



Assessment and Feedback Policy

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Feedback at Wymondley

At Wymondley, we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking.

Our policy 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:

- Feedback can be effective during, immediately after and some time after learning.
- Feedback can be from a variety of sources such as teacher, peer and digital.
- Verbal feedback will be given alongside written feedback as studies show that verbal feedback has a higher impact overall (+7months).
- It is important to give feedback when things are correct – not just when they are incorrect.
High-quality feedback may focus on a task, subject, and self-regulation strategies.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

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

- The sole focus of feedback should be to further children's learning;
- Feedback should empower children to take responsibility for improving their own work and enable them to develop the next skill
- Children should receive feedback either within the lesson itself or in the next appropriate lesson.
- 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.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.
- Evidence of feedback is incidental to the process.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

What This Looks Like...

When Planning a Unit of Learning

Assessment begins when a teacher plans a lesson or sequence of lessons. At this stage, the teacher uses the curriculum and pupils' prior understanding to plan 'Destination Questions' for each lesson and the end of the learning sequence. These 'Destination Questions' should be assessed within or at the end of each lesson. Adapting the curriculum to meet the needs of the pupils in a cohort is an essential part of assessment. For example, a teacher may be planning a unit of learning in Year 2 Writing about Instructions. The pupils in the cohort are not yet able to punctuate sentences or use subordinating conjunctions. Therefore, the teachers will make sentence punctuation and use of subordinate conjunctions the key focus of the unit (rather than text-specific writing features). The learning therefore will be focusing on the needs of the children in the cohort and not the scheme of learning's 'off-the-peg' emphasis. Similarly, the teachers may choose to spend less time on a unit of learning if it does not focus on the areas pupils need to learn. These learning priorities will inform the lesson learning objectives and success criteria for the unit of learning.

Destination Questions

Once a teacher has an understanding of what their cohort needs to learn next, they can plan the 'destination questions' for the end of a unit of learning and the stepping stone 'destination questions' on the way there. These will be skills or knowledge based.

For some subjects, the destination questions will be established within the curriculum. For example, the White Rose scheme of learning for maths has end of unit assessments and daily questions related to the key learning. For other subjects, the teacher will need to assess what children need to learn based on the assessment criteria and plan how they will check that children are learning these skills through the unit of learning and at the end of the unit of learning.

E.g. in History, pupils learning about life in Victorian Britain in Year 5 & 6 might have a destination question for the unit of learning: "How did life change in Britain from the start to the end of the Victorian era?". A destination question for a lesson in the unit could be "What was life like for Children during the Victorian era?". The questions here are clarifying the intent of the learning in the lesson.

E.g. In writing, a destination question for a unit could be "Write a formal personal recount based on a fictional journey", while destination questions during the unit could be "Rewrite the sentence in a formal voice"; "Write a complex sentence that includes a relative clause". However, the 'stepping stone' destination questions might be different for each cohort for written units depending on the skills children need to acquire.

Assessment of 'destination questions' should not always mean formal written responses to the destination question. Teachers can use observation of pupils and/or informal assessment methods to assess pupils' understanding.

Destination Question assessment of learning

- May take 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
- May take the form of an assessment or score on a game or online platform (Doodle Maths/Spelling Shed/exit slips/Google Classroom quiz/Kahoot/Plickers/ plenary)
- Should guide a teacher's further use of review feedback, focusing on areas of need

- Evidence of self – and peer-assessment in books (all writing in blue)
- Assessment results may be recorded in books but where the DQ is a key performance indicator for a subject, this should be logged in the subject's tracking spreadsheet

During lessons

It is vital that teachers evaluate the children's understanding and the learning that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. For example, if all pupils are finding learning easy, the teacher should provide additional depth and challenge. If a pupil or pupils are finding a concept challenging, the teacher should provide a scaffold or support or go over the preceding learning.

Teachers should regularly seek to understand how pupils are understanding the learning using 'Assessment for Learning' strategies. These may include:

- Questioning (possibly with peer talk, whiteboards/digital answers)
- Ping-pong lesson style building up learning
- Mini-plenaries
- Self assessment against success criteria
- Gradual release of responsibility (I do, we do, you do)

Within lessons, teachers and teaching assistants may:

- Give verbal feedback to instruct pupil how to improve their work for immediate action
- Provide an additional support or challenge activity
- Model and correct work alongside the pupil (working individually or in a small group)
- Make a mark or write an example in green pen in the pupil's book (see codes)

After lessons

Books must be analysed daily after lessons in all subjects and errors and misconceptions then addressed in subsequent lessons. Directly after sessions, books must be organised by teacher assessment of pupils' understanding (typically into 3 piles), ready for specific group work (e.g. challenge/support) or targeted feedback the following morning.


Teachers should then re-plan or adapt the next lesson in response to any emerging needs.

Targeted Feedback for writing

For writing in particular, often a part of the next lesson may be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proofreading and editing of work. This is frequently undertaken using a visualiser, with the teacher modelling the improvement and editing of work.

