

Formative Assessment & Feedback Policy

Formative Assessment






To support this policy development, the following research as conducted to help the school to define what is meant by formative assessment.

William and Paul Black (1998) define formative assessment as “encompassing all those activities undertaken by teachers, and/ or their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.”

Kate Jones describes formative assessment as “essentially a range of evidence informed strategies that teachers can use to support their learners to make progress.” Moreover, William and Leahy (2015) explain that formative assessment takes place **during the learning process**. It continually informs the teacher and student as to how learning can move forward as it is happening. This is different to summative assessment, which focusses on evaluation of pupil learning at the end of the process, for example, an end of topic test that is not used as a low stakes strategy but perhaps used for more formal recording and reporting.

The table below is a summary of the key components of embedding formative assessment. The three key aspects are:

- Where the learner is going
- Where the learner is now
- How to get there

	Where the learner is going	Where the learner is now	How to get there
Teacher	 1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Engineering effective discussions, tasks and activities that elicit evidence of learning. 	3. Providing feedback that moves learning forward. 
Peer		 4. Activating students as learning resources for one another.	 5. Activating students as owners of their own learning.
Learner			

Our policy is underpinned by these headings to support teachers to consider formative assessment at all stages of the learning journey.

In addition, the evidence of best practice from the Education Endowment Foundation and other expert organisations 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
- Put the onus on students to correct their own mistakes, rather than providing correct

answers for them

- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

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.

Key Principles

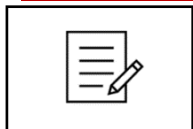
Our policy on formative assessment and feedback has, at its core, a number of principles:

- The sole focus of formative assessment and feedback should be to further children’s learning;
- Formative assessment is an ongoing process that is used to fully understand the strengths and areas for development for all pupils
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;
- Feedback should empower children to take responsibility for improving their own work. Adults should not take this responsibility away by doing the hard-thinking for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The ‘next step’ is usually the next 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.

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

Section 1: Where the learner is going

1. Clarifying, sharing and understanding learning intentions and success criteria.



“If our students know where we are headed, we are more likely to arrive at the correct destination.” William and Leahy, 2015.

Clarifying learning through the Looking for Learning approach (LfL)

At Hallaton Primary School we have created a learning focused environment in which we strive for every child to achieve and be engaged within their own learning journey. As a staff, we are dedicated to the belief that learning should be at the heart of everything we do.

LfL helps to establish in our school a shared sense of what matters by focusing everybody’s minds from the start on whether there is any learning going on.

Our School Learning Definition:

“Learning is a limitless journey, developing knowledge, skills and understanding where all ideas are valued, risks are encouraged and thinking is challenged.”

All lessons will encourage children to consider the knowledge, skills and understanding that they are learning. Pupil will also have the opportunity through their lessons to consider whether they are **developing, consolidating, mastered** or have **deepened** their learning outcome each lesson. Our aim is that each child will be able to articulate their learning and understand where they are at in their stage of learning.

Pupil articulation of learning

Children should be able to answer the following questions:

- What am I learning in this lesson?
- What skills or knowledge am I learning in this lesson?
- Why am I learning this (what is the final outcome) and how will it help me? T.I.B.
- How will I know that I have been successful in this learning?
- Where am I on the learning journey and how can I get to the next stage?

Teachers should evaluate and reflect on their lessons using the LfL questions:

1. Is there any learning going on?
2. Is the learning appropriate?
3. Is the learning sufficient?
4. Is the learning engaging?
5. What are the adults doing to help learning in the classroom?
6. What is the school doing to help/hinder learning in the classroom?


Sharing the Learning Journey

Every unit of work, **in every subject**, will begin with a clear learning journey for pupils which will have been built collaboratively based on pupils’ prior knowledge and interests. This will be a cover that separates each unit within their books/ online platform so that the journey for that unit is clear to see.

A variety of pre-assessment activities will be used to support teachers to plan sequences of learning which review and build on prior knowledge. This could be through:

- Low-stakes quizzing
- Class / Individual KWL (What I **K**now, **W**ant to Know and What I have **L**earned) grid
- Pupil interviews/ discussions
- Concept Cartoons
- Reflecting on our Learning Organisers and learning journey

