



All Cannings CE Primary School **Feedback and Assessment for Learning Policy**

Ethos Statement

I have come that they might have life, and have it to the full.

John 10 v 10

At All Cannings Church of England School, everyone embarks on a unique journey of learning, personal development and faith.

We consider our school a family, travelling together with support from people at home, the community and the church.

Our attitudes to learning and our attitudes to life are interwoven, with the Christian values of the school evident in all aspects of daily life.

By being fully involved in our own development and an active member of both the school and wider community, we leave All Cannings equipped to achieve personal success and shape the future

Version Control

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Signed – Chair of Governors	Andy Grigg
Signed - Headteacher	Richard Borman

Introduction

This policy aims to give all members of the school community clear guidance with regard to the rationale, principles, strategies and expectations of effective feedback and AfL at All Cannings C of E Primary School.

Rationale

All Cannings C of E Primary School is committed to providing relevant and timely feedback to pupils, both orally and in writing. AfL Feedback serves the purpose of evaluating how well the learning task has been understood and diagnosing areas for development or next steps, whilst feedback communicates this to pupils. It is seen as a process of creating a dialogue with the learner, through which evaluations can be exchanged and questions asked; the learner is actively involved in the process.

Research shows that high quality AfL and feedback is an important factor in pupil learning, so this policy is crucial for All Cannings C of E Primary School. We want all children to know what they have successfully learnt and how to develop their learning further.

At All Cannings C of E Primary School, we aim to:

- Ensure all pupils have a clear understanding of their successes and what they need to do to improve further;
- Provide consistency and continuity in feedback throughout the school so that children have a clear understanding of teacher expectations;
- Use the feedback system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue which will aid progression

Principles of Effective Feedback

Effective feedback will:

- Be manageable for staff
- Be consistent in its approach
- Be positive, motivating and constructive for children and positively affect the child's progress
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- If written, be in handwriting that is legible and a model for the child
- Be frequent and regular
- Allow sufficient opportunity and time for pupils to reflect and respond
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities
- Provide information for the teacher on the success of the teaching
- Relate to either:
 - the learning objective/success criteria of the work set, e.g. science should be assessed mainly for the science content, not the punctuation or
 - the pupil's individual writing/maths target
- Use the agreed Marking Code (if written; see Appendix 1) to correct errors

Recognised Good Practice Followed at All Cannings

- Look for progress and success before areas to develop. Effective feedback is supportive and positive for children.
- Link feedback to the learning objective(s) and success criteria. Refer to these when giving written and verbal feedback.
- Link feedback to targets: individual Special Educational Needs and Disabilities (SEND) groups, layered targets, etc. as appropriate.
- Acknowledge verbal comments and praise with the appropriate symbol from the code.
- Give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria.
- Look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in feedback, i.e. not every incorrect spelling will be highlighted, only words that an individual child should be reasonably expected to know.
- Ensure feedback is prompt; whenever possible, this should be 'live' (usually verbal), allowing misconceptions to be addressed and learning to be developed immediately.

Effective Feedback Strategies

The following strategies can be used assess and provide feedback.

1. Verbal Feedback

This means the discussion of work and direct contact with the child/group of children/whole class. It should be used as frequently as possible across all age groups.

A discussion may be accompanied by the appropriate marking code symbol in the child's book or a brief remark to serve as a permanent record for the child, teacher and parent. In some cases, it may be helpful to add a record of the time taken and context in which the work was done. A VF symbol should be used to acknowledge verbal feedback has been given.

2. Quality Feedback Comments

Quality feedback should be used frequently in all subject areas to extend learning and must be differentiated appropriately. When assessing, staff may see a piece of work that requires clarification or is a good opportunity to extend that child or group of children's learning. The emphasis when assessing should be on both success and areas for development against the learning objective and success criteria. If feedback is written, 'correct' work may be highlighted/underlined in pink ('tickled pink') and areas for development in green ('growing green'), with a short, age appropriate corresponding written prompt. A focussed comment should help the child in "closing the gap" between what they have achieved and what they could have achieved.

Examples of useful "Closing the Gap" comments for both verbal and written feedback could be:

- A reminder prompt – e.g. "What else could you say here?"
- A scaffolded prompt - e.g. "What was the dog's tail doing?", "The dog was angry so he...", "Describe the expression on the dog's face".
- An example prompt – e.g. "Choose one of these or your own: He ran around in circles looking for the rabbit / The dog couldn't believe his eyes"

If feedback is written, time is then given for the child respond to the prompt, thus enabling them to 'close/bridge the gap' and improve their work further.

3. Peer Marking

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children should be given the opportunity to act as response partners and pair feedback work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed (See Appendix 2), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child's book in a different colour pencil, which is then initialled.

