St Patrick's Catholic Voluntary Academy

Feedback and Assessment Policy

'Listen to advice and accept instruction that you may gain wisdom in the future.'
Proverbs 8. 19:20

'The most powerful single modification that enhances achievement is feedback.'
John Hattie

NOTE: The Assessment and Feedback Policy is currently under review following the trial of a Feedback and Marking Toolkit produced by the Our Lady of Lourdes Trust Trust. This will be finalised following a trial period by the end of Advent 2023.

Introduction

Governors and staff at St Patrick's Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents.

We aim to provide every child with access to a broad and balanced education and to ensure their continuous progress to meet their full potential.

Assessment & feedback is an essential tool in empowering and supporting pupils to be proud of what they have achieved and know how to move forward in their learning.

Background

Effective feedback is among the most common features of successful teaching and learning. Research by John Hattie suggests that feedback is in the top ten influences on achievement. This policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

Definition

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals.

Research – Education Endowment Foundation

- **Constant and accurate formative assessment throughout a lesson enables high-quality feedback.**
- Guided Modelling and 'live' marking is more effective than post checking work.
- Strong evidence-based research into feedback can lead to an additional 6 months of learning progress if done effectively (i.e. focusing on the task, subject and self-regulation/metacognitive strategies).
- Effect from feedback from teachers, peers and from a digital source have proven positive. When done verbally, this shows more impact, particularly on WTS pupils.
- Feedback when something is correct i.e. a WAGOLL is as effective as highlighting mistakes. The feedback though needs to be more than just praise: why is it 'a good one'?
- Evidence suggests that feedback involving metacognitive and self-regulatory approaches have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.
- Feedback should be a mixture of strategies, both written and verbal.

- Effective feedback can be acted upon by the pupil.

Key Principles of Feedback at St Patrick's School:
- The **sole focus** of feedback to **further children's learning.**
- Feedback should **empower** children to take responsibility for improving their own work.
- Assessment carried out by adults and the feedback that follows needs to be worthwhile and effective.
- Evidence of feedback is incidental to the process; **there is no requirement to provide additional evidence for external verification.**
- Live marking should take precedence over marking after the lesson.
- **Assessment for Learning and data driven instruction** - Pupils' understanding should be checked continually:
  - Throughout the lesson using questioning, observation, outcome of learning /retrieval tasks
  - After the lesson, if teachers' assessment of each child's understanding needs further informing, work evidence from the lesson should be used to assess further.
  - Using a range of AfL, teachers will consider what the trends in understanding are and what the common misconceptions are. **This data then drives the follow up lesson.**

- Written comments for individual children after the lesson should be used as a last resort for those pupils who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Feedback is a part of the school's **wider assessment** processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- **Retrieval Practice** - It is understood that new learning is fragile and usually forgotten unless explicit steps are taken over time to **revisit and refresh learning**. Teachers at St Patrick's do not assume that children have securely learnt material based on evidence drawn close to the point of teaching it. They provide opportunities for feedback to be gained at a distance from the original teaching input and assess if learning is now secure. Retrieval opportunities are provided frequently to promote secure consolidation.

Pupils-Self-assessment
In KS 2 and as children are ready in KS 1, they identify and correct their own errors and evidence in their work where they have achieved the success criteria by numbering examples in their work of success criteria achieved which correspond to success criteria given out at the start of the lesson. In RE children will be encouraged to find examples of how they have responded to the 'driver words' and discreetly use green pen to 'tick' the examples in the body of the text.
This is the most effective form of feedback as it develops metacognition within the child.

Types of Feedback
There are many forms of feedback. Selecting and using the most appropriate form with regard to the age and aptitude of the child and the activity in question, is an essential part of effective teaching.

- **Correcting** involves drawing the child's attention to errors in spelling, punctuation through the use of verbal feedback.
- **Identify own errors** involves asking children to look for example in maths or in a piece of writing to identify errors they have made.
- **In R.E** 'driver' words are used when appropriate to set targets for next steps within feedback slips or verbal individual/group/whole class feedback

- **In RE** feedback slips are used to deepen, extend, consolidate learning. At least 2 per topic are required
- **Rewards** such as house point stickers, house stars, Value Bands, Discipleship Diamonds are used to provide encouragement to a child and also to reward their efforts.
- **Verbal marking** is done with the child present during the lesson and is a vehicle for praise, reinforcement, encouragement, explanation of errors and target setting; use VF to show where errors have been identified and a discussion has taken place with the child.
- **Self-marking** in KS 2 and as children are ready in KS 1, to identify and correct their own errors and to evidence in their work where they have achieved the success criteria by numbering examples in their work of success criteria achieved which correspond to success criteria given out at the start of the lesson. This is the most effective form of feedback as it develops metacognition within the child.

