



# ***Kennington Primary School***

## ***Feedback & Assessment Policy***

<b><i>Reviewed by</i></b>	<b><i>Date</i></b>	<b><i>Signed</i></b>
<b><i>HT &amp; Governors</i></b>	<b><i>April 2016</i></b>	<b><i>S Pritchard</i></b>
<b><i>HT &amp; Governors</i></b>	<b><i>October 2016</i></b>	<b><i>S. Pritchard</i></b>
<b><i>HT &amp; Governors</i></b>	<b><i>October 2017</i></b>	<b><i>S. Pritchard</i></b>



## **Policy Principles**

**The Feedback and Assessment Policy has been revised after adopting recommendations made in the findings of the governments 'Workload Challenge' (Feb 2015) and Ofsted's 'Myth Busting' updates.**

### **Feedback should:**

- **BE MANAGEABLE FOR TEACHERS.**
- Relate to learning intentions and success criteria, which must be shared with children.
- Include and involve all adults, working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be consistent throughout the school, with set codes and strategies in place, positive comments and developmental points.
- Ultimately be seen by children as a positive means to improving their learning.
- Be continuously attempting to develop the children's ability to self- evaluate.

## **Policy aims**

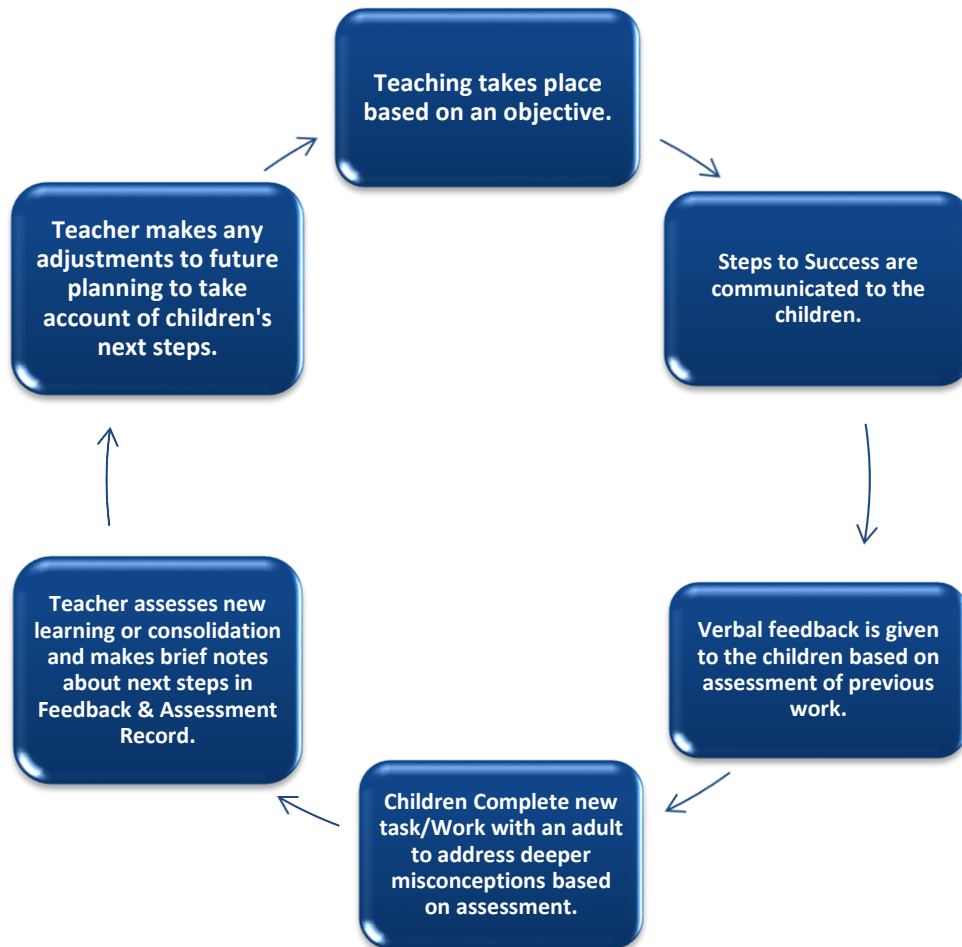
We recognise that feedback is crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step. To ensure that feedback is effective and empowers the learner we aim to:

- Establish opportunities for prompt and regular written or spoken dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged evaluate their work before handing it in or discussing it with the teacher.
- Ensure that children are acting on feedback in future work.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers agree next steps with the child and follow up the agreed targets to see how much progress has been made.
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.

## Key Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to make formative assessment based on the work children produce and move them on in their learning. At Kennington Primary School we have decided to use a **Feedback and Assessment Record** to form the basis of our main approach to feedback to children.

The process for assessing a child's learning and feeding back is as follows:



To show that a piece of work has been assessed the teacher will use one of three stamps. These communicate to the child that:

- A. They have achieved their learning objective.**
- B. They are working towards their learning objective.**
- C. The teacher needs to give them more help to understand.**

All feedback should be focused firstly upon the learning intention and secondly on other features. For this to be successful children need to understand both the learning intention and the success criteria (Steps to Success) This enables the child to know what the teacher will be looking for in the finished

piece of work. During oral feedback it is important to focus on the learning intention to avoid confusion.

There will be times when summative assessment will take place. This is associated with closed tasks, such as class spelling tests, and normally requires a symbol eg. a tick or cross. Wherever possible, children will self-mark these activities or work will be marked as a class or in groups.

