thinking or draw out an explanation: <ul style="list-style-type: none"> - I think it is ... because... - ... and ... are greater than ... - I disagree with ... because... - Where there are no ..., there are... - If there is ... it means ... 	<p>VF (verbal feedback)</p> <p>Visible marking from an adult in pink pen through modelling/jottings in all pupils’ book</p> <p>Pupils immediately edit and improve their learning in green pen as a result of the immediate feedback from an adult</p> <p>Next steps may be provided for pupils when a book has been marked after the learning has taken place if it wasn’t possible to see all books within the lesson</p>
<p>Whole-Class Immediate Feedback</p>	<ul style="list-style-type: none"> • Teachers share information about the learning of pupils in the form of mini-plenaries as needed throughout lessons • Teacher provide feedback at different cognitive levels to cater for all learners • Teachers may show examples of learning that do and do not meet the success criteria, helping pupils understand what is needed to improve • Teachers clarify what a good example looks like by modelling the task, which may be followed by pupils completing a section together and then independently • Teachers may provide a ‘success criteria’ to support pupils in knowing what is needed within longer pieces of writing to progress • Teachers provide rich discussions and questions • Whole-class feedback jottings may be used as part of our ‘working walls,’ which all the children will have access to • Whole-class feedback is a continual process that teachers use to inform future planning and teaching 	<p>VF (verbal feedback)</p> <p>Pupil improvements in green pen</p>



<p>Peer Assessment</p>	<ul style="list-style-type: none"> • Pupils assess the learning of others • Where pupils give and receive comments from their peers helping them to develop their understanding of learning objectives and success criteria • When actively involved in their own learning and assessment, pupils make more progress <p>Pupils learn to respect the work of others</p>	<p>PA (peer assessment)</p> <p>Pupil comments related to learning objective/success criteria in green pen</p>
<p>Self-Assessment</p>	<ul style="list-style-type: none"> • Peer assessment should be mastered before pupils carry out self-assessment tasks • Pupils are actively involved in the assessment of their own learning • Pupils analyse the learning objective and success criteria when thinking about improvements and what they have done well 	<p>SA (self-assessment)</p> <p>Traffic light - red, amber, green (Maths)</p> <p>Pupil's own comments related to learning objective/success criteria in green pen</p>
<p>Same-Day Intervention</p>	<ul style="list-style-type: none"> • Where teachers identify pupils that have not met or partly met the learning objective and carry out individual/group learning with them to avoid misconceptions/deepen understanding <p>Phonics</p> <ul style="list-style-type: none"> • Teachers provide the pupils with immediate feedback • Where the teachers assess that a pupil has not fully grasped the new learning, a keep-up session will be carried out with that child on the same day to ensure they are able to acquire the new learning <p>Maths</p> <ul style="list-style-type: none"> • Teachers provide pupils with immediate feedback throughout the lesson • Pupils will self-mark in green pen and write any corrections (year group dependent) - they 'traffic light' their work based upon how they feel they have done • Pupils leave their books open on their desks for teachers to look at • Children who have not met or partly met the learning target are noted in the 'Maths Keep Up Book' along with the date and the objective • Pupils take part in 'Keep-Up' learning, recorded in green pen in their own books • Same-day interventions ensure pupils are keeping up and not catching up • Where pupils are regularly attending 'keep ups', they will be added to a short term focused intervention that will take place at least once a week 	<p>Jottings from pupils in green pen (Maths)</p> <p>Traffic light - red, amber, green (Maths)</p> <p>Records of the children who access keep-up sessions are maintained</p>

Our approach to feedback is consistent where pupils learn *how* to use the feedback they are given to progress further in their learning.

See Appendix 1 for the Feedback Code



Part B: Assessment

We use the following terminology to identify a pupil's attainment in subjects such as Reading, Writing, Maths and Science. This will be relative to the time point in the year when they are being assessed and what they have been taught so far:

Above	- where a pupil is working above national age related expectations
On Track	- where a pupil is working at national age related expectations
Just Below	- where a pupil is working just below national age related expectations
≥ 1 Year Below	- where a pupil is working up to 1 academic year below
≥ 2 Years Below	- where a pupil is working up to 2 academic years below
≥ 3 Years Below	- where a pupil is working up to 3+ academic years below

We apply a holistic approach to the assessment of a pupil's progress and attainment. Standardised test scores are used alongside teachers' wider understanding of a pupil's potential and achievements throughout the academic year.