What will feedback look like in books at St Patrick's:
- **Teacher/TA pink pen** following in the moment **'Live Feedback'** and conferencing within the lesson. Pink =
- Whole class **feedback forms** (Currently being trialled in Year 6 only)
- **Green Pen** with children self-correcting, re-drafting work.
- Green pen represents **GROWTH**. PINK represents **POSITIVE** or highlights adult input/feedback.
- **Modelled practice** and worked examples to be shared and explored together as well as present in books as a reference e.g. during the drafting, editing and re-drafting stages of writing.
- **Success criteria** for different subject areas across the curriculum
- **Spelling codes** to alert children to areas to improve/review or show adult input SEE APPENDIX

Feedback Strategies and Approaches in Specific Subject Areas	
Maths	**Self-checking maths work** • Tasks are created and pitched with mastery in mind. Each child accesses an adapted style of task, but support is in place to scaffold as well as extend understanding through challenge. Children decide for themselves and/or are directed by the teacher regarding whether they need support or challenge/task challenge. UNDER REVIEW. TRIAL REGARDING TASKS SET IN YEAR 6 CURRENTLY. • Answers to questions and problems are made available within the lesson. • After four or five calculations, answers are checked and in some cases, pupils check their answers themselves. • Teacher is alerted to misconceptions or misunderstandings immediately by the children or following teacher assessment for learning. There is a social climate that makes mistakes 'marvellous,' celebrated and 'safe' • Self-checking ensures that mistakes are identified at the start of the lesson, rather than at the end. • This approach also has the benefit of improving pupils' confidence. • This approach allows these pupils to identify when they get the first few calculations correct and supports them to feel more confident and willing to move on to the next level. • This approach supports peer marking. When confident pupils finish their work correctly, they are able to consolidate their learning by 'marking' or consulting other children's books. • This way, children complete the calculations again rather than just 'checking' against their own answers. • Self-checking places the onus on the learner to check their work and identify their own errors which is beneficial for their learning. • Pupils are taught how to do this appropriately by class teachers when appropriate. **Children are taught the skills of self-checking**

- Teaching self-checking involves teaching pupils to think deeply about the work they have just learnt to avoid scanning through work briefly and not thinking about it.
- Visualisers/iPad mirroring are used by teachers to 'show examples' (TLAC Show Call), encouraging children to review and think about their work rather than providing the correct answer. This allows them to think deeply so that it is more likely to be stored in long term memory.
- Children are asked to repeat calculations in a different order/way to check their answers as well as use inverse strategies. Older children are taught to perform an estimate first when appropriate.
- When reviewing and repeating/correcting calculations, children will do this using a green pen.
- Children are provided with metacognitive opportunities in order to become independent in monitoring and evaluating their own learning success
- *For example, pupils might repeat/correct a calculation in a different coloured pen and check they've got the same answer. Here, we remind them that for addition calculations involving more than two numbers, adding the numbers in a different order is an even better way of checking.*

Provision of marking prompt sheets for children
- Prompt sheets/success criteria/knowledge organisers /worked examples are provided at the start of the lesson to support pupils who are struggling to identify their mistakes.
- Children are taught to check through these carefully and think about their learning.
- Prompts can be used at the start of the lesson as a way for teachers to model checking work.
- Use of prompts allows children to internalise what they are doing over the course of several lessons so that this becomes a habit.
- Teachers also provide children with work to mark that have common mistakes to allow thinking about checking and improving work.

What does this look like in Maths

- Live adult Marking using PINK PEN
- Children self-assessing using GREEN PEN
- Next steps informed by Assessment for Learning

English Writing	**Success Criteria**

Success Criteria
- Success criteria can be differentiated as appropriate and are used for all extended pieces of writing across the curriculum.
- Success criteria checklists are particularly useful for extended writing tasks; however, they can be used successfully in all subjects at the teachers' discretion to inform and support self, peer and teacher assessment.
- Example Success Criteria
  - I have used at least three rhetorical questions.
  - I have used apostrophes for possession.
  - I have written in neat, joined handwriting with ascenders and descenders correctly formed.
  - I have spelt most words from the Year 3 and 4 word list correctly.
  - The pupil and teacher will indicate with tick if the outcomes have been achieved.
- Teachers model how to use success criteria to ensure they actively search their work for 'treasure' or 'proof'.