Pupils require frequent correction of errors and modelling of accurate writing in order to improve. Teachers should mark writing for pupils and give a next step for them to practise/improve once per week. **This is often most effective when completed with the pupil, either during the lesson or during pupil conferencing time, and this feedback should be planned into lesson times to maximise pupil contact time and to minimise workload.** These should link to a TAF (Teacher Assessment Framework)/What Makes Good Writing in Year X? writing skill the pupil is not yet demonstrating, which is applicable across all writing as part of their journey to meeting the expected standard.

 [Writing TAFs HfL.pdf](#) (only viewable by school users as copyright HfL)

 [What makes good writing in Year 1-6](#)

Pupils should respond in blue so that there is evidence in books of pupils editing and redrafting their

work in blue pen.

Children will need time to edit their work so this should be planned into lesson time.

Teachers are encouraged to remember the analogy from Dylan William that feedback should be looking through the windscreen, not in the rear-view mirror.

Teachers should not spend time writing long comments - focus on correction and modelling. Praise/long explanations should be verbal.

Child Feedback

It is important for children to review their own learning and understand what they were learning and evaluate how well they have learned it. Teachers should seek pupil feedback during and at the end of lessons to support onward planning.

Where pupils are using learning books, they should have a Learning Objective at the top of the page (and for longer tasks, also success criteria). At the end of every lesson, each child must tick or place a question mark next to the Learning Objective (and success criteria if relevant) to show their understanding in the lesson. These responses will then be used for assessment purposes by class teachers and followed up on by the Teacher or Teaching Assistant, as appropriate.

Pupil conferencing

From time to time, teachers should plan time to come away from the class and meet 1:1 with pupils to talk about their learning. This gives them an opportunity to praise learning which has been well understood and reflect on effort and progress, and to identify next learning steps and show an example of the target skill.

Detailed ongoing assessment using tracking sheets

For each subject, and especially Reading and Writing, each National Curriculum year group has a tracking spreadsheet with Key Performance Indicators (KPIs) for each pupil. It is expected that teachers will use this regularly, as units of learning are completed, to reflect on how pupils are progressing. These spreadsheets support teachers to identify strands the cohort may need further support to learn, and also where individuals and groups may benefit from additional support.

For Maths, teachers should use the White Rose Maths assessment tracking sheets.

Summative assessment

The school uses HfL's Easy Tracking Assessment - more information about this can be found [HERE](#). Summative Assessment data is due for Reading, Writing, Maths and the EYFS Areas of Learning at the end of each school term. Summative Assessments for all subjects are due in the Summer Term. Teachers may plan tasks to assess how well pupils have retained the skills and knowledge learned to date. Tasks may include:

- 1:1 reading (including Little Wandle assessment and PM Benchmark running records)
- Assessment tests (including White Rose Maths end of term assessments)
- Detailed observation of the pupil
- Book scrutiny against agreed exemplification materials and the year group TAF
- Moderation with colleagues (internal and external)
- Digital tests (e.g. 10 ticks multiplication test) give teachers definitive feedback about whether a child has securely mastered a skill / concept.
- Statutory screening tests including Phonics Check, Multiplication Tables Check and Key Stage 2 SATs

Assessment data should be entered into Arbor. This is termly for Reading, Writing and Maths and the EYFS Prime areas, and annually for other subjects.

The analysis and use of pupil data

It is expected that all teachers will view their class data in Arbor ahead of termly pupil progress meetings. In particular, teachers should print and view the Grade Distribution and then Attainment Over Time. The Assessment Lead (Headteacher) will then analyse the data by cohort and demographics and will report this to governors 3 times per year (in addition to signposting governors to data provided by the DfE and Ofsted such as 'Analyse School Performance' and the 'Inspection Data Summary Report'). At the start of the next term, a pupil progress meeting will be held between the Headteacher, class teacher/s and teaching assistant to identify support needs for the coming term. The provision map, detailing planned interventions using a graduated approach as recommended in the SEND Code of Practice, will be updated for the term at these meetings.

The role of the Assessment Lead

The Assessment Lead (Headteacher) will ensure that the school complies with all statutory testing and reporting requirements. They will liaise with the Class Teachers to request information and make arrangements as needed. The assessment lead will ensure that materials, training and support are available to all teachers to assess in an accurate and workload sensitive manner.



Feedback at Wymondley JMI School

Teacher feedback and/or codes must be written in green

Child feedback from learning and editing must be written in blue

Self and peer assessment must be carried out in blue

Day to day feedback

All children from Year 1 upwards are expected to provide a response to their teacher at the end of each lesson regarding how they have found an aspect of their learning. If in a learning book, they should add a tick or a ? next to their Learning Objective in blue pen.

Codes used in books:


GG Guided Group - Adult led group


S Supported work – Additional information is required to specify the level of support given.

P Partner work - Worked with a partner, not adult supported

I/F Immediate feedback – at the point of teaching individually or as a group

T/F Targeted feedback – After a lesson/ at the beginning of the next lesson - further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished through a learning conference individually or in a group as appropriate.

 Next step - In writing, pupils should be given regular written Next Steps (this is more effective when I/F but can be T/F) which will give the child an identified next step in their journey to mastering writing skills. It should be applicable to **all** writing.

 Underline words which are misspelt, teacher may correct in the margin if appropriate for age and stage.

 Circle indicates incorrect/missing punctuation

Peer feedback will be written in blue with a P next to it.