Pupil Progress Meetings:

In addition to our continual assessment of pupils' attainment and progress, termly pupil progress meetings are held with teachers and the Leadership Team as an opportunity to revise the provision pupils are receiving and adapt this where necessary. This ensures children receive a high quality support, specific to their needs.

See Appendix 2 for a schedule of our assessment procedures. These are carried out in conjunction with teachers' continual formative assessments as part of daily practice to further support the judgements made.

Policy Agreed:	December 2022
Review Date:	Autumn Term 2025

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Appendix 1 - Feedback Code



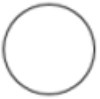
Next step



Capital letter missing



Full stop missing



Missing punctuation/word



Finger spaces missing



Handwriting

T

Teacher support

LSA

LSA support

I

Independent learning

sp

Check spelling

VF

Verbal feedback

SA

Self-assessment

PA

Peer-assessment



Appendix 2 - Assessment Schedule

Term	Assessment	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sept. Baseline	Baseline Assessment (RBA)	✓						
Autumn Term 1								
Autumn Term 2	Star Assessments - Reading			✓	✓	✓	✓	✓
	Star Assessments - Maths		✓	✓	✓	✓	✓	✓
	R/W/M TA Judgement	✓	✓	✓	✓	✓	✓	✓
Spring Term 1	PSHE TA Judgement		✓	✓	✓	✓	✓	✓
	Science TA Judgement		✓	✓	✓	✓	✓	✓
Spring Term 2	Star Assessments - Reading			✓	✓	✓	✓	✓
	Star Assessments - Maths		✓	✓	✓	✓	✓	✓
	R/W/M TA Judgement	✓	✓	✓	✓	✓	✓	✓
Summer Term 1	Y2 SATs Tests (<i>Reading & Maths</i>)			✓				
	Y6 SATs Tests (<i>Reading & Maths</i>)							✓
Summer Term 2	Star Assessments - Reading			✓	✓	✓	✓	
	Star Assessments - Maths		✓	✓	✓	✓	✓	
	R/W/M TA Judgement	✓	✓	✓	✓	✓	✓	✓
	PSHE TA Judgement		✓	✓	✓	✓	✓	✓
	Science TA Judgement		✓	✓	✓	✓	✓	✓
	EYFSP Final Assessment	✓						
	Phonics Screening Check (PSC)		✓					
	PSC Resits			✓				
	Multiplication Tables Check (MTC)					✓		
	Y2 Final TA Data (<i>R/W/M & Science</i>)			✓				
	Y6 Final TA Data (<i>Writing & Science</i>)							✓



Appendix 3 - Presentation of Work

Sweat the small stuff!

- There must a high expectation from everyone (children & staff alike) about the general presentation of the books
- Children need to value their books and have a sense of pride in their work
- No intentional graffiti / doodling / folding / tearing of pages
- No felt-tip pens directly into books (seeps through the pages)
- All worksheets need to be trimmed/folded before sticking in so that they are not hanging out of books (more KS2)
- Each new half termly project must have a title page of some description to separate out the work
- Be prepared to ask children to repeat tasks if presentation is not up to standard
- Store all books centrally in the classroom (not in children’s trays) so that they do not get lost, damaged or bent

Book	Details	Notes
Front of Books	<ul style="list-style-type: none"> • Full Name • Class • Subject 	<ul style="list-style-type: none"> • Please use a white sticker on the darker covers, eg. Maths • Age dependent whether children or adults label the books
Maths	<ul style="list-style-type: none"> • Children to write in pencil only • Short date / underlined with a ruler • Title only / underlined with a ruler • 2/3 square wide margin / use a ruler • All lines drawn with a ruler • 1 digit per square • Children edit their learning in green pen 	<ul style="list-style-type: none"> • If working from Power Maths, titles to match • LO to be visible in the classroom throughout the lesson
English Reading Project PSHE / RE MfL	<ul style="list-style-type: none"> • Children to write in pen or pencil (up to discretion of class teachers) • Blue fibre-tip pen only (no biros) • Long date / underlined with a ruler & a pencil (eg. <u>5th September 2022</u>) against LH margin • Title only / underlined with a ruler & a pencil • All lines drawn with a ruler & a pencil • Any mistakes in pen to be crossed out with a pencil line • Children edit their learning in green pen 	<ul style="list-style-type: none"> • Majority of children should be working in pen by end of Y3 • LO to be visible in the classroom throughout the lesson

All feedback from staff must be neat and legible