



FOXHILLS FEDERATION ASSESSMENT AND FEEDBACK POLICY

Status	Current	Approval	School
Review frequency	Two years	Author (role)	Headteacher
Date first introduced	October 2014	Date this version approved	January 2024
Date of next review	January 2026	Date withdrawn	N/A

PRINCIPLE

Accurate, thorough and rigorous assessment of children's knowledge, understanding and skills must underpin all aspects of pedagogy and task design. Children's abilities are never fixed and teachers must ensure that all assessment (what we know a child understands and can do) determines "why this, why now" and "what next" so that all learning is relevant and appropriate for every child and enables them to make progress (remember more, know more and be able to do more).

REFLECT is our 5th VALUE:

We embrace our next steps in learning

We find ways and seek to do things better next time

ASSESSMENT PRICIPLES (how assessment is used across our two schools)

- Learning begins with an assessment of what children know, understand and can do- "why this, why now, what next".
- Children provide adults with feedback (what they know, understand and can do) which adults act upon in lessons and in between.
- Adults provide feedback to children which deepens and improves thinking, knowledge and understanding and enables them to progress.
- Learn, Practise, Apply, underpinned by assessment of what children know and can do, is the process used to teach substantive knowledge.
- Task design in core and foundation subjects enable children to develop disciplinary knowledge and apply both forms of knowledge concurrently: tasks must enable children to show what their understanding, reason and problem solve across the entire curriculum.

TYPES OF ASSESSMENT

Assessment Of Learning (summative)

We expect all children to achieve subject specific milestones by the end of each learning journey which are sequentially mapped in the school's curriculum. Teachers are required to make judgements based on children's learning, understanding and progress. Summative assessment requires the application of a range of components and sub-skills so this type of assessment summarises what children know and can do. It is not diagnostic, it is a measure of their achievements.

Assessment As Learning

Our research into strategies for effective learning have influenced our choice of using regular, routine low stake tasks as part of the learning process. Our curriculum is sequentially mapped to ensure revisiting and retrieval opportunities are available to children across all subjects because these approaches strengthen children's memory and enable knowledge to incrementally build.

Assessment For Learning (formative, daily and on-going)

Formative assessment takes place continuously. It is timely, specific and precise and supports children to improve. Teachers undertake formative assessments by reviewing children's learning and by questioning them. The design of learning tasks must enable children to demonstrate their understanding through problem solving and reasoning.

Across both schools, feedback is given in lessons and in between and is facilitated by cut-a-way teaching (all adults must check on every child in every lesson). Formative assessments are used to analyse children's progress (knowing more and remembering more) and this information informs future teaching and learning (the approach to be used to support further knowledge acquisition, how tasks will be modelled and the resources to be used and how tasks will be presented and designed).

All teaching is responsive- it requires teachers to adapt pedagogy in light of children's knowledge and understanding so that misconceptions and errors are always addressed and children are challenged and stretched. Assessment across both schools is purposeful, manageable and reliable because we use a range of sources to make judgements.

The impact of our curriculum is measured by:

- Children's learning (their books, other recorded work and the progress they are making)
- Feedback from pupils (pupil conferencing- evidence that children can remember substantive and disciplinary knowledge)
- Observations of teaching and learning (evidence that Teachers can adapt pedagogy based on feedback from children).
- Team work scrutiny (that overtime there is clear evidence that children have gained the substantive and disciplinary knowledge for all subjects).

FEEDBACK PRINCIPLES (the purpose of feedback)

- Feedback moves children's learning forward: there is clear evidence *that children know more, remember more and can do more following feedback and intervention in lessons (evident in books or through discussions with children)*
- Feedback promotes autonomous learners: *children know how to be successful and feedback empowers them to identify their success and next steps in learning without adult support.*

FEEDBACK PROCESSES (the way we give feedback)

- Feedback takes place in the lesson and in between lessons.
- Feedback is direct: it identifies and addresses misconceptions and errors specifically, children know how to be successful as a result of feedback
- All learning is recognised and valued: non-gratuitous praise *boosts children's morale, self-esteem and sense of success.*
- Teachers use **Tickled Pink (to highlight evidence in books/learning that shows where the learning objective has been achieved)**
- **Growing Green (identifying errors, misconceptions and next steps)** which are rectified either in the lesson or in subsequent lessons **in purple pen by children.**
- **Fix it learning (where the child addresses misconceptions/errors) must be in purple pen**
- Time must be given to respond to **growing green**: if a misconception or an error is identified, a child must have opportunities to revisit and practise- Feedback must help them to improve. This is 'fix it' time.
- **VF** is used when an adult has given feedback in lessons and is recorded in **green if there is something to improve.**
- **Blue VF is used to scribe children's responses**
- When an adult intervenes in a lesson, a **blue line** is drawn in children's books to show that adult input has been given. This can happen at any stage within the lesson. After this input, a second blue line is drawn. Learning after the **blue line** should clearly show that as a result of adult intervention, children can learn successfully.

WHAT ASSESSMENT FOR LEARNING LOOKS LIKE (the integral process)

The background

- All learning is developed from the school's curriculum mapping which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- The curriculum, for every subject, is organised into small step learning journeys
- All learning is carefully selected: "why this, why now, what next" is used to articulate the relevance of each learning task
- Learning walls display the key knowledge (either through written prose or through more visual models and images) and vocabulary children need for each step within every learning journey
- Learning is a visible process- flip charts and learning walls explain why (they are not procedural).

