Assessment and Feedback Policy

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

The evidence of best practice from the Education Endowment Foundation and other expert organisations underpins our policy. 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

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 onerous written marking which can provide effective feedback in line with the EEF's recommendations, 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.

Types of Feedback:

Teachers have autonomy and flexibility in deciding the most appropriate feedback for the context of a lesson, following the three common stages detailed below. 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:

1. Immediate feedback – live/in the moment/at the point of teaching

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

3. Review feedback – away from the point of teaching (the 'marking')

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 children. As a school, we place considerable emphasis on the provision of immediate live feedback.

Type	What it looks like
Immediate feedback (live/in the moment)	**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 children 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 (appendix 1)
Summary feedback	**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 the Learning Challenge • In some cases, may guide a teacher to make use of review feedback, focusing on areas of need
Review feedback	**Takes place away from the point of teaching** • Could involve written marking comments/annotations for pupils to read / respond to (e.g. spellings, punctuation, grammar) • Individual, group or whole class (to be shared at the beginning of the next lesson) • 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 children's future attention, or immediate action

Include self marking at end of a lesson? (Not nec. 'against the LC')

Types of Marking in Practice:

Teachers mark in green pens, and children use 'think pink' pens for self-marking, peer-marking and editing.

In EYFS & Key Stage 1, the marking code may be used where this is understood by children (see appendices). Where children are unable to read/understand such codes, feedback can be shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of children or whole class having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment and/or provide whole class feedback. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

In most cases, written comments will be focussed on extended pieces of written work or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning. Independent writing within English lessons will be assessed using the unit writing grids and moderated with statements taken from Teacher Assessment Framework statements which have been broken down into year group objectives.

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. In some cases targets are clearly set out through use of the marking code and accompanying comments. There is no expectation that targets are updated on a fixed term, but these should be reviewed regularly by both children and teachers, and updated when they are achieved. Where targets remain for a longer period, these should be reviewed to take account of a child's needs and progress.

Marking Code (see appendix 1)

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. Teacher marks a piece of work should it

lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines use of highlighters, symbols and stamps. The core of this code is set out in appendix 1, although some additional age-appropriate elements may be included in some phases of the school.

Floor books

Learning that is evidenced in floor books will be assessed and recorded within the floor book itself using a consistent approach across the relevant foundation subjects.

Appendix 1 Marking Codes

Code	Meaning
Spelling sp	Identify up to 3 words (in pink highlighter) that the children <u>should</u> be able to spell • **KS1:** Highlight yellow the word that is spelt incorrectly and correct the spelling. Children to copy correctly 2/3 times below their work. • **Y3-5:** Highlight yellow the word that is spelt incorrectly. List it 2/3 times below their work. • **Y6:** Highlight yellow in the margin with 'sp' on the line of the error. Children need to look carefully to find the word that is spelt incorrectly and then use '3 before me' and/or a dictionary to find the correct spelling. List it 3 times below their work. • **SEND** – reasonable adjustments
✓	A single tick is used to signify a correct answer.
•	A single dot is used to signify an incorrect answer. There should be evidence of children correcting using their 'think-pink' pen.
//	New paragraph needed
P	Missing punctuation (P in margin and depending on the age/stage of child, identify where the missing punctuation needs to go using a green line)
CL	Missing/incorrect use of capital letter (CL in margin and depending on the age/stage of child, identify where the CL needs to be fixed using a green line)
?	A sentence does not make sense
Maths	
_ _ _ _ _ _	If a number is formed incorrectly, it is highlighted (in yellow highlighter) and children copy the number correctly three times.

***Reasonable adjustments are applied to SEND and age of child at the professional judgement of teacher and/or support staff. Codes in the margin, but further support in identifying where the error is may be needed depending on age/phase/SEND*