



St Michael's C E Primary

Feedback and Assessment Policy

"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." *(Our children)*

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

We will provide:

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

"And some seed fell on good ground. This seed grew and made 100 times more grain." *(Luke 8:8)*

Feedback at St Michael's Primary School

To be read alongside school's Curriculum Aims, Teaching and Learning Policy and Curriculum Policies.

St Michael's Primary School assessment is a vital part of the teaching and learning process. Assessment is used purposefully to improve learning for all, raise attainment and encourage progress. Assessment is also used to evaluate school performance.

What do we assess and how often?

Formative Assessment

Teachers use formative assessment as part of their everyday practice to guide and support pupils' learning. Live marking is used to ensure misconceptions are quickly picked up either on an individual basis or as whole class feedback. In some subjects, pupils complete regular low stakes quizzes which give them the opportunity to test their learning and ensure the learning is transferred to the long term memory. This also helps teachers to diagnose gaps in pupil's learning so they can amend and adapt lessons and planning accordingly. In some subjects, teachers complete a penultimate assessment which is used to identify any concepts that need to be retaught before the final lesson.

Summative Assessment

Teachers ensure that pupil attainment at the end of each academic year is tracked robustly from the end of the previous Key Stage. As all pupils will have individual starting points, the system allows teachers and school leaders to see if pupils are continuing to progress at the expected rate or if any pupils have deviated from their expected trajectory of progression. This information is used to inform planning and interventions.

Evaluative Assessment

Both qualitative and quantitative assessment information are used by teachers and senior leaders in school to understand any patterns in attainment and progress and to make strategic decisions as a result. Data is shared with governors and overall school performance is considered.

Feedback in English

While we recognise the importance of feedback as an integral part of the teaching and learning cycle, we are also mindful of the research surrounding giving feedback implications of written marking. Our feedback has at its core the following principles:

- Feedback should further children's learning.
- Children should receive feedback within and throughout the lesson itself or in the next lesson in the sequence. The 'next step' is usually the next lesson.
- Feedback should empower children to take responsibility for improving their work.
- Written comments should be purposeful and meaningful.

Basic Errors – Checking their Work

Within a lesson, teachers should give children the opportunity to check their work for basic errors such as missing punctuation or spellings and should encourage children to edit their work accordingly before they finish. However, there may be times where teachers need to support some children in finding these errors by providing them with a code in the margin:

Spelling correction – SP	Question Marks – ?
Capitals - ©	Exclamation marks - !
Full stop - .	Apostrophe - '
Commas - ,	Tense - T

Spellings

Whole class feedback in relation to spellings patterns should be addressed at the start of a lesson. Where individual spelling misconceptions are identified, these can be printed at the bottom of the page and children are expected to write these out **3 times correctly**. Teachers should identify whether the incorrect spelling is the result of a mistake (error) or a misconception that needs further teaching input. Where a child should have known the spelling, only a prompt will be given. Children should then use the beginning of the lesson to practise these spellings for the remainder of the week. Teachers must ensure children do **not** continue to make the **same** errors in subsequent lessons.

Planned Teacher Intervention

At the end of each lesson, teachers will identify children who have any misconceptions which need to be addressed. Teachers will make note of any children who need individual support in the subsequent lesson. This could be at the beginning (editing a piece of writing on the board), within the next lesson's objective or as verbal feedback.

Targeted Teacher Intervention

While the teacher is moving around the class, they may identify individual children that need immediate feedback in relation to a misconception. The teacher may model, support the children editing and may annotate the writing with the child. If a teacher has given immediate feedback within the lesson, they would not then mark any further work that lesson.

Any pupils who have needed scaffolding during the lesson (either as small group e.g. 'hold sentence' or 1:1), teachers will add **AS** next to their work to show Assisted Support.

If a child has achieved the learning intention and has made no errors, there may be no written element in their work. Their next steps will usually be within the next lesson. The teacher will still assess the children's understanding away from the lesson and use this to plan the next lesson sequence. Often, the teacher may use a particular child's work as a good example and suggest ways to improve with a group of similar children who need further challenge.

Proof reading and editing

Where appropriate, teachers may task children to self-assess their work against a carefully selected success criteria. Children can then identify an area of their writing to improve on and redraft selected paragraphs. Initially, the teacher will need to model how to do this effectively and may use a generic piece of writing created by the specifically to demonstrate this during their whole class feedback.

