

# Our Assessment and Feedback Policy



NEWCOMEN

scientia potentia est

## Our Rationale

At Newcomen Primary School, we recognise the importance of feedback as an integral part of the teaching and learning process and we aim to maximise the effectiveness of its use in practice. We are very mindful of the research regarding effective feedback and the workload of written marking and of the research from cognitive science regarding new learning.

Our policy is informed by the evidence of best practice from the Education Endowment Foundation, the DfE Independent Teacher Workload Review Group: Eliminating unnecessary workload around marking and the National Centre for Excellence in Teaching Mathematics.

Marking and feedback are not the same. While research shows that effective feedback has a very positive impact, marking is only one way of giving feedback. As the marking of books used to happen outside of the lesson and outside of where teaching and learning took place, it was not the best way to give feedback to children.

Heavy teacher marking placed the onus of checking and improving work on the teacher, but not on the pupil. We were concerned that this heavy duty marking and the time it was taking, meant that excessive hours were being spent marking books rather than spending time planning lessons that responded to children's understanding.

Our Feedback Policy starts with the assumption that all children can work independently given effective input. It gives them take up time; it lets them struggle for a bit but above all it ensures our pupils are doing the hard work not the teachers. Our approach provides structured, relevant feedback in a meaningful way to our children.

We have an established culture in which pupils understand that making mistakes provides an opportunity to learn from these and that getting things wrongs enables us to learn.

## Our Principles

- The sole focus of feedback should be to further children's progression through the curriculum; marking is only worthwhile if it improves our pupils' learning.
- To provide accurate, useful feedback to our pupils that makes a difference to their outcomes both academically and personally, and also emotionally and socially.
- We do not provide additional feedback evidence for external verification.
- Feedback should empower children to take ownership for improving their work; adults should not be doing the hard thinking work for the pupils.
- Effective marking and feedback is the way we can get students to understand feedback we give and then act accordingly in response to improve their learning and make progress.
- Children should receive feedback, either within the lesson itself, or the next appropriate lesson. The 'next step' is usually the next lesson.
- We believe that analysing work for common errors and misunderstandings and using these as the basis for teaching the next lesson. Instead of writing 'next step's for each child, the next lesson is the next step. Instead of spending three hours marking a pile of books, teachers may spend an hour and this includes planning the next lesson.

- New knowledge is fragile and usually forgotten unless explicit steps are taken to revisit and consolidate learning. Teachers should be wary of assuming that children have securely understood material based on evidence drawn close to the point of teaching it. Teachers will need to get feedback at some distance from the original teaching input when assessing if learning is secure.
- Oral feedback, working with pupils in class, reading their work – helps teachers understand what pupils can do and understand.
- It is essential that pupils work as hard as their teachers. For this to happen, teachers need to ensure their pupils need to know the right answers to these two questions:
  - What am I doing well in this subject?
  - What do I need to do to improve my work in this subject?
- If pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.
- An important element of marking/feedback is to acknowledge the work a pupil has done – to value their efforts and achievements – and to celebrate progress. There are many ways to do this without extensive marking.
- The practice of marking needs to be manageable, meaningful and motivating. In-depth marking is not needed on every piece of work. Marking must be proportional.
- Meaningful praise: feedback needs to be motivational yet meaningful and not overused to ill effect (Shirley Clarke 2003).
- An effective marking strategy should not be confused with heavy duty marking and stopping extensive burdensome marking does not mean the end of feedback as feedback to pupils on their work is crucial.
- Improving teachers' formative assessment within lessons – so that they are responding immediately to children's levels of understanding – reduces the amount of written marking needed. Our feedback policy needs to be part of our assessment policy.
- Teachers use their professional judgement as to whether a written comment is needed or if verbal feedback would be more effective. It is also acceptable to just say, 'Well done, keep this up.'
- Teacher workload needs to be protected.
- If we spot a misconception in a pupil's work, we act on it straight away. Each teacher will decide the best way of giving feedback.
- A one size fits all subjects is not appropriate; marking needs to lead to improved outcomes for subject specific context and what works best for the pupil and teacher in relation to any particular piece of work. Marking varies by age group and subject
- Peer and self-marking (where age appropriate) allows pupils to reflect on what they need to do next
- Metacognitive interventions – asking pupils to reflect on how they could do better, helps to develop metacognitive skills (EEF).
- Professional trust is priceless.