Example of English Learning Journey


Unit outcome: To write a persuasive letter Learning Line milestones: <ul style="list-style-type: none"> I understand what persuasive devices there are I can identify examples of persuasion in writing I can write rhetorical questions I can use research to back up my arguments I understand that there are 3 parts to a piece of persuasive writing (introduction, main section, conclusion) I can plan and write a persuasive letter I can edit and improve my work
Vocabulary Persuasive Devices Formal First Person Paragraphs Relative and Subordinate Clauses Exaggeration
My Target:
Review of My target:
Non-Negotiables <ul style="list-style-type: none"> Join handwriting in clear cursive style Leave one line to indicate a new paragraph Use capital letters and full stops to begin and start sentences Vary sentence structure by use of phrases and clauses Use connectives to link paragraphs Consistently use first and third person correctly Use commas to mark clauses Use fronted adverbials

Example of Foundation Subject Learning Journey

Key Stage 2 Science	Title of Topic : States of Matter	Term: Summer 1
Key Learning:		
1	Solid, Liquid or Gas? To compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases.	
2	Investigating Gases To compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses.	
3	Heating and Cooling To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by investigating how heating and cooling can change a material's state.	
4	Wonderful Water To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by exploring how water can change its state to a solid, liquid or a gas.	
5	Evaporation Investigation To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing. To make systematic, careful and accurate observations and measurements and report on findings from enquiries by displaying results and conclusions by investigating the effect of temperature on drying washing.	
6	The Water Cycle To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle.	

Sharing Learning Intentions

Each piece of work, in every subject we teach, will begin with a learning objective. The children will record this in their book underneath the date. (KS1/SEND children may have this written or stuck in for them).

Opportunity for Challenge for all

There may be further tasks throughout the lesson in the form of mini challenges or deeper thinking questions so that those who have the potential to deepen understanding and extend mastery skills.

Section 2: Where the learner is now?

2. Engineering effective discussions, tasks and activities that elicit evidence of learning.



“To teach well, we have to find out what students already know. But students do not always learn what we teach. That’s why finding out what students do know is essential to good teaching.” Wiliam and Leahy 2015

Teacher will use a range of strategies within their class to ensure that all pupils are involved in the feedback process. Examples include:

- Talk partners/group talk
- Diagnostic questions
- Randomisers including online
- Questioning in the classroom
- No hands up, except to ask a question
- Cold Calling
- Elaboration
- Examples in action
- Mini whiteboards
- Retrieval practice

- Multiple-choice questions
- Hinge Questions
- Statements to elicit evidence of learning

4. Activating students as learning resources for one another.



The purpose of peer assessment should be simply, and purely, to help the individual being assessed improve their work.” Wiliam and Leahy, 2015

Pupils will be encouraged to collaborate with their peers and support them with formative and not summative assessment, they will work together to achieve group goals. Peer feedback should always be kind, specific and helpful. Pupils can use strategies such as:

- Think, pair, share
- Paired retrieval
- Peer tutoring
- Peer editing
- Peer evaluation

Section 3: How to Get There:

3. Providing feedback that moves learning forward.



“When we elicit evidence about what our students have actually learned, we frequently find out it is not what we wanted them to learn; therefore, we need to provide feedback to get the learners back on track.” Wiliam and Leahy, 2015

Providing Feedback to pupils

At Hallaton Primary, we believe that pupils make the most gains in lessons when feedback is immediate and misconceptions are addressed at the point of learning. Therefore, we have adopted an ‘In the Moment’ feedback approach.

Throughout independent learning stages of a lesson, the class teacher and learning support assistants will use their time to support and guide individuals or groups of pupils as errors occur or further challenge is required. This may lead to fluidity in groupings within lessons and subjects so that the needs of all children are met.

Rapid and responsive interventions may also be used and could be delivered by teachers or learning support assistants within the lesson. These may take the form of a pre-teach, in-lesson intervention and/or a post-lesson intervention. Interventions may also be planned using blended learning and asynchronous content.

Where necessary, further interventions will be planned with trained staff who can specifically target pupils with specific needs beyond the lesson to close gaps or extended learning further.

Marking

At Hallaton Primary School all work will be looked at by the teacher. Whilst generalised misconceptions will be addressed in the next lesson where possible, written, developmental

feedback in books will be given to support pupils' individual next steps in their learning.

Children will be given time to improve and edit their work using a purple pen. In addition, **regular praise** to highlight significant achievements/improvements should also be included in books to help children identify when they are making significant gains in their learning.


In addition, Dojo Points, stickers/marbles, Headteacher stickers will be rewarded where necessary to indicate where a child has worked to their full potential and displayed our 5R's which has resulted in great progress within a lesson.

Examples of meaningful marking


What have you learnt during our topic?
 Tim Peake was the
 first person to visit
 the space center.
 International Space Station
 (ISS).