Teachers will look for two things:

- **Proofreading** - Changing punctuation, spelling, handwriting and grammar mistakes.
- **Editing** - Improving their work to improve the composition.

On some occasions, it may be appropriate for teachers to use an end of year expectations criteria to assess pupil's knowledge along with some highlighting of these objectives. This may be a useful assessment tool for making accurate end of key stage judgements.

Distance marking

Where relevant, the teacher may provide a child with written feedback away from the direct teaching, only if it is deemed meaningful and purposeful to the child's next steps.

Non-Negotiables

Handwriting/presentation

Teachers may identify a common handwriting misconception which they will address during daily handwriting. Teachers may also make note of any individual children they need to focus on during the next lesson. High expectations in handwriting feed high expectations in general standard and behaviour. Unacceptable handwriting to be given back and repeated until improved. All children are aiming for pen licence. Joins to be taught **daily** with a specific focus.

Spellings – Common/High frequency words

Teachers must ensure that by the end of the year, children are able to spell the common exception words given **for their year group** (and previous year group). These must be picked up and practised when errors are identified.

Feedback in Maths

Maths feedback has the intentions of ensuring pupils' misconceptions are addressed and pupils are extended through further challenges.

- Correct answers should receive a **tick ✓** and incorrect answers a small **x**.
- If the teacher has identified that the child has a misconception and requires feedback/work to be supported the next session by the teacher/a differentiated task to be completed during the next session, these children's books will be marked with an asterisk *****.
- For those children that have successfully completed the Main Task (possibly with some minor errors and need for consolidation), the work will be marked with ticks and crosses but will not be given a coloured asterisk. Instead, children will complete a short consolidation task at the beginning of the next lesson.
- For those children that have successfully completed the Main Task, and obviously require greater challenge at the start of the next lesson will have work marked with a green asterisk *****. The work at the start of the next session will involve reasoning or problem solving activities.
- Any quick work, such as times tables, completed by children in the back of their books will be verbally marked as a class.
- Spelling errors should be noted by the teacher and taught as whole class feedback in their next English lesson.

Symbols

SE-Support by Equipment (please note what was used for support e.g. Base 10.)

AS- Additional Support. This will show that children have been supported in completing the task. This should be seen the lesson after a child receives a red asterisk.

***** Identified misconception requiring individual/group feedback and potentially differentiated Intervention task to be completed.

***** Green Star work to be completed at start of next session requires greater challenge and will involve reasoning or problem solving activities.

Feedback in Science and Non-Core Subjects

Assessment in the foundation subjects is an integral part of the teaching and learning process. Feedback in these subjects are undertaken in a variety of forms, including:

- Observations
- Pupil responses
- Teacher-pupil discussion
- Self/peer marking
- Practical/oral/written/memory tasks (low stakes quiz's)

Teachers use age appropriate curriculum statements (KPIs) to ensure pupils have the opportunity to make progress across all subjects. Evidence of pupil achievement can be found in work books and in other forms of media e.g. photographs and videos.

In order to support children with their learning and retrieval, knowledge organisers are used for each unit and contain four elements:

- Key vocabulary
- Diagrams and symbols
- Key Performance Indicators
- Careers

Basic errors in non-core subjects

Work in science books, geography / history books etc. will be marked to check for misspellings of any **technical vocabulary** relating to the lesson. Any **age-specific** words that have been spelt incorrectly will be underlined and address as whole class feedback in the subsequent English lessons.

Handwriting and presentation will continue to be a key focus; however, the teaching of noncore subjects should not be halted to address these in the lesson. If there are significant areas to improve in presentation skills, these will be addressed away from the lesson appropriate lesson.

Assessing knowledge and understanding

In some lessons, children will be given hierarchical (High Order Thinking) questions to assess their knowledge using the following bands:

Remember	Understand	Apply	Analyse	Evaluate	Create
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Three HOT questions will be set each lesson in increasing difficulty / complexity:

Red, Blue and Gold.

Work will also be assessed to show how successfully the children have completed the main task. Any misconceptions children may have, will be picked up on and revisited in the subsequent lessons.

Throughout the topic, the information contained on the knowledge organisers will be revisited and relearned. This can be conducted in different ways both written and verbally.

This policy has been approved by the Governing Body and Head teacher of St. Michael's C of E Primary School.

Chair of Governors

Signed: 

Print Name:Katja Purvis.....

Date:... ..15th June 2021.....

Head Teacher

Signed: 

Print name:.....GAVIN JOHNSTON.....

Date:15th June 2021.....