Our curriculum is carefully sequenced and teachers demonstrate a high level of ambition for their pupils; the ongoing use of questioning,

breaking down learning into chunks helps our pupils know, recall and remember. This allows our pupils to apply and transfer knowledge in order to complete more complex tasks and maximise children's working memory. Repetition and reinforcement is used to secure learning into our pupils' long term memory.

### **Our agreed shared pedagogy incorporates Rosenshine's Principles of Instruction:**

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

## **Feedback and Marking in Practice**

Feedback is given at one of the four following stages in the learning process:

1. **Immediate feedback** – at the point of teaching during the lesson.
2. **Summary feedback** – at the end of the lesson/task.
3. **During the next lesson** – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher on review of work after a previous lesson has finished.
4. **Summative feedback** – assessments/tasks planned to give definitive feedback about whether a child has learnt what we want them to learn.

Type of Feedback	What it looks like:
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<p><b>Immediate</b></p>	<ul style="list-style-type: none"> <li>• Includes the teacher gathering feedback from the teaching within the course of the lesson, including mini-whiteboards and bookwork.</li> <li>• Takes place in lessons with individuals or small groups.</li> <li>• Teacher circulates during the lesson.</li> <li>• Often given verbally to pupils for immediate action.</li> <li>• May involve use of a teaching assistant to support or further challenge.</li> <li>• May re-direct the focus of teaching or of the task.</li> <li>• Could be the mid-point of the lesson (Let's check to see how we are getting on.)</li> <li>• Mid-lesson learning checks allow pupils to review their work during the lesson rather than at the end when there is not time to edit mistakes and make improvements. (Clarke 2014)</li> </ul>
<p><b>Summary</b></p>	<ul style="list-style-type: none"> <li>• Takes place at the end of the lesson or activity.</li> <li>• Often whole groups or classes.</li> <li>• Provides an opportunity for evaluation of learning in the lesson.</li> <li>• May take the form of self or peer assessment against an agreed set of success criteria.</li> <li>• May take the form of a quiz/test or score.</li> </ul>
<p><b>The 'next step' is the next lesson</b></p>	<ul style="list-style-type: none"> <li>• For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development and giving children time for areas to be worked on and improved through proof reading and editing their own work.</li> <li>• Next steps are analysed daily and errors and misconceptions are addressed in subsequent lessons in particular in maths.</li> </ul>
<p><b>Summative</b></p>	<ul style="list-style-type: none"> <li>• Knowledge Book quizzes</li> <li>• End of unit or term tests or quizzes.</li> </ul>

## Feedback in English (especially writing)

### 1. Redrafting Approach

With writing, we use a redrafting approach. When the teacher looks at the books after a lesson, notes will be made on one piece of paper for the whole class about what went well and what still needs to be done. Children receive whole class feedback about strengths and areas for development and direct teaching to help them identify and address their own weaknesses.

This may include elements of the writing checklist, spelling errors, punctuation omissions, and use of high-level vocabulary as well as content improvement to address composition, audience and purpose.

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. Where there is an error, the mistake may be used anonymously to share ways to improve. However, our culture is such that we can openly share our mistakes to help ourselves and others to improve our work.

### 2. Modelling

Pupils are given examples of what a successful completed piece of work should like so they are clear about their end goal. This example should be analysed to ensure pupils understand not just the whole but also the constituent parts. (Research on Success Criteria (Nico and McFarlane-Dick 2006.) This may also take the form of effective use of the writing checklist and HLV or analysis of audience and purpose.

### **3. Showcase Effective Practice**

In the next lesson, extracts from pupils' work will be shared. Initially sharing examples of effective pieces of work. This could take the form of identifying correct punctuation in a complex sentence and then asking pupils to proof read their own work checking for similar errors and correcting them. Children work in pairs and support each other in the identification and correction of mistakes.

Shared work on the board to improve. Paired work to make improvement. In pairs, read each other's work together and suggest improvements. Quality over quantity: sharing time editing work means children get through less than if the teacher had marked it for them. However, children learn more by forensically checking their own work and improving it. If pupils are enabled to identify errors in advance of teachers seeing their work, tightly focused teacher feedback can be given to improve work in writing.

The whole point of this approach is that the next step is the next lesson. Teachers still have to spend time looking at books, but much less time. Pupils have to think harder and put effort into improving their work.

Children working with an adult do not have books marked as they receive high quality oral feedback and teaching when they need it most – during the lessons.

### **4. Assessed Work**

Assessed work in writing is completed independently and more in-depth marking may take place at this point.

