

Fishwick Primary School



Feedback and Assessment Policy

Policy Devised by HT and Teaching staff 22/1/19

Adopted by Governors (Curriculum Committee) 16/06/2022

Reviewed : 03/03/2022

Next Review: Summer Term 2024

Policy Principles

The Feedback and Assessment Policy has been revised after adopting recommendations made in the findings of the governments 'Workload Challenge' (Feb 2015) and Ofsted's 'Myth Busting' updates.

Feedback should:

- BE MANAGEABLE FOR TEACHERS.
- Relate to learning intentions and success criteria, which must be shared with children.
- Include and involve all adults, working with children in the classroom.
- Give children continuous opportunities to become aware of and reflect upon their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear, unambiguous strategies for improvement.
- Respond to individual learning needs.
- Inform future planning and individual target setting.
- Be accessible to children.
- Be consistent throughout the school, with set codes and strategies in place.
- Ultimately be seen by children as a positive means to improving their learning.
- Be continuously attempting to develop the children's ability to self- evaluate.

Policy aims

We recognise that feedback is crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step.

To ensure that feedback is effective and empowers the learner we aim to:

- Establish opportunities for prompt and regular dialogue with children as part of our daily routine.
- Ensure that both teachers and children are clear about the learning objectives of a task and the criteria for success.
- Ensure that children are encouraged to evaluate and edit their work before handing it in or discussing it with the teacher.
- Ensure that children are acting on feedback in future work.
- Ensure that teachers provide constructive suggestions about the ways in which the child might improve his/her work.
- Ensure that teachers are selective in the aspects they choose to comment on.
- Ensure that teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding.
- Ensure that teachers use the information gained through marking together with other information to adjust future teaching plans.

Key Strategies

We recognise that many strategies need to be used on a daily basis to enable teachers to make formative assessment based on the work children produce and move them on in their learning. At Fishwick Primary School we have decided to use a **Feedback and Assessment Record Book** to form the basis of our main approach to feedback to children.

To show that a piece of work has been assessed the teacher will RAG rate the title. These communicate to the child that:

R. The teacher needs to give them more help to understand.

A. They are working towards their learning objective.

G. They have achieved their learning objective.

Acknowledgement Marking.

Teachers will check and mark the accuracy of children's work (using ticks for correct answers and . (for errors) based on the Learning objective/Success Criteria.

Teachers will use the RAG system to let the pupil know whether they have been successful or not in their learning.

Teachers will use a system of marking symbols which the children in each class understand (see Appendix)
Staff also use stickers, stamps and Dojos.

When assessing, teachers at Fishwick will:

Ensure that ALL work is at least acknowledgement marked each week including that which has been self or peer marked.

Improvements made by the children following feedback will be made in purple pen.

At Fishwick Primary feedback is given in;

- Green pen by class teachers
- Black pen by TAs
- Blue pen by students and supply teachers
- Purple pen by peers

Feedback in EYFS

In EYFS feedback strategies include:

Verbal Praise

Smiley faces

Stickers, stamps and Dojos

Annotation of work and photographs by staff

Children beginning to annotate their own work and pictures

Oral dialogue with children about their play, work or special books

Reinforce praise given by parents for showing good learning behaviours out of school