Assessment and Feedback

What do we want parents and carers to know by the end of this meeting?

- Why assessment methods have changed in schools.

- Why assessment is so important.

- What progress is and what it looks like at our school.

- What we want assessment to achieve in our school.

- How we ensure that children are making progress.

- How we track children's progress.

- The assessment information which will be shared with parents and carers.

- How we help children who are not making progress.

Why have assessment methods changed in schools?

- The 'levelling system' which was used in the old (pre-2014) curriculum led to a high-stakes accountability system in which progress was measured through points of progress or progression through the sub-bands. Invariably, it meant that children were being pushed through the levels as quickly as possible – often linked to the 'points of progress' staff were expected to achieve.

- The new National Curriculum is designed to promote depth of understanding. We want a system which allows teachers to focus solely on identifying gaps in children's learning and focus on deepening understanding (a mastery approach) as children move through our curriculum.

- The publication of the final report of the Commission on Assessment without Levels in September 2015 and subsequent discussions with other schools and internally as a staff have changed the way we are thinking about assessment.

What statements are at the heart of our new assessment policy?

- Assessment in our school identifies gaps in children's learning that need to be addressed through either intervention, next-steps in written feedback or verbal feedback.

- Everything that we do when making assessments of children's learning produces information which will allow us to improve pupils' achievement and allows us to identify how well our pupils are progressing within our curriculum – AfL (Assessment for Learning) is our primary focus.

- We track the progress our children are making across our curriculum using PITA (Point In Time Assessment) judgements. They provide an 'overview' statement relating to an individual's current 'learning journey'. It is not used to generate progress data as this has no impact on teaching and learning.

- Feedback is provided to children as close to the point of the work being completed as possible. It could be verbal or written and will have the primary purpose of deepening understanding to drive progress.

At Stoke Holy Cross Primary School, what do we want assessment to allow us to do?

- Place the child at the centre of learning.

- Provide meaningful feedback to the child.

- Maximise learning potential through effective AfL.

- Help children learn how to be the best learner they can be.

- Inform learning by highlighting areas for development – enabling the child to establish clear 'next steps'.

- Effectively plan future lessons, interventions and stretching activities.

- Make accurate judgements about children's progress.

- Facilitate and improve communication between job-share teachers, teachers and TAs.

How will the assessment model help everybody involved in our school community?

- <u>**Our school**</u> has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress across our curriculum.

- <u>**Every child**</u> understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners who thrive on being challenged and enjoy making progress. Our children are not afraid to 'take risks' or 'make mistakes' in their learning journey and adopt the 'Growth Mindset' approach to their learning – understanding themselves as a learner and driving their own progress intrinsically.

- <u>**Every teacher**</u> is equipped to make well-founded judgments about pupils' progress, understands the concepts and principles of progression within our curriculum, and knows how to use their assessment judgments to plan effectively.

- <u>**Every parent and carer**</u> knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

So, the big question, what is progress? What does it look like?

In our school, progress is defined by children:

- Catching up (through effective and well-planned interventions).

- Filling gaps as close to the point of identification as possible

- Deepening understanding (through higher-order questioning and responding to stretching challenge).

- Overcoming barriers (through an effective SEND support programme, which could include specific programmes related to individuals).

How do we ensure that progress is happening?

Day-to-day, our Tracking Grids (for writing and maths) provide the basis for ensuring that our children are making progress by identifying gaps in their knowledge.

If a child shows that they can do something, it is ticked-off the grid. This could take the form of written work in books or through a range of other formative/summative assessment methods, such as;

- Use of higher-order question (Bloom's Taxonomy) and answer sessions to evaluate pupil understanding.

- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.

- Mini-plenaries to determine understanding at regular intervals.

- In mathematics lessons, teachers will often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).

- Observational assessment.

- Scanning work to instantly assess for pupil understanding.

- Self (or peer) assessment at the end of a lesson based on individual learning objectives and success criteria.

- 1:1 or group discussions with pupils.

- Next step marking and feedback.

