



# **Bishops Down Primary and Nursery School**

*Learning Today, Leading Tomorrow*

## **Feedback & Assessment Policy**

Our vision is that Bishops Down will be

A community which develops life-long learners who are confident to flourish in an ever-changing world

Bishops Down Primary and Nursery School strives to grow leaders of the future who have a strong moral, spiritual, social and cultural understanding. Our ASPIRE school values of Achievement, Self-Belief, Perseverance, Independence, Resilience and Equality, underpin the life at the school at all levels. The school's aim is to provide opportunities for our children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.

<b>Policy lead</b>	Emily Lightbody, DHT
<b>Governor team</b>	Curriculum Committee
<b>Date approved</b>	24 April 2023
<b>Date of next review</b>	Summer 2025
<b>Policy reference</b>	Internal (non-statutory)

## **Aims of the policy:**

### **Introduction**

Our policy is rooted in Our School Vision. “**Learning Today, Leading Tomorrow**”

Bishops Down is a fully inclusive community school with **high aspirations** for every pupil. Our children will move on from Bishops Down with a strong sense of:

**Achievement** *in personal goals and academic attainment*

**Self-belief**, *to be confident in different situations*

**Perseverance**, *to be resilient in times of change*

**Independence**, *to be a life- long learner*

**Respect** *for each other and the world around them*

**Equality** *for all*

### **Assessment for learning**

This policy of Bishops Down Primary and Nursery School is based on a set of aims which reflect our educational philosophy and support the overall vision and aims of the school. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment, leading to a mastery of key skills and concepts.

Most of our assessment is “formative”, which means children are given continual feedback through such vehicles as adult dialogue, marking and peer discussion, so that they are very clear about how they are progressing and how they can improve. We seek to develop the children’s capacity and confidence to respond to challenging tasks as part of fostering a growth mindset.

### **Feedback to close the gap**

#### **Feedback should:**

- be meaningful
- reflect the lesson’s success criteria and whether it has been achieved
- encourage children to make further improvements
- when appropriate, be responded to by the children who modify their work in response
- encourage children to reflect on their own learning needs
- be consistently in line with the Assessment and Feedback Policy but may look different in each class
- inform future lesson planning, goal and/or target setting
- take place as soon as possible to the child’s learning
- must be done prior to the next lesson in that subject (all written marking)
- have impact on children’s progress or understanding of how they can progress

## **Feedback strategies used at Bishops Down:**

### **Verbal Feedback**

Our philosophy is that the most effective feedback involves the teacher and pupil sitting together for an immediate discussion about their learning. Where verbal feedback is given, this is noted in the margin using the marking code VF. It is not expected that this is done for every child as doing so effectively within a lesson would be difficult. Teachers should focus on pupils who need the most support and vary the time spent giving verbal feedback for different children. It is important that higher attaining pupils are not excluded from verbal feedback as it is equally important that they are also given advice on how to move their learning forward.

### **Live Marking**

Live marking takes place during the lesson and proves most effective in moving children's learning on. When children receive adult intervention within the lesson, they are able to pick up mistakes early and amend these for the remaining learning tasks. Where possible, within maths lessons, adults will move around the classroom giving immediate feedback on the children's accuracy and competency in that skill. They will be able to provide the children with the confidence to move on to more challenging tasks or intervene where misconceptions have occurred. Although live marking is most likely to take place in maths, it is possible and good practice, where appropriate, to encourage live marking into other areas of the curriculum.

### **Written Feedback**

#### **Expectations:**

- Every piece of work is marked by a teacher or TA.
- Self or peer-marking acknowledged at the least.
- The expectation for Maths and English books is, other than in unusual circumstances, work is marked prior to the next time that book is used.
- For wider curriculum subjects, the expectation is that, other than in unusual circumstances, work in a particular subject is marked before that subject is taught again.
- The expectation is that all books are marked up-to-date at the start of every week.
- Work is marked using green and pink pens.
- "Correct" or "incorrect" should be indicated with a modest sized tick or a dot.
- Teachers' handwriting should model the school handwriting scheme.

Written Feedback should focus on the learning and effort involved in the task. The emphasis of the feedback should be on both the success against the Learning Objective and Success Criteria. Sometimes it may not be appropriate or necessary to write words or comments in pupils' books if that pupil is too young to read the words or alternative methods of feedback will work better to enable the child to progress. All written comments should take into account the child's age and reading proficiency so that the children can access their feedback or have suitable support in order to do so. Where appropriate, a symbol can be used in place of words (see Appendix 1).