## **Feedback in Maths**

### **Key Stage 1**

#### **Maths Knowledge recall**

- Answer morning mental maths questions together and highlight the use of the four number operations. Target questions at given children to reinforce understanding. Model methods to be used and challenge where appropriate.
- We employ a cold calling approach where children are encouraged not to put their hand up and children are selected at random to answer. If a question is answered incorrectly during this phase of the lesson, instant feedback is provided to the child about how best to answer the question. The child will be expected repeat the response.
- In Year 2, Spring Term a weekly Testbase Arithmetic assessment is conducted. The teacher marks and highlights any misconceptions.

#### **Calculations and Reasoning**



- Revision of what the children have studied in prior lessons forms the starting point of this phase of the lesson. This ensures the children are able to remember what they have learnt and know how their learning is interconnected.
- Prior to the children starting their work, a series of modelled questions are talked through and presented to the children on the board. The children are expected to be able to articulate clearly the method that they will need to apply in order to answer their questions correctly. Should any misconceptions arise during this period, instant verbal feedback is provided to the child or children and further modelling will take place.
- Children are then provided with a series of questions where they are expected to apply the appropriate method that has been taught. During this phase of the lesson, teaching staff and support staff will be present to support the children with their work. Should any individual misconceptions arise during this period, the adult will work with the child in question to support. Teachers may use this period to live mark pupils work and/or extend the children by offering additional challenge.
- After the lesson, all books are marked and AfL is added if required. This could be either to extend and challenge or reinforce a given method by correcting errors.
- If whole class errors have occurred, these will be revisited during the start of the next lesson. The next lesson is the next step.



## Key Stage 2

### Maths knowledge recall

- At the start of the lesson the children are asked a series of verbal questions linked to their mathematical knowledge and vocabulary. We employ a cold calling approach where children are encouraged not to put their hand up and children are selected at random to answer. If a question is answered incorrectly during this phase of the lesson, instant feedback is provided to the child about how best to answer the question. The child will be expected to repeat the response. The class teacher will be mindful that the child has not answered that specific question correctly and will use the following lesson as an opportunity to question the child again to see if the knowledge has been successfully embedded.
- To further assess if a child has secured a strong understanding of the maths knowledge provided, a fortnightly assessment is conducted. These are self-checked by the children in the lesson. The children inform the class teacher in real time if a question has been answered incorrectly and the appropriate verbal feedback is provided to them regarding rectifying their incorrect response to the question. Should a trend present itself where a child is consistently getting a question wrong linked to a particular aspect of the maths knowledge and vocabulary, further support will be provided to the child to ensure they have secured their understanding. As

understanding of the knowledge and vocabulary become more familiar and the child more confident, this fact recall will involve the application of this knowledge.

### **Calculations – Red Book**

- Prior to the children starting their work, a series of modelled questions are talked through and presented to the children on the board to show the method that is required to complete the calculation successfully.
- Children are then provided with a series of questions where they are expected to apply this method that has been demonstrated. During this phase of the lesson, teaching staff and support staff will be present to support the children with their work. Should any individual misconceptions arise during this period, the adult will work with the child in question to support them. Teachers may use this period to live mark pupils work and/or extend the children by offering additional challenge.
- Once these questions have been answered, all the children self-check their work alongside the class teacher. The children inform the class teacher in real time if a question has been answered incorrectly and the appropriate verbal feedback is provided regarding any misconceptions they may have had. The child will ensure that in their book it is clear where an error has occurred by circling the error. They are expected to correct their work or explain orally to the teacher what error they made and what they should have done.

### **AFL**

- Revision of what the children have studied in prior lessons forms the starting point of this phase of the lesson. This ensures the children are able to remember what they have learnt and the teacher can deal with any misconceptions.



