



ST LAWRENCE COLLEGE JUNIOR SCHOOL

Feedback Policy

Assessment and Feedback Overview

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

'Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes.' EEF Education Endowment Foundation.

Assessment is closely linked to our curriculum planning, since it is only by continually assessing what children have learnt and understood, that we can know what 'next steps' should be planned. We have a cyclical framework of 'Mark, Plan, Teach' Ross Morrison McGill.

We aim to give our children real time feedback on their learning every lesson, so that they understand what to do to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are working together to raise standards for all our children. We are fortunate our small class sizes enable us to give children timely feedback during the lesson, when it is most effective, there is dynamic assessment happening throughout each lesson which steers the feedback in real time.

Research, by John Hattie (2016) shows that when a group of teachers share the belief that they can positively impact their students, it's called collective efficacy. Collective teacher efficacy is the number one factor positively influencing student achievement. In the Junior School our collective efficacy is evident in that each teacher gives each individual child focused feedback and then witnesses accelerated learner achievement, constantly working towards our belief that as a cohort they can achieve results 12 months ahead of their chronological age by the end of Year 6.

To maximise its effect in the short, medium and long term, all feedback given will be motivating and meaningful for the pupils and manageable for the staff.

Types of assessment:

Formative assessment is the ongoing assessment carried out by teachers both formally and informally during lessons and units of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative assessment occurs at pre-defined periods of the academic year, such as PiRA and PUMA tests, end of topic tests or multiplication / spelling tests. Summative tests help teachers to benchmark pupils and also make accurate mid-year and end of year assessments. They are also of use in determining a pupil's attainment against progress objectives.

Appendix 1 provides a full overview of our assessment and reporting programme.

Assessment aims and objectives

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan and differentiate work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide SLT with the information needed to make judgements about the school's effectiveness.

Pupil Feedback to Teachers

During the summer term, Prep Pupils are given an anonymous questionnaire which includes an opportunity for them to comment on the feedback process. Within our SHEEP lessons there is a further opportunity for pupils to give anonymous feedback as to whether they think that lessons are set at the right level and whether it is relevant to their own lives.

Teachers will broaden this pupil voice feedback informally during form time, breaks and lunchtime, by asking pupils how they are finding their classwork and if they have any concerns or are finding aspects of their learning particularly effective. This helps teachers develop their understanding of each child's learning style and relevant information is shared at staff meetings.

EYFS assessment

Our EYFS teaching team record their initial assessments of the children in a form of a baseline, observational assessment. These take into account all available information from parents and previous settings. We continue to observe children and will regularly record our observations, particularly when we see 'wow' moments, which are recorded on Tapestry. We analyse and review what we see or know about each child's development and learning, and then we make informed decisions about the child's progress, enabling us to plan appropriate next steps. Tapestry online documents each individual child's learning journey. It observations, photos and examples of their work in school. We assess each child in each area against the Early Learning Goals (ELGs). As well as baseline data, we also gather data at three other points in the academic year, our termly tracking. Profiles are moderated within school with colleagues from other Year groups and with other schools within our cohort.

Assessment Key Stages 1 and 2

New starters to our school are all tested through Language link which identifies and gives guidance on support for children below national average. This also enables a dialogue to be initiated between the teacher, our SENDCo and parents. (Language Link commences in Reception.)

Phonics Screening

All children in Year 1 will participate in a phonics screening check. This assessment is administered by the Year 1 teacher. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2.

PIRA (reading), PUMA (maths) and Read in to Writing

Children from Reception to Year 6 take PiRA and PUMA tests to give us age standardised scores compared to national averages. These tests cover the content taught by the National Curriculum. In Reception the first test is at the end of the school year, for all other year groups the testing occurs twice a year.

The national standard score for PIRA, PUMA and reasoning tests is 100. Parents will be given this information via school reports and parents meetings. Teacher assessments will also be used to build up a picture of each pupil's learning and achievements. We introduce verbal and non-verbal reasoning tests from Year 3 onwards. Sharing and tracking this data gives helpful information to families ahead of decisions regarding the Kent Test and Secondary school options.

Our new English scheme 'Read in to Writing' gives children access to a range of texts that are explored as a class.