Assessment for learning

- Learning is adapted, never curriculum content, to ensure the needs of all children are met. Adaptations are made in response to assessment of children's understanding which informs what they need to learn next and how this will be presented.
- Cut-a-way teaching is used, in response to assessment, to ensure all children have high quality first teaching.
- Learning is pitched appropriately, for every child, because learning is based on what children need
- **The design of applied tasks support teachers in ascertaining what children know and can do- applied learning is used to make judgements on what children have achieved and will always be marked- written feedback for applied learning takes place in every subject.**

Adapted Pedagogy (in response to assessment)

When it is identified that a child has a misunderstanding, misconception or error, or they are unable to complete a learning task, teachers must act upon this in lessons by:

- Pulling individuals or groups children back to the carpet for additional modelling/revised modelling, use of resources to augment spoken word or to teach the concept differently, or to explain the concept in a different way.

Teachers must act upon this in between lessons by:

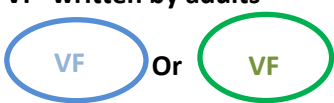
- Reviewing the learning journey and make changes to learn, practise or apply based on a child's response/outcome.
- Using this information to devise revisiting or retrieval learning for individuals




Writing non-negotiables

To ensure children know what they must include in every piece of writing we have identified non-negotiables for every year group. The non- negotiables are developmentally appropriate and get progressively harder through key stage one and two, to reflect children's increasing knowledge.

Teachers and children assess against the non- negotiables (pink and green) which identifies what children can do and what they still need to practise. By the end of the academic year, all children, in every year group, should be achieving the writing non-negotiables for the year group.

Recording feedback- across both schools

VF- written by adults 	Indicates when verbal feedback has been given, usually followed with <u>child using purple fix it pen</u> (not adults) Normally used in lessons to intervene when misconceptions or errors are identified- Green Blue- for general verbal feedback/scribed
Circle on learning objectives, or indicate whether the work has been: I/CTS/TAS/P	Independent Class teacher support Teaching Assistant support Peer involvement
Green arrow stamp - move on	Used to stamp children's work to show when the child needs to move on to something more challenging (within the lesson – not between L-P-A)

	
<p>Pink 'best presentation' stamp</p> <div style="text-align: center;">  </div>	<p>Used to indicate when work has been presented to the 'best' standard for an individual (e.g. best handwriting – year group child dependent, on the line with accurate ascenders and descenders, digits in squares, neat crossing out with a ruler and pencil, dates and titles underlined, no flappy corners when sticking in) In Year Two and above, children need to write the long date in all books except for maths. In maths books, children from Year Two and above need to write the short date. Children in Year Four and above also need to write the date in Roman Numerals in maths books.</p>
<p>Green 'think presentation' stamp</p> <div style="text-align: center;">  </div>	<p>Used to indicate when the presentation of work must improve- this is important because high ambition, which we have for every child, should be reflected in their learning/work, and children should have ownership over this.</p>

How does the Federation issue written feedback for applied learning?

Written feedback can be used by the teacher at any time but must always be used for applied learning (because these are assessment pieces).

All written feedback is specific and will show children where and how they have been successful and how they need to improve (and make progress).

Pink written feedback acknowledges success and explains WHY. Examples include:

- This is great because....
- I can see you understand this because.....
- You have applied your understanding by.....
- Great use of.... to.....
- You have found all of the answers because.....
- You have shown me that you understand.....
- I like how you have..... because.....

Green written feedback is very specific and achievable- it enables children to improve. Examples include:

- Practise forming the letter.... (Do not write practise letter formation, it is immeasurable)
- Practise spelling words containing X spelling pattern (do not write practise spellings, it is immeasurable)
- Prove it, show me, explain..... (Children must be able to respond to these comments immediately, or the next lesson if marking has taken place in between lessons. Children's responses must be based on substantive knowledge, using correct vocabulary to articulate their response, based on the subject matter being learnt: "I have moved the digits two places when multiplying by 100 to show that every column is 10 times bigger" "I know these numbers are in the two times table because they are even, and if you divide an even number by two, you will have two equal groups of whole numbers").
- Next time, try..... (Children could respond to this immediately. If they cannot, they must be able to in the subsequent lesson).

For children in the early stages of reading, who may not be able to read this feedback, it is still necessary and must be used. Adults can scribe children's responses and probe thinking to ensure deep, conceptual understanding.

Written feedback guides all adults working with children to know their next steps. It also enables Parents to see the progress their children are making (at celebration of learning). For children who cannot read feedback independently, this must be read to them at the start of the next lesson. Feedback and next steps must be re-referred to, so children value its importance and recognise that it helps them to improve. By KS2, they should be able to evaluate their learning against feedback.

Top tips for Feedback

1. Ensure that all feedback reflects the curriculum for the year group you teach and previously taught knowledge that should be embedded - e.g.: when correcting spellings, always address previous key stages (by KS2, for example, children should be correctly spelling days of the week, consistently using capital letters for proper nouns. By year one, children should be forming letters correctly and digits- these are non- negotiables and it is important all teachers reinforce this).
2. Children must be able to address feedback comments- in the lesson, the next day, the next lesson, another journey- books must reflect progress.
3. Always check that children understand their green feedback: can they articulate what they have to do? Can they find examples of when they have done what they have been asked to? Can they evaluate their best learning based on feedback? Can they find examples of when they are getting better?
4. The teacher (including supply teachers and HLTAs) who has taught the lesson must be the one to mark the books. If this is not the child's usual class teacher, please initial in the margin by the learning objective to show who has taught the lesson.
5. All adults who write in children's books must model exceptionally high levels of presentation (joined handwriting, ascenders and descenders of appropriate size, writing on the lines) and Standard English (grammar, punctuation and accurate spelling – use a dictionary or spell checker if unsure).