4. Success Criteria Checklists

Success Criteria checklists can be used in all subjects and may include columns for self/peer assessment and teacher assessment. These should be differentiated where appropriate. Example for older children:

Success Criteria Checklist	
Learning Objective: To practice writing a formal letter	
1. First paragraph: explain what your letter is about	
2. Use at least 2 different connectives	
3. Include no more than 2 rhetorical questions	
4. In the last paragraph, summarise your main points and demand compensation	

5. Why do we Feedback and employ AfL?

We feedback to assure children that we value their work, and to motivate them. We assess each individual's work, to identify problems and to help us to plan for future teaching. Feedback may be during a lesson, as soon as possible at the end of a lesson, or before the next lesson. **Instant, verbal feedback is usually more effective than written and should be implemented wherever possible.**

Feedback must both celebrate the child's achievement and give guidance on moving forward and improvement.

We share the criteria for assessment with children. Sharing the criteria for assessment and setting targets for improvement ensures a greater degree of success.

We use feedback and AfL to foster independence, encouraging children to review their own work and to improve it or move on to new work without the need for continual reassurance. Teachers are engaged in on-going assessment throughout lessons and will intervene whenever a child needs redirecting. Children should not be queuing to have their work assessed nor be left in the situation where they have nothing to do as they do not know what they are to do next.

6. How do we feedback?

All work should show evidence of being seen by an adult (with the exception of sketch books and 'wake up' /draft books). This may range from a simple tick, a short written or verbal (VF) comment , to more detailed, verbal explanations. TAs should initial any verbal or written feedback. It is up to the individual discretion of the teacher to decide what should be corrected. This will depend on the nature of task, success criteria and ability of child.

As previously stated, feedback should be face to face and verbal whenever possible. If a member of staff decides to give written feedback, it must be manageable for staff and useful for pupils. It is up to individual staff members to decide when detailed written comments would be beneficial and when to give either verbal or more concise feedback. Staff are encouraged to share any new initiatives with SLT which they feel might enhance the effectiveness of feedback and marking in our school.

All written feedback should be in a different colour to that of the original piece of work. We use pink and green pens. Pink is used for 'tickled pink' comments i.e. praise. Green is used as 'growing green' i.e. items which should be responded to during Response to Marking (RTM) or to give feedback regarding next steps. *

In maths, correct answers are marked with a tick, incorrect answers dotted green or indicated by a green square ready for correction.

There should always be some form of self-evaluation – this will vary between classes and depend on context e.g. 'traffic lights', 'thumbs up' etc.

Where a piece of work has been amended with support – following either verbal or written feedback - this must be recorded accordingly ie. S-T (teacher) or S-TA (TA) (see Appendix 2)

Response by pupils to written comments should be evident – either in the form of amendment, a record that a discussion has taken place (VF) or record that support has been given. In KS2, where an amendment has been made in direct response to adult feedback, a green pen will be used by the pupil to differentiate from independent editing (purple 'polishing' pen)

Wherever appropriate, staff will feedback to groups of pupils or even the whole class.

For core subjects, staff will record class attainment against lesson objectives, identifying areas for general and targeted feedback. Each teacher will have their own, age appropriate format for recording this and level of detail will be dependent on a range of factors such as subject and learning objective. **These must be manageable; their purpose is to provide staff with a concise record of what feedback is required if live, verbal feedback has not been possible or brief, written feedback is not appropriate.**

As previously stated, all assessment and feedback should be related to either the learning objective or the pupil's individual target.

7. Monitoring

This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale.

The application and impact of the Feedback and AfL Policy will be reviewed on a regular basis within lesson observations, learning walks, pupil conferencing and 'book looks'.

Outcomes will be shared to enhance best practice and will also form part of judgements made for whole school self-evaluation or teachers' individual appraisals as part of teaching over time for standards and achievement and for teaching and learning.

Appendix 1

Code for verbal feedback:

VF – to record that verbal feedback has taken place for this piece of work, possibly followed by:

- S-TA – amendments supported by teacher
- S-T – amendments supported by TA

Appendix 2

Code for written feedback:

He instinctively knew what to do.

.....

What a great word choice!

(There are dots under the word because the writer wanted to try a new word but wasn't sure how to spell it).

.....

[The clouds were so low they seemed to trail their mists in the tree-tops.]

What a great sentence/paragraph!

.....

P

You've made a punctuation mistake.

.....

Sp

This is a spelling mistake/ there's a spelling mistake on this line.

.....

//

This should be the start of a new paragraph.

.....

WOZ

This is a spelling that you should be getting right every time.

c aj

grapheme error (correct phoneme box, incorrect grapheme choice).

The burger was nice.

Please try to find a better word choice than this.

Children should put dots under any ambitious vocabulary choices to let the marker know that it's a spelling they aren't sure about.

'Tickled pink' pen – concise, positive comments that may include marker's personal response and/or refer to previous feedback e.g.:

'Well done, you've remembered full stops this time!'

'Growing green' pen – corrections, things to practise or comments to move learning forward (often with examples for clarity) e.g.:

- 'could - couldn't; should - ?'
- 'Can you think of a more effective word than said?'
- 'Next time, try to make sure that you vary your sentence starters eg. rather than 'he ran down the hill as fast as he could', you could try 'running down the hill...' or 'as he ran down the hill...'