



## Assessment and Feedback Policy

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2		

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## **Introduction**

Parbold Douglas Church of England Academy is committed to challenging, responsive teaching that seeks to meet the needs of all pupils. Effective, high-quality and timely feedback as well as purposeful assessment are central to this. This policy, informed by evidence, sets out our approach to feedback and assessment.

## **Aims of the policy**

The aims of this policy are to:

- Explain how teachers provide feedback to pupils.
- Strengthen teaching and learning by providing teachers with reliable and useful information about the knowledge, skills and understanding of the pupils they teach.
- Provide clarity and consistency in expectations.
- Ensure our focus remains on **quality feedback** which has an impact on progress and learning.
- Compare performance of pupils to others nationally, enabling us to explore the strengths and development priorities at whole school and cohort level.
- Support us in providing parents and guardians with accurate information about the knowledge, skills and understanding of their child.
- Ensure due consideration is given to the manageability of assessment and feedback to ensure there is no negative impact on teacher workload and wellbeing.
- Provide clarity on how our digital strategy, using Showbie and other learning applications, supports effective assessment, feedback and consequently pupil progress.

This policy will outline how we intend to ensure that:

- all feedback is **meaningful, manageable** and **motivating**
- all assessment is **reliable, manageable** and **useful**.

It should be read in conjunction with other school policies, including the Curriculum Policy, EYFS Policy, and SEND Policy.

## **Assessment**

### **Definition of assessment**

Assessment is a continuous process. Every time a teacher interacts with a pupil they are deepening and extending their existing 'assessment' of the pupil's current attainment. Teachers are actively aware of this and respond to emerging needs at the earliest opportunity, 'live feedback' is a key aspect of assessment.

### **Formative assessment – ongoing monitoring, feedback and adjustments**

The formative assessment strategies using in school include, but are not limited to:

- Observation of pupils
- Strategic questioning
- Analysis of completed work
- Classroom polls (thumbs up/ down etc)
- Exit tickets
- Plenary activities
- Quizzing

These strategies are used across all curriculum areas.

## **Summative assessment- formal, evaluative assessment at the end of unit or programme**

### **Summative assessment (English and mathematics)**

We are clear in our view that all forms of summative assessment must be reliable, manageable and useful. If not, we risk wasting precious planning, teaching and learning time. In English and mathematics, we use formal summative assessments twice each year: at the start of the spring term (January) and towards the end of the summer term (late June/ early July). These assessment points fall at approximately 6-month intervals.

**Reliable:** We use standardised assessments (GAPS for grammar, punctuation and spelling; NTS Reading and NTS Mathematics). These inform, rather than dictate, our summative judgements – the use of a standardised test provides us with an indication of how pupils are performing compared to others of the same age nationally. Over 22,000 pupils took part in the standardisation of these papers. The schools were from both urban and rural settings, with a nationally representative demographic mix. To ensure the validity of the results, correlation studies were carried out to compare teacher assessments to the sample results. To further support the reliability of our assessments, we support each other to ensure all standardised tests are administered fairly and in line with the published guidance – where a pupil receives additional time or support (based on a particular need), this is recorded so that the information can be passed on to the next class teacher. In the case of writing we do writing moderation across the school where staff moderate each other's writing using given criteria and where gradings are changed there is a record of this. This is led and overseen by the English subject lead.

**Manageable:** As we only have two formal summative assessment points, teachers find that time invested in administering, marking, reporting and analysing summative assessments is worthwhile and rewarding. It is accepted that there is an impact on teacher workload at these two points in the year; therefore, by limiting the number to two, we reduce the risk of this associated workload becoming unmanageable.

**Useful:** The primary purpose of assessment (including summative assessment) is to inform future teaching. As such, we analyse standardised test performance using QLA (question-level analysis, sometimes known as 'gap analysis'). This provides teachers with rich, detailed information, highlighting both individual and whole-class strengths and needs. Using the reports generated, teachers analyse the performance information and create action plans to inform future teaching. This process includes the identification of specific areas in which pupils need further support or challenge. These action plans are discussed in depth at pupil progress meetings with a senior colleague.

