

Manadon Vale Primary School

Feedback Policy 2023

Aims Statement:

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, planning is adaptive to ensure that the individual needs are met, thereby raising attainment and progress for every child.

Principles of assessment are:

- to provide information for target setting for individuals, groups and cohorts
- to provide information to support progression in learning through planning
- to share learning steps with children
- to involve children with self assessment and peer assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Feedback:

Feedback opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening, observing and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Manadon Vale we will:

- evaluate pupils learning during and after each lesson to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons.
- adjust plans and deploy adaptive teaching to meet the needs of all children.
- ensure children are aware of the learning objective and have access to a clear success criteria which outlines the learning sequence. This should then be used by both adults and children to help recognise progress but also understand the next steps that are needed to progress further.
- Wherever possible, feedback will be immediate in the form of a conversation between adult and child, or visual prompts written (see Marking Process appendix 1) culminating in the child adjusting how they are tackling an activity/ task to meet the learning objective.
- Learning walls will provide information and examples which will scaffold children's learning and enable them to meet the learning objective.

Summative Assessment Cycle:

Summative assessment is a systematic part of our school's work which will be used to track each cohort in the school. Using an effective tracking system (Insight), the needs of every pupil can be met and the school develops a clear understanding of how to raise standards.

The regular reviewing of data will give teachers the opportunity to identify children's attainment and monitor their progress. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic goals set for them and that the path of reaching those goals is determined through effective classroom organisation; setting learning groups, careful planning and effective feedback.

To achieve this at Manadon Vale we will:-

- generate projections in October for end of year attainment.
- follow the Assessment schedule and update the data on a regular basis.
- assess each child against the objectives for each year group.
- use evidence of pupil learning to identify the standard of year group age related expectations for each child.
- assess each child against their year group's objectives. Each child will be assessed as either:
 - Working below the expected standard (Year group and Term behind)
 - Working towards the Standard (WTS)
 - Working at the Expected Standard (EXS)
 - Working at Greater Depth (GDS)

During our termly Pupil Progress meetings, teachers will clarify the range within WTS and EXS to identify pivotal children as well as establishing how many terms the WTS children are behind their current year group. This allows us to measure rates of progress.

- use information to identify percentages of children working at each standard of expectation within a cohort, including those who are underachieving.
- analyse the data, set and review targets for individuals and use the information to identify intervention groups, including those pupils who are able and most able and those with special educational needs.
- work with colleagues to moderate core subjects every assessment cycle.
- analyse data at the end of each term and at the end of each year to track progress made.
- pass cohort data and analysis to the next teacher.

The Headteacher/DHT/AHT/SENDCo will also:

- highlight pupils who have made no progress or are working below expectations and discuss these pupils on a termly basis with teachers.
- analyse results to identify attainment and progress made by pupils and groups of pupils including those on free school meals, service children, gender, vulnerable children and children from an ethnic background.
- report to governors regarding the policy and statutory test results.

Reporting to Parents:

Reporting to parents and carers provides the opportunity for communication about their child's achievements, abilities and future targets. Reports are written and are very personal to each pupil. Reports for pupils in Years 1 to 5 are written mid-year to allow time for suggested next steps to be implemented and evaluated before the child moves classes in September.

EYFS reports are written at the end of each school year. Reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem however honesty and integrity will also be maintained. Year 6 reports follow the same reporting framework, but the report is provided at the end of the school year, providing information for Secondary Schools.

At Manadon Vale we will:-

- Provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process.
- Provide a yearly written report.
- Ensure results of statutory tests and assessments are reported to parents
- Discuss pupil progress at the request of parents by appointment.

Moderation:

Moderation is important to ensure a consistent approach in assessment throughout the school and across schools. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

At Manadon Vale we will:

- meet regularly to moderate assessments.
- moderate work through planning and book scrutiny, providing feedback to staff.
- participate in moderation schemes with the Local Authority for Foundation and Year 6.
- Provide suitable opportunities to extend the most able, enabling them to master objectives.

Feedback and Marking:

Marking work is the responsibility of the class teacher however peer marking, self marking, group marking and HLTA/TA marking can also be used. If a TA/HLTA has marked the learning, a professional conversation must follow to ensure the teacher is aware of misconceptions that require intervention.