Extended pieces of writing are assessed with verbal feedback during the process. At the outset of the task, the children contribute towards a common understanding of the success criteria, ensuring all are clear of the expectations and objective of the piece.

On completion, the child will ideally review the work collaboratively in a small group with their teacher. (A clinic may best describe this). This serves as an opportunity to address any areas for improvement, that may not have been identified previously, during the drafting and writing process. Spelling corrections, or suggestions for alterations to grammar, vocabulary etc. made by teacher or peers should ideally be written on a post-it. Where children are happy to, they can use green pen to show improvements in their own work. Children are aware of their 'success' criteria and enjoy looking for house points and superlative comments in their books.

We follow the National Curriculum and enhance each subject, sometimes referred to as National Curriculum plus. There are programmes of study for each National Curriculum subject, these form the basis of our subject handbooks, setting out the content and objectives to be taught at each key stage.

We plan our lessons with clear learning intentions. These show progression throughout the year and across all Year groups and link to objectives set out in the National Curriculum. We strive to ensure that all tasks set are appropriate and responsive to each child's current level of attainment. Our lesson plans make clear the expected outcomes for each lesson. We notice those individual children who do not achieve the expected level for the lesson, as well as those that exceed expectations and we use this information when planning for the next session. Teachers record formative assessments throughout each week. Our planning is consistently reviewed following a lesson, so that we can take the needs of all pupils into account when planning for the next lesson.

At the beginning of the academic year, teachers use historic and current data on each pupil to set them an end of year target for attainment and progress in reading, writing and maths. During Pupil Progress Meetings (PPMs), which are held each term, progress against these targets is reviewed by the SENDCo, SLT and class teachers so that support and interventions may be put in place where needed. During these meetings, the progress of all children is discussed through a combination of qualitative teacher knowledge and quantitative data. Action points are agreed, and opportunities for support identified. These meetings allow the school to actively facilitate and maximise individual progress. Children requiring extra intervention and support will be added to their class's 'Provision Map'. Teaching Assistants are integral to the effective delivery of interventions. This process allows us to track these children more closely, with a specific focus on the impact of the intervention that they are receiving. These Provision Maps are reviewed and monitored by the SENDCo.

We recognise that there are various methods of assessing a child's learning. The types of assessment that we make vary from subject to subject. We record information that affects future learning and that can be passed on through the school. Individual subject leaders have implemented ways of assessing and recording within that subject to ensure progression.

Based on the summative data obtained through the year, we have developed our own in-house Target Tracker with data in a colour-coded system to record months of progress in relation to actual months passing. This enables the progress of individuals and cohorts to be closely monitored so that we can provide the best possible opportunities and highest levels of support for all children.

Assessment and Feedback for Neurodiverse Learners

We take care to offer a range of reasonable adjustments for children with neurodiversity such as extra time, quiet spaces or a scribe. We note these adjustments and therefore outcomes are analysed with these in mind. Teachers give neurodiverse children feedback when they will be most receptive, taking into account the time of day, the audience or other factors that could trigger an unwanted emotional response.

Providing feedback to pupils who are neurodiverse requires a nuanced and compassionate approach to ensure that the feedback is both constructive and supportive.

It is essential to recognize the diverse ways in which neurodiverse students process information, express understanding, and respond to challenges at different times.

Feedback should be tailored to meet the individual needs of each pupil by incorporating clear, straightforward language that avoids ambiguity and is accessible and reflective to their individual needs. Providing live feedback can make it more impactful, as it relates directly to their recent efforts however, we are mindful this may not be best received by all individuals in the same way.

It is essential to create an environment where all pupils feel safe, valued and understood. We aim to empower neurodiverse pupils by ensuring personalised feedback that is not just informative but also encouraging. We recognise their efforts, even if the outcome isn't as expected, and reinforce a growth mindset by encouraging resilience, confidence and motivation whilst instilling a love for learning.

Feedback to parents

We have a range of strategies designed to keep parents fully informed of their child's progress in school. We encourage parents to chat informally to staff at the beginning and end of the day and should it be a more serious matter to contact the school for an appointment if they have concerns about any aspect of their child's work.