Use of a redrafting approach to model writing tasks
- Within writing lessons, a **redrafting** and **whole class feedback/review** approach is used (CURRENTLY BEING TRIALLED)
- When the teacher reviews English books after the lesson, they record this on a **whole class feedback form** which outlines what went well and what still needs work (CURRENTLY BEING TRIALLED)

- This may include:
  - technical accuracy of the writing;
  - spelling errors,
  - punctuation omissions,
  - content improvements.
- Where individual children have done particularly well or poorly, the teacher will make a note and use these in the lesson as a teaching point in the form of WWW/WAGOLLs
- Where it is an error, the teacher may use the mistake anonymously or write a similar sentence with the same error.
- Whole-class editing lessons can be used – 'Blue Box Editing' where everyone takes the same paragraph and progresses through editing stages at the pace set by the teacher e.g. *everyone check for capitals… (CURRENTLY BEING TRIALLED)*

Showcase good practice in writing
- Following or even within an English writing lesson, high quality extracts of children's work will be shared using a 'show call' approach on either the visualiser or iPad mirroring.
  - Eg. Showcasing a piece where letter ascenders and descenders are correct.
- Pupils will then be asked to review their writing and rewrite accordingly, making sure they pay attention to the teaching points raised.
- This allows the teacher to move on to further improvement points that were picked out following the review.
  - Eg. Character description examples of writing pointing out what made the description so vivid.

Redrafting approach for mistakes in writing tasks
- Teachers share an example where a mistake or confusion has been made and children are asked how the piece could be improved. This is done regularly so that children become adept at self-editing.
- Time is then spent individually or with a partner (mixed ability pairs) to discover if they can improve their piece of writing based on the example shared.
  - Any improvement/edits made here would be completed in Green For Growth Pen
- In pairs when appropriate children read over each other's work together and suggest improvements, alterations and refinements which the author of the piece then adds in pink pen.

	What does this look like in English? • Live marking in **PINK PEN** using comments and codes • Children self-assessing in **GREEN PEN** • A sequence of lessons that respond to Assessment for Learning and any misconceptions • Quizzes/Retrieval questions • Whole Class Feedback Forms for longer pieces which respond to pieces (CURRENTLY BEING TRIALLED)
RE	• Children are given collaborative and independent opportunities to complete a task/respond to work set after teacher input and worked examples. • This is followed by whole-class discussion, feedback and modelling of 'WAGOLL' answers within the lesson, providing children with the chance to self-evaluate their work in GREEN growth.

	• Retrieval practice using religious vocabulary and knowledge weekly – At least one written quiz per topic recorded in books; Verbally/task design at the start/within each RE lesson as part of the lesson structure

What will this look like in RE Books:

KS1:
- Live Marking in PINK Pen
- At least two feedback slips which include an opportunity to challenge/question/consolidate/extend/deepen thinking and learning per topic which is linked to assessment expectations. These are linked to the 'head, 'heart' and 'cloud' assessment expectations.
- At least one quick quiz/retrieval opportunity per topic recorded in books (Will occurs in a variety of ways – verbally, task design - at the start/within each RE lesson as part of the lesson)

KS2:
- Live Marking in PINK pen
- At least two feedback slips which include an opportunity to challenge/question/consolidate/extend/deepen thinking and learning per topic which is linked to assessment expectations or whole class feedback review
- At least one quick quiz/retrieval opportunity per topic recorded in books (Will occurs in a variety of ways – verbally, task design - at the start/within each RE lesson as part of the lesson)
- These are linked to the 'head, 'heart' and 'cloud' assessment expectations.