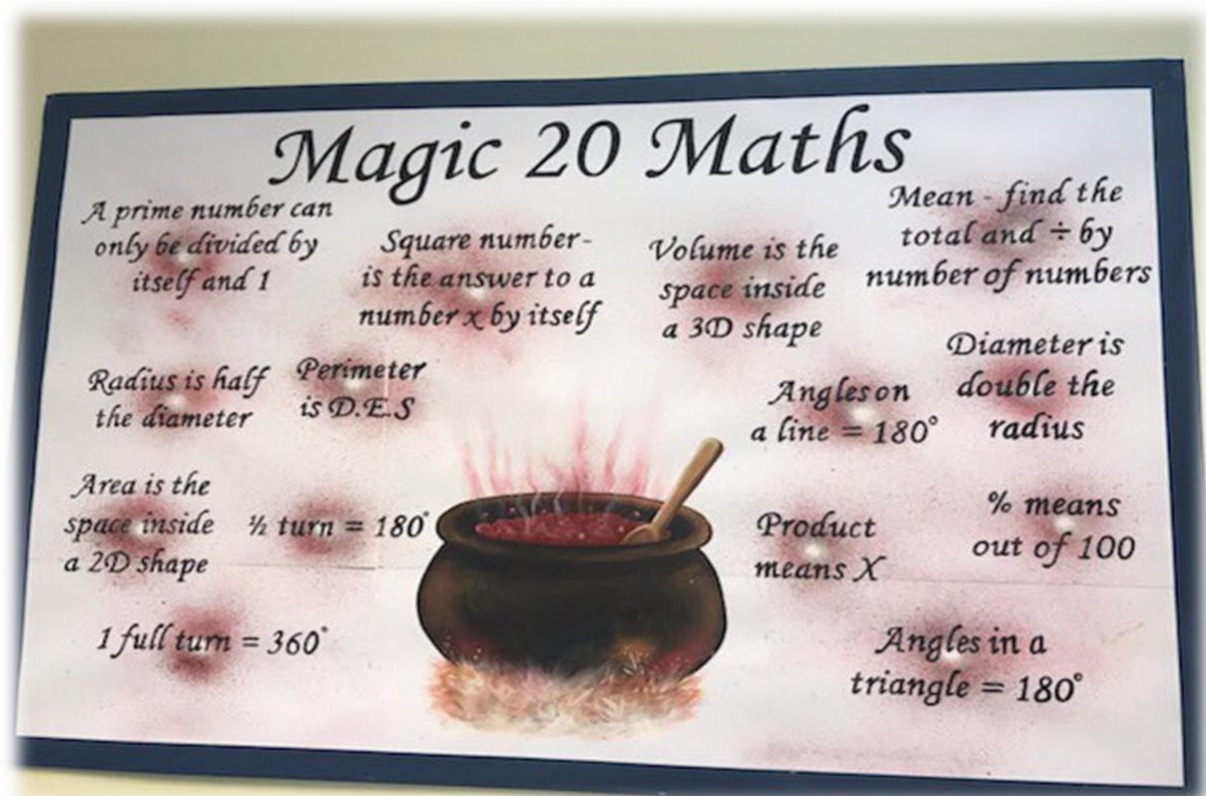
### **Wider Maths Curriculum – Blue Book**

- Prior to the children starting their work, a series of modelled questions are talked through and presented to the children on the board to show the method that is required to complete the questions successfully.
- Children are then provided with a series of questions where they are expected to apply this method that has been modelled. During this phase of the lesson, teaching staff and support staff will be present to support the children with their work. Should any individual misconceptions arise during this period, the adult will work with the



child in question to support them. Teachers may use this period to live mark pupils work and/or extend the children by offering additional challenge.

- Once these questions have been answered, all the children self-check their work alongside the class teacher. The children inform the class teacher in real time if a question has been answered incorrectly and the appropriate verbal feedback is provided to them regarding any misconceptions they may have had. The child will ensure that in their book it is clear where an error has occurred. They are expected to correct their work or explain orally to the teacher what error they made and what they should have done.
- The blue book work is taken in and a formative daily assessment is recorded with summative evidence of misconceptions from individual children to be addressed in the following days AFL. The books do not have to be marked as they receive high quality oral feedback and teaching when they need it most – during the lesson. Teachers still have to spend time looking at books but much less time.