At the start of each term Topic sheets are distributed detailing the main areas of study in each subject. We then offer parents the opportunity to formally meet their child's teacher three times a year. Additionally, parents receive two written reports during the year detailing progress and achievements across the curriculum. These reports also identify target areas for the future. We encourage dialogue and parental feedback. Throughout the year, children share their own evaluation of their performance. Whilst AI can support and create efficiencies, we are committed to each report being personalised to the individual learner as well as detailing how they have performed in relation to end of year national expectations.

In Year 5 we hold additional meetings to explain the secondary school admissions process and provide information for parents considering Grammar schools, as well as those who wish to stay on to join our Senior School, with pupils joining Kirby House in Year 7. Support is provided for all families until Secondary school places have been secured.

Pastoral Assessment

In Years 4, 5 and 6 we undertake Steer Pastoral Tracking. It has been proved that the brain regulates our social and emotional steering through a region called the hippocampus. The hippocampus serves like a 'mental taxi driver': it steers our emotional and social responses down familiar and repetitive routes. So, a pupil's current hippocampal pattern indicates their future mental route. The STEER tracking assessment measures the pupil's 'mental taxi driver route' to provide us with an indication of the pupil's steering and their potential risks from poor self-regulation. Evidence of STEER tracking impact is obtained by directly comparing the number of pupils whose steering biases reduce when supported by STEER tracking, compared to those who are not supported by STEER tracking. STEER tracking provides an effective and efficient way of collecting comprehensive tracking data on pupils' personal development. At the same time, every individual pupil action plan is recorded and can be provided as evidence by the school of what they have done to support a child. Pastoral tracking enables us to understand each child and build an effective pastoral support network around their individual needs. Parental permission is gained before assessing the children but results are not shared directly with parents.

Feedback and Marking Introduction

Pivotal to the principle of formative assessment, marking should be seen as a dialogue with pupils, through which they are encouraged to take increasing ownership of their own learning.

We are conscious to promote a growth mindset across all members of the school community. For pupils, we praise the process and effort that has gone into tasks and help them to understand that mistakes are a necessary part of learning. We aim to build resilience in our pupils. Teachers model their own growth mindset and are prepared to show that they are learning too.

We regard feedback as a targeted response to pupil's work, both in real time and upon completion. It contributes to the continuous learning for each pupil and facilitates future planning.

We understand that real time feedback, either oral or written is more valuable, in most cases, than delayed feedback. We deliberately focus our efforts on providing this meaningful, constructive feedback during the lesson, so that opportunities to learn are maximised and misconceptions quickly identified and resolved.

General Aims of Feedback and Marking

Lessons / tasks need to have clear success criteria explained at the outset so that the pupils know in advance what a successful outcome will look like. Feedback is based on these criteria. Where helpful, work will be modelled at the start of a task, then reinforced at regular intervals.

The phrase 'live marking and oral feedback' refers to our preference to give children timely feedback during the lesson.

Oral and written feedback both create dialogue with a pupil helping generate targeted improvement. Teachers recognise that some tasks should be open-ended nature so that pupils can enquire and investigate, opening up the opportunities for greater independent learning. Appropriately timed and purposeful feedback should empower our learners.

Everything written in the books must be for the benefit of the child and is often most effective when written during the lesson, in collaboration with the child. The younger the child, the less valuable written, or delayed feedback is.

Feedback and marking provide constant opportunities for teachers to assess and record the pupil's progress, it supports the children to become independent learners; to take ownership and to assess their own progress and enables teachers to check the pupils have understood what has been taught.

It is recognised that pupils are motivated by their work being marked regularly and thoroughly. Constructive comments and focused praise encourages sustained effort and builds resilience.

Feedback in Pre-Prep, (EYFS and KS1)

1. Verbal Feedback:

- Given immediately during lessons to reinforce learning while it is still fresh.
- Positive reinforcement and constructive guidance given which emphasizes strengths and accomplishments, fostering a growth mindset.
- Targets shared verbally with children throughout lessons and areas for improvement are identified with clear, actionable steps.
- Oral feedback given in the moment and corrections and amendments made by children during the lesson.
- Stickers and house points used to celebrate progress.

2. Written Feedback:

- Any feedback in books will be age-appropriate and accessible, using simple language or symbols (e.g. smiley faces, stars and stickers).
- Comments and stickers given in homework books, which are returned to parents to share with children.
- No crosses used in books; children encouraged to correct work until they receive a tick.
- Live marking during lessons by teachers and TAs. who coordinate to ensure a unified approach.