Planning for Assessment

A balance of <u>formative</u> (on-going assessment used to inform the next steps in teaching and learning) and <u>summative</u> (end stage assessment of learning progress) assessments will be used as follows:

Long Term (summative)
- Assessing pupils work against key objectives for their year group within the New National Curriculum 2014.
- Assessing pupils work against school targets at the end of each Key Stage
- Assessing pupils work against national results at the end of each year and Key Stage
- Recording the progress made over the year
- Recording the summative assessment in RE, Reading, Writing and Maths

Medium Term (formative & summative)
- In RE, complete three Assessment Tasks 3 times a year, once per term
- In RE, Assessment Booklets are completed each topic to review progress, answer the 'Big Question,' bring learning together in order for the child to review their progress and targets for their next topic
- Recording progress in relation to targets set
- Measuring attainment at the beginning and end of a unit of study
- Identifying strengths and weaknesses of group and individual performance
- Assessment to inform future planning

Short Term (formative)

- Assessment through question and answer in every lesson
- Assessment through responding to children's work
- Assessment against the Learning Objectives and Success Criteria underpinning learning within the lesson
- Assessment through observation
- Assessment through the use of retrieval practices and knowledge webs in books
- Assessment of recall of prior learning through the use of building blocks slides at the start of lessons (RE is discussion based as topics progress each term)

Assessment Methods
Ongoing
- Classroom observation
- Question and answer
- Retrieval Activities
- Discussions with individuals and groups
- Intervention in small group work
- Responding to children's work
- Testing
- Weekly comprehensions.
- Discussion with Teaching Assistants
- Peer assessment
- Metacognitive Self-assessment by encouraging the children to identify where they have exemplified the success criteria in their work.
- RE – Assessment Booklet (once per topic)
- RE - Assessment Tasks (once per term)
- RE – Recapping and retrieval Quizzes – at least one formal opportunity per topic recorded (but occurs constantly throughout)
- Recalling learning on knowledge webs in books

Formal
- RE Baseline Assessments in EYFS
- Early Year's Profile.
- Reception Baseline Assessment; September 2021
- Y1 phonics screening & Y2 phonics screening for any pupils who do not achieve the standard at the end of Y1.
- Key Stage 1 SATs
- Key Stage 2 SATs
- SEND Assessments (as appropriate)
- White Rose Assessments for maths
- STAR Assessments in reading & maths
- PIVATS/P LEVEL assessments for pupils with significant SEND working below national curriculum

Target Setting
- Whole Class or individual targets as and when appropriate
- Learning Objectives and numbered success criteria, in easily understood language, set by the teacher at the start of the lesson to be stuck in books by the child.
- Individual targets based on success criteria not yet evidenced in the child's work set highlighted by the teacher when responding to children's work. These targets may be prepopulated next steps or

the use of maths masters in maths, which children stick in themselves at the end of lessons and respond to.
- Attention is drawn to an individual's targets by the teacher/teaching assistant (often verbally) during lessons and pupils are encouraged to address them in improvement time.
- SEND Provision Map targets are set with the child being involved in this process and parents have an opportunity to review these targets at termly SEND reviews.
- Group targets are set for interventions which are used to close the gap in pupils skills and knowledge of a particular aspect of learning.

Recording
Short & Medium Term Assessments
- Recorded by the teacher on the child's individual tracker for English, Maths, Science and RE on O Track
- Termly Assessment Task in RE to inform summative judgements
- Recorded by the teacher/teaching assistant in the child's Provision Map.

Long Term Assessments
- Early Years Profile.
- Reception Baseline Assessment Sept 21
- Termly Records – OTRACK
- Year 1 & 2 Phonics Screening
- Key Stage 1 SAT results (optional)
- Key Stage 2 SAT results
- Report to Parents

Monitoring
This policy will be reviewed annually and teaching staff will be provided with regular research-based CPD on effective feedback strategies. Feedback will be monitored termly by the Senior Leadership Team and Subject Leaders. Book Looks will form part of the annual monitoring cycle for impact of effective responsive teaching strategies.

Review Date: November 2023
Governor Review: December 2023 (FOLLOWING TOOLKIT AND TRIAL)

Appendix 1

St Patrick Catholic Voluntary Academy KS2 Feedback Codes

√	Positive Feedback
→	Prompt to show next step – tip or something to think about (be specific)
√√	Good/very good work
GW	Guided Work
AS/S	Work supported by an adult
I	Independent Work
(VF)	Verbal Feedback
Bubble shape/P	Used to set targets/alert children to presentation
	FURTHER CODES CURRENTLY UNDER REVIEW

Where teachers judge the need for codes to be used (in-the-moment or after), the table below show the codes that should be used. Codes should be predominantly used within the lesson