Whenever possible marking should take place with the pupil however, if this is not appropriate, it should always take place as soon as possible and before the next lesson in that subject.

The purpose of this policy is to make explicit how teachers provide feedback and mark children's work. All members of staff are expected to be familiar with the policy and to apply it consistently.

Why do we need a marking policy?

It is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions (Objective- posed as a question and the learning journey presented in the form of success criteria). This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do.

Principles that guide the school's approach to marking:

Marking and feedback should:

- be manageable for teachers and accessible to children.
- relate to the learning intention / individual curricular targets and comment on previous attainment within the context of the learning intention.
- involve all adults working with the children in the classroom.
- give recognition and praise for achievement and clear strategies for improvement.
- allow time for children to read, reflect and respond to marking.
- respond to individual learning needs.
- inform future planning.
- use consistent language across the school.
- ultimately be seen by children as a positive approach to improving their learning.

Marking children's work:

Children's work needs to be marked in consistent colours across the school.

It is best practice for immediate verbal feedback to be given during the lesson.

Green ticks to show correct responses and that the learning objective is being met.

If the learning is independent, no code is needed. Mark an S near the learning objective if support has been consistently given throughout the lesson.

Pink pens are used to alert and identify an action that the children need to respond to in purple during the lesson. Pink pens are used to do the following:

Writing (English)

- When verbal feedback is given, mark a V next to the relevant learning.
- Spellings of HFW and Harder to Read and Spell Words to be marked 'Sp' in the margin next to the line that the mistake is within. Subject specific spellings to be written correctly next to the misspelt word.
- Punctuation errors to be marked with a 'P' in the margin.

Maths

- When verbal feedback is given, mark a V next to the relevant learning for children to address in purple.
- Incorrect calculations to be marked with a pink dot.

If immediate feedback has not been possible within the lesson, English and maths books should be marked post lesson using the same strategy. This process needs to be followed daily due to misconceptions being identified and addressed prior to the following lesson. This allows for adaptations to be made to planning.

A pink comment can be made at the teacher's discretion should they deem it necessary to push on children's learning or to provide further clarification.

Independent Writing follows the same marking codes however this will happen post lesson to ensure independence. Writing conferencing should take place 1:1 with key/pivotal children.

Independent Writing Marking:

Teachers focus on both successes against the learning intention and improvement needs. When Quality Marking teachers:

- read the entire piece of work.
- highlight examples of where the child has met the learning intention.
- highlight an aspect/aspects of the work which could be improved.

Self-evaluation:

At Manadon Vale, children write learning intentions as 'Can I' statements.

Children are encouraged to self-evaluate by identifying their own successes and looking for an improvement point (This will be guided by the steps to success- success criteria provided/ agreed at the start of the session/ block of learning). The plenary may then focus on this process as a way of analysing the learning.

Teachers also provide specific or generic learning intention check lists for children to tick either as their work or when they have completed a piece of work.

Paired/ Peer Assessment Marking:

In KS2, children sometimes mark narrative work in pairs. The following points are important:

1. Children need to be trained to do this through modelling with the whole class, watching the paired marking in action.
2. Ground rules should be decided as a class and adhered to.
3. Pairings should be based upon the needs of individuals as learners.
4. Encourage a dialogue between the children rather than one child being the 'teacher'.

Assessment and feedback in the Foundation Stage:

During the children's first six weeks in school, adults will complete a compulsory Government Baseline Assessment for each child. They will also observe the children to make their own judgement which then informs future curriculum planning and tracking for each child.

In Foundation Stage, the adults focus on giving verbal feedback during free flow/independent learning. When working on an adult directed task, they will also write a comment stating the level of support given and steps to move the child on. This may be in the form of a target stamp. Each child has their own Tapestry account which forms their learning journey. This is used to track children throughout the year, help to inform final outcomes when completing the profile and to inform parents and carers about how their child is progressing.

Monitoring and Evaluation of the Policy:

Feedback in books will be monitored through pupil voice, by subject leaders and members of SLT. Feedback, recommendations and support is then provided to staff.

Agreed by LGB: December 2023
Review date: December 2025