### **Written Feedback:**

Detailed written feedback is only given to the children after they have completed a 'Big Write' Task. When detailed written feedback is given teachers should:

- Read the entire piece of work.
- Highlight a minimum of 2 and maximum of 3 examples of where the child has met the learning intention/Success Criteria/target. This should be done in the form of 'Stars' and indicate clearly a focused comment(s) linked to this.
- Highlight at a minimum of 1 and maximum of 2 examples of where the child has not met the learning intention/Success Criteria/target. This should be done in the form of a 'W' (Wishes) and indicate a clearly focused comment(s) intended to support/correct/improve/challenge/reinforce/apply knowledge (the last three can be used when all work is correct and error free).
- In KS1 children to respond to the 'Wish' orally or written where appropriate.
- In KS2 children to respond in writing to the 'Wish'.
- Children should show that they are responding to feedback by making necessary adjustments to their learning in the following piece of work.

Teachers should ensure that feedback is being acted upon in subsequent pieces of work.

The following "prompts" may be used to help develop the next steps in children's learning when giving written feedback in 'Big Write' books.

- **A reminder prompt:** most suitable for brighter children, this simply reminds the child of what could be improved: *'What else could you say here?' "Ask me how to use ..."*
- **A scaffolded prompt:** Most suitable for children who need more structure than a simple reminder, this prompt provides some support: *'What was the dog's tail doing?', 'describe the expression on the dog's face'*
- **An example prompt:** Extremely successful with all children but especially with average or below average children, this prompt gives the child a choice of actual words or phrases: *'Choose one of these or your own: He is a good friend because he never says unkind things/ My friend is a friend because he is always kind to me.'*

### **Acknowledgement Marking.**

- Teachers will check and mark the accuracy of children's work (using ticks for correct answers and x for errors) based on the Learning objective/Success Criteria.
- Teachers will use the stamps system to let the pupil know whether they have been successful or not in their learning.

At Kennington we use a system of marking symbols which the children in each class understand (see Appendix i)

### **Marking secretarial features:**

- Spelling, punctuation, grammar and handwriting should not be assessed in every piece of writing as children cannot effectively focus on too many things in one space of time.
- Certain key words and vocabulary will be highlighted using the marking symbols if they are spelt incorrectly.
- When work is complete, children may be asked to check for things that **they know are wrong in their work** when they read it through. However they will not be told to correct all spellings as they are likely to write further misspellings or waste time looking up words. Such features will only be emphasized in full assessment pieces or in redrafts for display.
- Children will be given feedback which is related to the success criteria and therefore some aspects of writing will be unmarked in certain pieces.

### **Self and Peer Assessment:**

- **Self Assessment:** Children will be encouraged to self-evaluate wherever possible. Children can develop the ability to identify their own three successes and look for their own improvement points. This is a good process to use in the plenary, enabling the focus to be on analyzing the learning taking place.
- **Peer Assessment:** Sometimes children can work with writing partners to mark in pairs. Before considering this it is important that:

1. Paired assessment should not be introduced until KS2, unless teachers feel that younger children are ready.
2. Children are trained to do this, through modelling with the whole class and watching the paired assessment in action.
3. Children always point out successes first against learning intentions and not secretarial features. The 3: 1 success to improvement ratio should be followed, to avoid over-criticism.
4. Pairings should be organized sensitively to ensure trust. This is best decided upon by the teacher.
5. Dialogue between children is encouraged rather than them taking turns to be the teacher. They should discuss each others work together.

## **Organisation and Practice**

At Kennington we have agreed to:

- Ensure that children are always provided with success criteria, which is related to the learning intention, so that they are clear about expectations.
- Continuously model good practice in feedback and assessment.
- Provide effective feedback to children about their work, recognising this will take many forms, depending on the nature of the task and the time available.
- Feedback and assessment should be accessible to children and manageable for teachers.
- Follow a system of codes which can be used as part of the feedback process.
- Ensure that children act on feedback after assessment through demonstrating their next steps in subsequent pieces of work.

When assessing, teachers at Kennington will:

- Use black ink.
- Use Star and Wish symbols to highlight success and improvements when giving written feedback in 'Big Write' books.
- Ensure that oral feedback is an integral part of daily teaching.
- Ensure that ALL work is at least Acknowledgement marked each week including that which has been self or peer marked.

## **Marking and Feedback in the Early Years Foundation Stage**

In the Foundation Stage, marking and feedback strategies include:

- Verbal Praise,
- Smiley faces,
- Stickers and stamps,
- Share written annotations with the child,
- Annotation of work and photographs by staff,
- Children beginning to annotate their own work and pictures,
- Oral dialogue with children about their play, work or special books,
- Reinforce praise given by parents for showing good learning behaviours out of school.

Signed: ..... Date: .....

Review Date: September 2015




## Appendix i





# FEEDBACK SYMBOLS



<p>You've achieved your learning objective.</p> 	<p>You have understood the work today and show you are able to complete tasks in an accurate manner. You are able to work independently to complete these tasks.</p>
<p>You're working towards your learning objective.</p> 	<p>You have understood some of the work today but may need a little support in order to accurately complete tasks. You are not quite able to work independently on tasks just yet.</p>
<p>I need to give you more help so you will understand.</p> 	<p>You have not really grasped the work today and need some extra help to develop a greater understanding in order to be able to complete work accurately.</p>
✓	<p>Correct answer/solution. Well done. Good element of work.</p>
X	<p>Incorrect answer/solution. Not what we were looking for. Not understood or used an element of work.</p>
?	<p>Doesn't make sense. What do you mean? CHECK!</p>
^	<p>Missing letter, word or phrase. CHECK!</p>
//	<p>A new paragraph/section should have been used. CHECK!</p>
Ⓒ	<p>Check this element of work.</p>
p	<p>Punctuation error. CHECK!</p>
g	<p>Grammatical error. CHECK!</p>
sp	<p>Spelling error. CHECK!</p>
— ○	<p>Check this element of work.</p>