### **Summative assessment (Wider curriculum)**

Regardless of subject, we seek to ensure that all forms of summative assessment are **reliable, manageable** and **useful**. During units of work, teachers use a range of strategies to assess the extent to which pupils learn, remember and apply new knowledge and skills. This informs teaching throughout the unit, as teachers respond to support pupils to make as much progress as possible. It allows teachers to make confident summative assessment judgements at the end of each unit. To keep summative assessment manageable, these judgements are simple: teachers judge pupils to be 'on track' (they are progressing through the curriculum as expected, retaining new knowledge and skills) or 'monitoring' (they require additional support as they are not currently progressing through the curriculum as expected).

These summative assessment judgements are updated at the end of each unit of work for all wider curriculum subjects (including science, Spanish, design and technology, art and design, history, geography, music, computing, PE and RE). These teacher assessment judgements are used by subject leaders and teachers to identify pupils who need additional support. Useful analysis is provided instantly by our bespoke tracking resources, allowing leaders to identify whole-school trends within a particular subject – this helps identify lines of enquiry when evaluating the impact of the school curriculum and may sometimes inform school development planning. These wider curriculum judgements are reported to parents once annually as part of our end-of-year reports. To improve the reliability of teacher assessment judgements across wider curriculum subjects, some judgements are moderated alongside colleagues at our regular 'review' meetings

## **Records of assessment**

The assessment results, trackers and pupil progress documents are all documented online in the Shared OneDrive.

## **Role of assessment leader**

- Support class teachers in ensuring all summative assessment is reliable, manageable and useful.
- Support class teachers to develop effective ‘assessment for learning’ strategies in order to strengthen formative assessment across school.
- Support class teachers in analysing assessment information and formulating effective action plans.
- Ensure consistency across school in the recording of assessment judgements.
- Where necessary, organise or provide training for staff members to enhance the extent to which assessment is reliable, manageable and useful.
- Alongside subject leaders, ensure class teachers are provided with the assessment materials they require (e.g. standardised test papers).
- Retain a current awareness of development of assessment practice locally and nationally so that school practice is guided by the latest, evidence-informed thinking and research.

## **Feedback**

### **Definition of feedback**

Within this policy, **feedback** is defined as the actions taken by members of school staff to provide children with useful information about their academic performance and a clear understanding of how to improve and make progress. Throughout, the term **feedback** will be used to encapsulate: the recognition and praise of work; marking and corrections of work; and the presenting of support and next steps for the pupil. In all of these cases, feedback is usually verbal.

### **Purpose of feedback**

Our policy has, at its core, a number of key principles:

- feedback should be age-appropriate and **motivating**.
- assessment and subsequent feedback will enable staff to gauge the impact of teaching and support progress.
- all feedback will be **meaningful** to the pupil and appropriate to the task/subject area.
- our approach will be **informed** by research: from expert organisations and educationalists to our own school-based action research.
- we will prioritise high-quality planning and teaching above overly-detailed written feedback. In this way, it will remain **manageable**.
- written feedback will be **accessible** to and **appropriate** to the child’s age and ability.

### **Strategies and Processes**

We recognise that all assessment and feedback must impact on children’s progress; we continually reflect upon which of our practices, strategies and processes do this most effectively. Written feedback – if used – should be short, sharp and to the point so that it is helpful to children.

We expect all pupil work produced to be looked at and reviewed as part of ongoing, daily assessment. Teachers use this information to inform the actions they take to support pupils to make progress (e.g. immediate verbal feedback; planning whole-class lesson input; planning targeted individual support). We do not require that pupil work has a written comment from the teacher as this may not be the most **effective** or **efficient** way of supporting a pupil to make progress. Children will be afforded the opportunity and support to effectively respond to feedback. Children may also have the opportunity to appraise and provide feedback to their peers.

### **Live marking**

Live marking involves the teacher and support staff providing timely and accurate feedback to the pupils during a lesson through oral feedback to individuals or groups; marking in the form of annotations or the use of codes; observation and subsequent whole class or group responsive teaching. This enables feedback to be given at the point closest to learning to ensure feedback is most effective in promoting improved outcomes and progress. Research suggests that ‘closing the feedback loop’ in this way greatly heightens the impact of the feedback given.