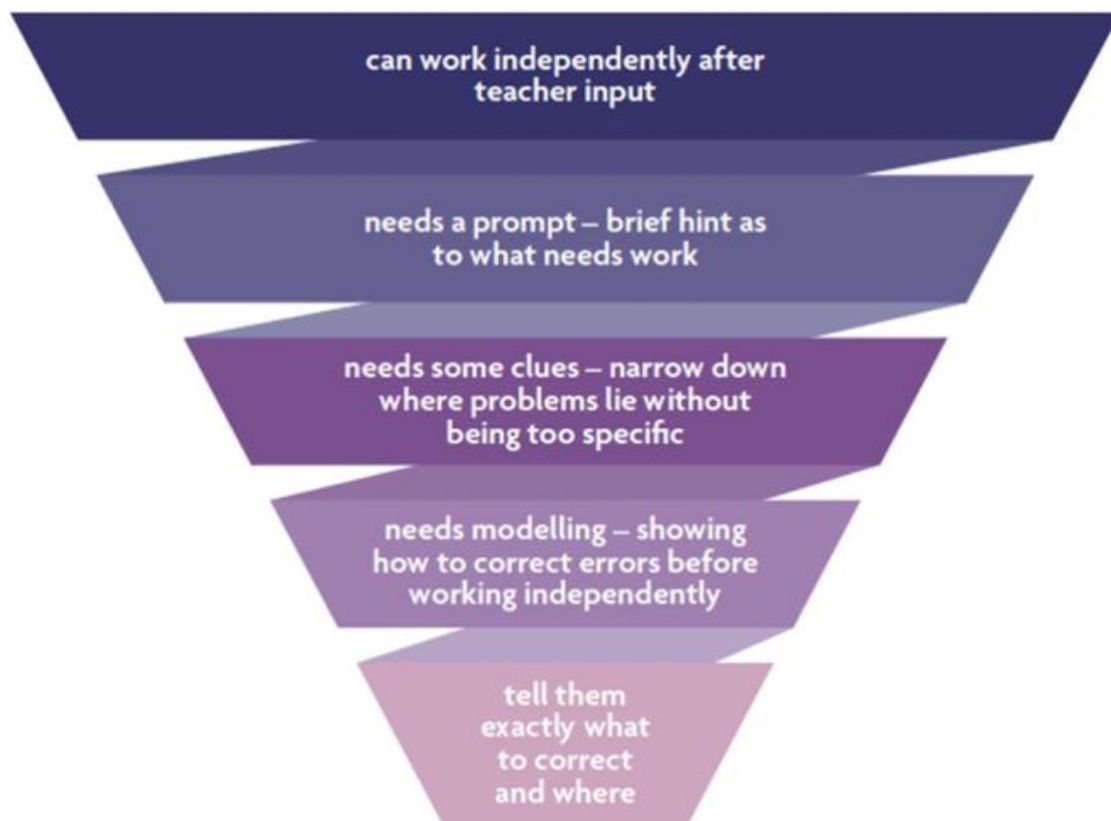
# Minimal Marking in KS1

The younger the children are, the more difficult it is for them to edit their own work and the **greater the degree of scaffolding the teacher needs to do.**

To combat this in KS1 (especially when pupils find writing hard) the teacher often sets a group editing challenge to do with an adult after the initial input. As such, the rest of the class will work on improving their own work or be set an additional challenge to extend their learning.

As with all interventions, teachers should always seek to use minimal the level possible. Some children may need a gentle prompt to narrow down their focus when looking for mistakes; for example, a written comment alerting them that there are missing full stops but without telling where and how many.

Others may need even more support and need to be provided with clues to help them. For example, this could be to highlight a section of the text to narrow down the search area for the pupils, alongside the comment for example that a question mark/exclamation mark is missing/ tenses confused/overuse of the same sentence type etc.



This visual aid is used as part of our annual CPD to remind support staff that when helping children learn, it is vital to intervene as little as possible and thus giving children space to do the hard thinking for themselves. The top of the triangle, at its widest part, is self-scaffolding. Moving further down, the narrowing triangle shows how only some pupils need clues.

**The very bottom represents just giving the pupil the correct answer; this is to be avoided at all costs.**

## Our Expectations

- Pupils should be able to explain how they get feedback from their teacher.
- There is no expectation that verbal feedback will be recorded.
- There is an expectation that feedback will have a direct impact on pupils' outcomes.

## Monitoring of this Policy

- All staff are responsible for the effective and consistent implementation of this policy.
- This policy will be monitored through conversations with pupils and class teachers.
- Pupils' work will form an important part of the monitoring process.

## Who is this policy for?

- **Pupils** – to ensure that the feedback they are provided with enables them to make progress.
- **Staff** – to enable them to use professional judgement in how best to provide feedback to their pupils.
- **Leaders** – to ensure that pupil outcomes and teacher workload are protected.
- **Parents** – to support them in understanding how feedback is provided to their children.

## References:

- *Sutton Trust Education Endowment Foundation Teaching and Learning Toolkit*
- *DfE. Independent Teacher Workload Review Group: Eliminating unnecessary workload around marking.*
- *A Marked Improvement of Writing: A review on the evidence of written marking: EEF.*
- *Formative Assessment: Professor Dylan Williams*
- *Independent Marking Review Group*
- *How we stopped marking: Clare Sealy*
- *Teach First Session 4: Making feedback purposeful.*
- *DfE School workload reduction toolkit: Updated 10 March 2022*