3. Peer and Self-Assessment:

- Children are encouraged to reflect on their own and others' work.
- Simple frameworks and guidance are provided by the teacher.
- Good work shown to the class and used to model requirements.

4. Parental Involvement:

- Regular updates on progress through parents' evenings and reports.
- In EYFS observations documented in online learning journey (Tapestry), providing feedback to parents. These are annotated with comments that highlight achievements and next steps.
- Parents encouraged to support learning at home with positive reinforcement.

Feedback in Prep, (KS2):

- There is a high value placed throughout the school on oral feedback. This can be evidenced via lesson observations and through pupil teacher interaction.
- Feedback and marking will focus on the success criteria; it will enable the pupil to see what has gone well and what could be done to make it even better. Marking in books will be of secondary importance to real time verbal feedback as it is more impactful for Junior School aged learners.
- In English, marking grids will provide pupils with the opportunity for self and peer-assessment as part of the formative assessment process.
- In Maths, pupils regularly live mark within a lesson. This can provide instant feedback, highlighting children who require immediate support and allowing for targeted intervention.
- Older pupils will mark their own work, or may respond to feedback, using a green pen. This will make their progress more evident. EYFS and KS1 responses will be given orally and may be recorded on Tapestry.
- Marking will take account of pupils' individual learning needs and recognise any support provided.
- To be of value, any marking will be done promptly and kept up to date. Subjects that are only taught weekly will need real time feedback with an appropriate recap at the start of each lesson.
- Teachers should mark in a different colour from that used by the pupil. The use of colour by teachers should be consistent throughout a pupil's work, with variation employed only for specific reason, e.g. intentional colour-coding. Pink pens are preferred.
- The benefits of neat, clear presentation will be reinforced. Staff will set a good example in the way that their comments are written.
- Teachers will remember that targeted corrections empower learning.
- A numerical mark may be awarded, depending on the nature of the task.
- Teachers need not formally record an outcome for every child for every lesson. They will however be able to discuss every child's learning journey with parents, colleagues and SLT as required.
- Smiley faces, stamps, stickers and certificates may all be used to reinforce positive feedback.
- It is accepted that different subjects employ different approaches to feedback and these will be recorded in Subject Handbooks accordingly.

Monitoring of Feedback and Assessment

- SLT, subject leaders and subject teachers will work collaboratively to ensure that lessons are being delivered in such a way as to maximise learning opportunities. Lesson observations, both formal and informal play an important part in this, as do regular book scrutiny's. Good practice is shared with colleagues from Early Years to Year 6 as we can all learn from each other.
- All staff participate in the appraisal process, through which the quality and suitability of feedback and marking is assessed formally every year. The observation within the appraisal process also gives an opportunity to record and analyse effective verbal feedback given in real time.
- Through questionnaires and conversations our pupils have told us that most learn best when feedback is given in real time during the lesson, our revised Feedback policy respects their opinion which in turn matches current academic thinking.

This policy will be reviewed in accordance with the policy review schedule.

We are looking for staff and pupils to become increasingly consistent in the language we use when feeding back and when setting target. We will provide teachers and pupils with posters to help facilitate this.

We will continually look for opportunities to improve our practice to better match the demands placed upon our learners and the opportunities available to them.

We are mindful of the words of Dylan Williams:

"The only important thing about feedback is what learners do with it."

Appendix Matrix of Annual Assessment and Reporting Overview

Revision History

| Version No. | Revision Date | Summary of change | Approved by | Updated by |
|--------------------|----------------------|---|--------------------|-------------------|
| 1.2 | 4 Feb 2021 | Addition of the section regarding assessment and of the assessment matrix appendix 1. | PWG | ER and RJP |
| 1.3 | 18 Oct 2022 | Rebranding AS to STEER | PWG | RJP |
| 1.3 | August 2023 | Reviewed – no changes | | ER |
| 1.4 | September 24 | IAPS consultancy supported changes to emphasis variety of forms of feedback and assessment in a constant cyclical framework with immediate feedback prioritised as the key to pupil progress. | | ER and RJP |
| 1.5 | January 2025 | Further adaptations made to ensure that policy matches current working practices with regards to real time feedback. | | RJP and ER |
| | | | | |