Monday 27th November


Places of worship - A church is a sacred place for Christians
 LO I can give three examples of what people do in a church and why they do it... describe how three objects are used in Christian worship. ✓



Humans pray in the church. ✓




They ring the bells on Sunday
 why? To say "Come to pray"
 (or to celebrate something) ✓



People sometimes get baptised by the
 priest
 → why? To welcome them to the
 church. ✓

Wednesday 19th June 2024

L.O. To write an effective setting description and
 climax using effective similes and metaphors




Carefully ~~strode~~ ^{strode} through the portal with shock to see the other side. Hee Hee
 would ~~be~~ ^{be} ~~surrounding~~ ^{surrounding} him like a ~~hand~~ ^{hand} of towers towers. He was ~~stopping~~ ^{jumping}
 around like a kangaroo ~~looking~~ ^{staring} at everything around him: ~~mythical~~ ^{mythical} animals,
 lanterns and the broken shipwreck just off the shore.

Aron slowly and clearly sniffed up the wonderful fresh, gritty air. The chocolate
 tree smell like fresh sweet heaven. ~~But then the smoky, pungent smell~~
 filled his lungs. Slowly he turned around and when he did he inhaled
 the worst smell he had ever smelt in his hole life. It smelt like the
 sewers and the toilet mixed together.

He ~~was~~ ^{was} where it was ~~coming from~~ ^{coming from} and started to ~~run~~ ^{timidly walked} toward the sickening
 smell, ~~but~~ ^{but} then someone grabbed him by the arm and ~~sent~~ ^{carried} him away to a
~~great~~ ^{great} prison prison underneath the giant castle.

★ Effective simile
 ★ Mostly accurate use of commas
 ✓ Varied sentence length



End of unit marking:

It is expected that marking is completed for all end outcomes of work. This will require the teacher to refer to the learning journey unit overview, year group expectations and in some cases a summative assessment will be carried out. The Writing Assessment Frameworks are stuck in the front of each child's book and ticked off once evidence is shown in their independent writing. These form the feedback given at the end of each Independent piece of writing. The Reading Assessment are completed during Whole Class, group and 1:1 reading sessions and targets achieved fed back to children and next steps given. A Maths assessment sheet is filled out every day which shows the objective RAG rated and whole class feedback. This RAG rating is evident in children's books next to the objective as well as a child's feedback on their understanding.

Whole class feedback

Whilst looking at books, teachers will identify the key messages to feedback to children either during the lesson as a mini-plenary or at the start of the next lesson. Examples of good work (WAGOLL) will also be shared to scaffold learning.

Evaluating Learning

5. Activating students as owners of their own learning.



"When students are owners of their own learning, all the other strategies fall into place." Wiliam and Leahy, 2015

Reflections

To help the children to reflect on their learning every lesson, the 'learning journey' from the Learning Organiser is included as part of the lesson so that the children can evaluate where they feel they are in their learning journey. This helps the teacher to understand who may need further support and challenge in future lessons.

Children will also receive regular opportunities to peer assess in lessons to help support one and other on the learning journey.

Other points

Our Creative Curriculum promotes independent learning and all children are expected to investigate areas of learning. There may also be times when learning takes place through practical activities which may result in no written recording. E.g. PE

Progress and attainment will be evaluated by the English and Maths leaders on a termly basis and will ensure that children are aware of their targets according to the recordings and assessments from class teachers.

The Headteacher and teaching staff will conduct termly work scrutiny and lesson observations to monitor that the Feedback Policy is being effectively applied and that procedures are promoting progress for all pupils regardless of ability and position.

Marking Codes

Teachers will use the school's marking key and they will mark in GREEN pen only			
GENERIC CODE FOR ALL SUBJECTS			
✓	Tick the LO if it has been achieved	Ⓘ	Next to work completed independently if rest is supported
VF	Learning has been discussed with the child at the time of marking (verbal feedback given)	Ⓒ	Next to work if supported (If whole lesson put next to LO)
✓	Tick means something is correct	SP	Spelling mistake (maximum of 3 in any piece of work - written in margin for child to find UKS2 or in LKS2 and KS1 prompt at the bottom).
●	Small dot if something is incorrect.	P	Missing or incorrectly used punctuation - written in margin for child to find.
→	Closing the gap comment/ moving on comment.	CC	Change choice of word to make it more suitable for the text type or more ambitious - written in margin for child to find.
	Any marking completed by children, corrections or children's response to marking should be in purple pen.	//	New paragraph needed
	Highlight strong features of Best Write	★ ★ ★	Best write /levelled piece to show two good features (2 stars) and one target/next step (a wish) linked to next Best write and writing assessment framework