- Any evidence from any tests are also placed onto the grids. We complete tests for the purpose of identifying gaps which need filling.
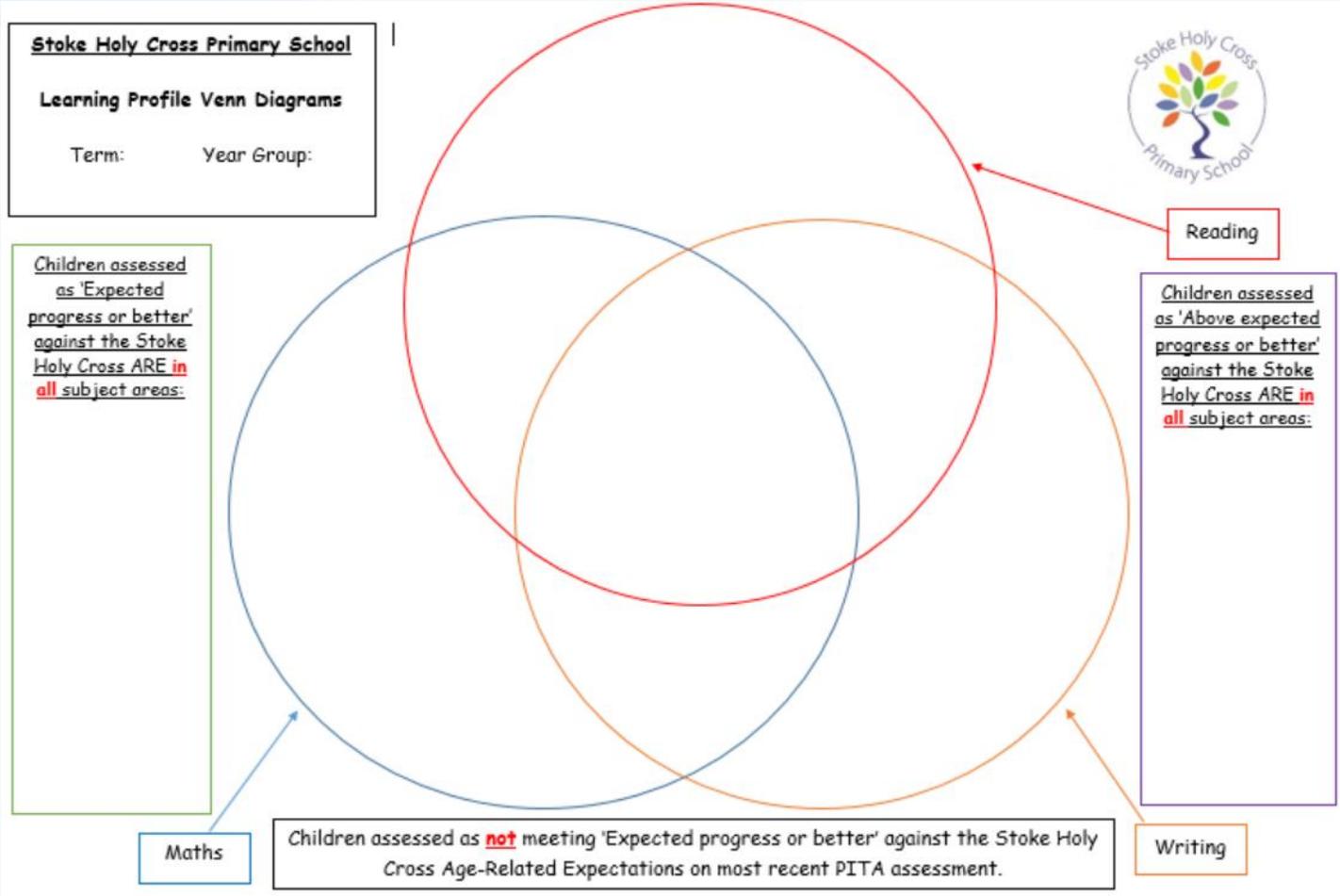
What then happens with the Tracking Grids?

Pupil Asset Colour Key	Stoke Holy Cross Age Related Expectations
Well Below Expected	• Is largely or wholly unable to access the age related National Curriculum content covered so far this year, even with heavy personalised support and scaffolding (this may be due to EAL or significant barriers to learning). • Will undertake different tasks to the rest of the class.
Below Expected	• Is able to access some of the age related National Curriculum content covered so far this year but only with personalised support and scaffolding. • Has significant gaps in their learning. • Struggles to embed concepts. • May be undertaking different tasks to the rest of the class. • Cannot apply their learning independently.
Just Below Expected	• Is able to access some of the age related National Curriculum content covered so far this year but frequently needs some scaffolding to support their learning. • Has significant gaps in their learning. • Experiences difficultly to embed concepts. • Is starting to apply their learning independently but can find it difficult to do so.
Expected	• Is meeting the majority of, but not all, of the age related National Curriculum content covered so far this year. • Is successful at learning many new concepts. • Is starting to apply new skills independently but may not be consistent. • May make some errors but will usually be able to improve work following feedback and support. • May have some gaps in their learning.
Just Above Expected	• Is meeting all of the age related National Curriculum content covered so far this year. • Is successful at learning new concepts. • Consistently applies new skills independently and accurately. • May make occasional errors but is able to improve work following feedback and support.
Above Expected	• Has displayed an in-depth understanding of the age related National Curriculum content covered so far this year. • Is able to make links in their learning to deepen their understanding. • Is able to apply new skills independently and across a range of contexts - making very few errors. • Can explain and justify their ideas.
Well Above Expected	• Has displayed an in-depth understanding of all the age related National Curriculum content covered so far this year. • Is able to make links in their learning to deepen their understanding. • Is able to consistently and accurately apply new skills independently and across a range of contexts - making no errors. • Can explain and justify their ideas. • Demonstrates significant skills and knowledge beyond the curriculum content covered. • Can analyse and evaluate their own and others' performances effectively.