### **Utilising technology**

Through using learning applications such as Learning by Questions, Magma Maths, Socrative and TimesTable Rockstars/ Numbots children are provided with instantaneous feedback and support to help continue their learning journey. Furthermore, statistical analysis and Question Level Analysis (QLA) supports the teacher in giving whole class and individual feedback in the moment. This is responsive teaching which is able to meet the needs of all. Voice feedback on particular lessons, either whole class or individual to the child may be used as well as screen recording to demonstrate taking children through question examples or corrections.

### **Success criteria**

Success Criteria can be given or co-constructed with pupils to give them the step to success towards the lesson objective. These can also be used when evaluating learning, identifying successes and generating next steps.

### **Whole-class feedback**

Whole class feedback is most often given orally to the class, though it may also be recorded. It is used particularly where an area for development or next step has been identified by the teacher. This area for development may lead to the teacher responsively planning content to ensure the area for development is met.

### **Written feedback**

Written feedback is given at the level appropriate the age and stage of the child and may be given using the schools’ marking code. Where written feedback is given, time is given for children to read and reflect upon the comment.

### **Peer feedback**

On some occasions, children will have the opportunity to offer feedback to their peers. We acknowledge that for this to be used effectively, children need support to develop this skill. Peer feedback will be structured by the teacher to suit the needs of the class and will be clearly linked to the learning within the lesson.

## **Key Stage Information**

### **EYFS**

In the Early Years Foundation Stage, feedback is given to children verbally and is regular. Teachers are present with the children in their learning, providing almost continual feedback through their interactions and the enhancements they make within provision. When used, written comments are mainly to inform teacher assessment. Children may be awarded stickers and are often given in-the-moment praise to celebrate their success.

**Key Stage 1**

The following symbols are sometimes used to support pupils to review their work. Teachers usually use this notation when providing live feedback within the lesson.

<b>Symbol</b>	<b>Meaning</b>
✓	Correct answer / well done
•	Incorrect answer / not successful yet
~~~~~	Spelling error *
	Finger space
^	Add a missing word / an additional word
//	New paragraph should start here

\*Typically, a maximum of 2 or 3 spelling errors per piece of work will be identified for review.

**Key Stage 2**

The following symbols are sometimes used to support pupils to review their work. Teachers usually use this notation when providing live feedback within the lesson.

<b>Symbol</b>	<b>Meaning</b>
✓	Correct answer / well done
•	Incorrect answer / not successful yet
~~~~~	Spelling error (typically for Year 3/4) *
sp.	Find a spelling error (typically for Year 5/6)+
○	Incorrect capitalisation
^	Add a missing word / an additional word
//	New paragraph should start here

\*Typically, a maximum of 4 spelling errors per piece of work will be identified for review.

+ This is to be used in the margin as children become more confident.

### **One-to-one iPad classrooms**

The use of iPads provides a greater ease in providing pupils with effective feedback - especially voice feedback. Children digitise most work and upload this to Showbie through utilising the 'Scan Document' feature. From here, the teacher can quickly assess work for misconceptions using the 'Quick Marking' tool, provide pinned voice or text comment feedback directly on the work and annotate using pen and highlighter tools. Teachers can also provide recorded screen feedback to individuals, groups or the whole class. Children have the same tools at their disposal to self-mark, record audio and identify their own next steps using annotation tools.

Using assessment applications such as Socrative and online tools, children are provided with instant feedback, and in some cases reports, identifying where they went wrong.

Digitising feedback also means that the high-quality instruction can be recorded and made available for pupils to access later. Where appropriate, work in exercise books will be uploaded digitally by pupils.

The Leadership Team and Subject Leaders are 'virtually present' within Showbie classes.

### **Impact of feedback**

The impact of feedback is seen in the progress pupils make. This is evaluated regularly through a range of activities, including: collaborative curriculum reviews, pupil interviews, assessment weeks, pupil progress meetings, and learning walks.

### **Policy evaluation and review**

The policy is reviewed **every 3 years**, or more frequently as required. It is reviewed by the Education and Welfare Committee.