KEYINGHAM PRIMARY

Feedback & Assessment Policy

Statement of intent

At Keyingham Primary, we know that the effective use of marking and feedback techniques can have a powerful influence on pupils' learning and progression. Giving feedback that ensures increased understanding is a key aspect of a teacher's responsibility – it is part of the school's comprehensive review of teaching, learning, assessment and achievement.

This policy aims to ensure that feedback and assessment:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops reliable processes in the school, which equally balance the need to provide feedback and assessment and where it is appropriate to provide it.

The Leadership Team are responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking and feedback practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all areas of learning within the school.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when providing feedback and assessing.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making good or better progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Pupils are responsible for:

- Ensuring that they respond to feedback appropriately and ask for further support if required.

Cycle of Feedback and Assessment

Daily: Staff will plan for progress and record areas for praise, intervention and further teaching on the school proforma (Appendix 1). This work will be shared with all adults that support learning in the classroom and with pupils to ensure maximum impact of this process and stored in a file on the classroom teacher's desk.

Weekly: Staff will review the learning that has taken place and adjust/amend planning for the week to come accordingly. Liaison between all adults involved will be necessary to promote progress for pupils.

Every Half Term: Revised mid-term plans will be formulated (following the Keyingham Curriculum) that build on the learning from the previous half term, in line with the expectations of the National Curriculum.

Every Term: Periods of summative assessment and moderation will support the assessment period, leading to Pupil Progress meetings with SLT, reporting to parents (in written form or in the form of face-to-face meetings) and further planning for progress in mid-term plans.

Annually: Pupil Progress and transition discussions will happen between staff to ensure consistency for pupils.

Subject Specific Feedback

All staff feedback should be made in green pen. In response to all written work, these 'Green Pen' guidelines should be followed:

- All work to be praised receives a double tick to recognise the success
- Missed word = ^
- Missed capital letter/punctuation = circle the error or gap
- Incorrect spelling = underline the word (allow pupils to correct the spelling with an appropriate level of support)

Maths

- Staff mark correct work with a tick and incorrect work with a dot in green pen.
- Self-assessment for pupils is encouraged through the use of marking stations in the classroom.
- Pupils self-assess in green crayon (filling a square for a correct answer and adding a dot when incorrect)
- Staff use a highlighter pen on the 'title' of the work if they agree with pupil choice of pitch. (Titles are: *Fluency*, *RPS* and *Challenge*)

Reading

- Staff follow 'Green Pen' guidelines for all written work.
- Staff recognise points achieved with a double tick.
- Staff record the score in the margin.
- Pupils record whether the work was completed using a 'fluency' text or an ARE text in the top right hand of the page.

Writing

- Staff follow 'Green Pen' guidelines for all written work.
- Staff assess each piece of 'Best Writing' at the end of the genre on the school Writing Assessment sheets.

Foundation Subjects (where appropriate)

- Staff follow 'Green Pen' guidelines for all written work.

Appendix 1: School Planning and Feedback Proforma

KEYINGHAM PRIMARY

Date:	Subject:	WALT:		SC:	
Consolidation/Activation	Pupils working towards ARE	Pupils working at ARE	Pupils exceeding ARE	Opp. For assessment
Q:					
			Extension:		
Support Staff:		SEND:		DA:	Prior HA:

Misconceptions to address	Support required	Work to praise
Notes for future planning		