Towards the end of every term, staff will be asked to make a PITA judgement on the progress of each child in their class. To form this professional judgement, teachers will use the tracking grids to provide them with an understanding of the both the scope and depth of understanding of each child.

The PITA judgement is not a linear measure. Children are not necessarily meant to move through the PITA definitions – that is not to say that they won't if effective AfL is taking place or they are really struggling with a concept (they could move up or down!) BUT no progress data is attached – it is not an accountability measure, purely a tracking procedure.

How do we track that we have children producing an 'even progress profile?'

Stoke Holy Cross Primary School

Learning Profile Venn Diagrams

Term: Year Group:

Reading

Writing

Maths

Children assessed as 'Expected progress or better' against the Stoke Holy Cross ARE **in** **all** subject areas:

Children assessed as 'Above expected progress or better' against the Stoke Holy Cross ARE **in** **all** subject areas:

Children assessed as **not** meeting 'Expected progress or better' against the Stoke Holy Cross Age-Related Expectations on most recent PITA assessment.

Individual children's current progress data for reading, writing and maths are then transferred onto a Venn Diagram.

Children not progressing at the 'age related expectations' will then form the basis of our termly Pupil Progress Meetings and this may also form the basis of a meeting with parents/carers to discuss how we can support that child moving forwards.

How do we help children who may not be making progress?

The most important aspect of this policy is ensuring that any gaps in a child's learning is identified and then responded to as quickly as possible through effective, swift, fluid intervention. With effective AfL at the heart of the policy, we aim to make sure that children make progress across our curriculum by 'closing gaps in learning' as soon as possible through rapid interventions.

Intervention Group Feedback Sheet

Staff Member:		Date:		
Subject:	Learning Objective:			
Activity:				
			Assessment	
Child's Name	Observations/Comments	🟥	🟧	🟩

- Interventions could be within lesson time, during assembly time or during an afternoon.

- Children's self-assessment, linked into Growth Mindset, also helps – the idea of self-assessing and using red, yellow or green boxes or smiley and straight faces to indicate their perceived understanding of lesson objectives.

- TAs can be utilised to undertake intervention sessions.

- Intervention is not just for the low attaining pupils.

- Intervention groups will be fluid and may rarely encompass the same children.

- Intervention can focus on children beyond at greater depth – working to deepen their understanding further.

- Effective recording of intervention occurs using the 'Intervention Feedback Form'.

How do we 'feedback' to our children to accelerate progress?

Our approach to feedback (which is not simply marking!!) is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.

- Be specific, accurate and clear.

- Encourage and support further effort.

- Be given sparingly so that it is meaningful.

- Provide specific guidance on how to improve and not just tell students when they are wrong.

Key Principles of feedback at Stoke Holy Cross Primary School.

- Sadler (1989) states, children must be clear about what they are doing well now, where they are aiming to get to and more crucially how they close the gap between the two (Black and Wiliam 1998).

- The sole focus of feedback and marking should be to further children's learning.

- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.

- Written comments should only be used where they are accessible to students according to age and ability.

- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.

- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments.

- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

- When thinking about feedback and marking, if it is not useful for the pupils themselves, or for the teacher, then there is no reason to do it – we would question what the 'purpose' of it is.

Feedback and marking in practice at Stoke Holy Cross Primary School

- It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

Immediate feedback – at the point of teaching.

Summary feedback – at the end of a lesson/task.

Review feedback – away from the point of teaching (including written comments).

- The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

What do these three types of feedback look like?

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups. • Often given verbally to pupils for immediate action. • May involve use of a teaching assistant to provide support or further challenge. • May re-direct the focus of teaching or the task. • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks. • Some evidence of annotations or use of marking code/highlighting.
Summary	• Takes place at the end of a lesson or activity. • Often involves whole groups or classes. • Provides an opportunity for evaluation of learning in the lesson. • May take form of self- or peer- assessment against an agreed set of criteria. • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need.	• Lesson observations/learning walks. • Timetabled pre- and post-teaching based on assessment • Some evidence of self and peer-assessment. • May be reflected in selected focus review feedback (marking). • Whole-class feedback sheets may have been completed dependant on the task.
Review	• Takes place away from the point of teaching. • May involve written comments/annotations for pupils to read / respond to. • Provides teachers with opportunities for assessment of understanding. • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. • May lead to targets being set for pupils' future attention, or immediate action.	• Acknowledgement of work completed. • Written comments and appropriate responses/action. • Adaptations to teaching sequences tasks when compared to planning. • Use of annotations to indicate future groupings.

If you saw a child holding the cricket bat the wrong way round, would you tell the child immediately, or wait until the end of the lesson before you told them?

Methods of feedback: Verbal with written…

Through observations, class discussions and individual pupil interviews, it has been established that verbal feedback is the most effective form of feedback in helping the child to understand where they have succeeded and what they must do to continue to improve. Its impact is maximised when followed by a summary conclusion recorded in an age appropriate manner enabling the student to track and monitor their own progress towards achieving their goal. Where possible, this summary of next steps should be written by the pupil during the feedback session.

The quality of the feedback is crucial; using higher order questioning, modelling and exemplification should not be reserved until the completion of a piece of work. Indeed, such feedback given whilst the work is ongoing enables the child to immediately experiment with, develop and implement the new targets.

"(students find teachers') feedback confusing, non-reasoned and not understandable. Worse, students often think that they "have understood the teacher's feedback when they have not, and even when they do understand, claim to have difficulties in applying it to their learning" (Goldstein, 2006; Nuthall, 2007) (Hattie, pg. 137, 2012).

Hence, giving weight to the argument that verbal feedback is the most effective feedback given to a pupil as long as it is done correctly.

Methods of feedback: Verbal...

Shares all the benefits of verbal with written but lacks the recorded element. This may be deployed in very informal situations and as immediate response. We do not require teachers to write 'VF' in books where verbal feedback has been given but when followed up with pupils, they should be able to articulate what their next steps were, but more crucially how they can improve that piece of learning or apply it to another piece.

Methods of Feedback: Whole-class feedback...

This should be used to feedback to the class, as a whole group, once the teacher has read through and reviewed each piece of work from that lesson. The format for this type of feedback is consistent across the school and is designed to be completed by any adult involved in the lesson.

The feedback sheet should be used to form instant intervention groups and provide teachers with information which will inform their future planning.

No written marking needs to be completed in books, although if children are included in the 'Basic Misconceptions' box, then the teacher should ask that children (either verbally or through written marking notes) to complete the necessary next-steps independently using their coloured pen or pencil.

Stoke Holy Cross Whole-Class Feedback Record

Subject:
Lesson Objective:
Date:

Work to Praise and Highlight.	Further Support (intervention needed).
Presentation Issues.	Basic Skills Errors (next-steps).
Whole Class Misconceptions.	Children to Monitor ('coasters').
	Incompleted

Methods of feedback: Written (using school marking code)…

This is used with caution. We have discussed the use of praise within this and ensuring we only praise when effort and children's best has truly been put in related to individual pupils. To praise a piece of learning, house points or stickers can be awarded. Where written feedback is used, it should be recorded in a manner suited to the ability of the child to ensure they have full comprehension of its meaning. Time must always be factored into a lesson for the child to read and respond to the comments – if comments are not read by the child, there is no purpose for them at all, unless they are intended for another adult (i.e. in a class share).

Methods of feedback: Child-led feedback…

Self-Marking

Completed within the lesson, self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are most relevant. When applicable to age and task, we encourage maths self-marking to take place, giving the teacher time to use this feedback to plan the following lesson effectively.

Self-Review, Assessment and Evaluation

Marking their own work allows time to reflect upon their own progress towards achieving personal targets helping them to take control of their own learning. For effective self-review to take place, they should review their work against set success criteria or previous next steps. This also gives an opportunity to the learners to reflect on their learning, thinking through the learning traits that were necessary and consider how effectively they were used. More importantly is how they then use this information to improve their learning.

Peer Feedback

Provides opportunities for children to write for a different audience, consider their own targets in more detail, develop the 'language of learning' required to progress in their own targets, and to see the work of others, exposing them to exemplification of higher standards of work. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. Where a child leaves feedback in another child's book, it is helpful if the child-reviewer initials any comments. As with the self-review, peer feedback should be given against a set of success criteria or previous next steps.