### **Green – go, Pink –think**

This is an extremely effective form of feedback as it celebrates what a pupil has done well and highlights what they can do to improve their work even further. It is important that when this is used, teachers are following up on how the pupil has acted on the feedback given. A focused written, developmental comment, written in pink, aims to 'close the gap' between what a pupil has achieved and what could be achieved next. Developmental comments take the form of:

- a scaffold prompt (Tell me more about.....)
- a question (Test Base, Diagnostic Questions )
- an example prompt

See examples below –

- I am so impressed with your use of language Timmy. You really thought about how to impact the reader's feelings.  
Now write two sentences including semi-colons. This will help you add additional information and build a more vivid image for the reader.
- Great use of speech Aisha. Well done for remembering all the punctuation needed.  
Avoid using 'said' too often. Replace the word 'said' in your work with other verbs that would suit the way the character is speaking, e.g. bellowed, cried, cheered.

### **Expectations for marking the first draft in English**

We mark first drafts in detail in order to give pupils feedback and challenge so that they are aware of the next steps needed to improve their work. Marking must be purposeful and be done so that it moves the pupils' learning forward.

1. First drafts should be marked AFTER children have edited and improved their writing. There may be occasions when you feel that doing so before the edit and improve process would be more valuable, for example, for children who are LA or SEN. Please use your professional judgment but this should only apply to a minority of children. Note that the teacher must also mark any editing and improving (including any footnotes).
2. Aspects of work that children have done well should be highlighted in **green**. This should include –
  - Skills used that have been taught during that writing learning journey
  - Skills used that children have been taught previous to that learning journey (only once per skill)
  - Use of vocabulary of the learning journey
3. Aspects of work that need improving should be highlighted in **pink**. This should only be for –
  - Sentences that do not make sense
  - Aspects of composition that cause the plot of the writing to be disjointed or that would cause confusion for the reader. Where needed, this should be accompanied

with a written comment in pink in the margin or where there is space to explain further.

- Annotations in the margin should be made to indicate where mistakes in punctuation or spellings have been made. Not every single spelling needs to be indicated, 3 maximum. Teachers should focus on the spellings which are made up of spelling rules within their phase or year group. This should be SP for spelling errors and P for punctuation errors (missing punctuation or punctuation used incorrectly). The actual spelling mistake or punctuation mistake should not be highlighted as children should assess the line for which you have made an annotation, identify the mistake themselves and correct. NOTE: if you feel that a child cannot do this due to ability, you may want to highlight the error for them so they can identify it more easily. After three errors have been highlighted, correct any additional mistakes made. The number of mistakes highlighted is limited to three so that pupils' work is not covered in pink highlighting.

- One comment must be made at the end of the writing in green that is positive and related to the skills that children have been learning for that learning journey. e.g.

Great work today, you have really thought about how to develop your character. You have also applied the use of apostrophes for possession correctly.

- One comment must be made in pink as to what children can do to improve their writing when writing their final drafts.

In your final draft, I would like to see more use of relative clauses. Please also aim to use more of the vocabulary learnt in this writing journey (refer to our working wall).

- Once marking has been done in preparation for the final draft, the children should be given time to read and understand their feedback and have the opportunity to ask any questions for clarification if needed. This should be done at the start of the final draft lesson.

## Maths specific marking

- Children self-marking should **only** be used if using for instant feedback. All self-marking should be checked by an adult.
- If having the children self-marking, they should complete a maximum of three questions before marking (unless it is the times tables test). Instant teaching of misconceptions/incorrect answers is needed when children are marking – help desk, focus group table etc.
- AfL in lessons is very good practice but only if used correctly – if marking at the end of a lesson, this should be done by the adult not the child.
- All work is acknowledged every day.
- Circle misconceptions and give time to go back and address these.

## **Success Criteria checklist**

This form of assessment can be extremely useful as it not only gives the teacher and pupil/or peers the opportunity to assess a piece of work but also acts as a prompt to remind children of how to be successful in their learning. When devising success criteria, the teacher must consider whether it will act as a breakdown of a skill or a list of things to remember. See examples of each below:

### Reminder prompt success criteria:

#### **LO: To use cohesive devices in my writing.**

<b>Success criteria:</b>	<b>S/P</b>	<b>CT</b>
I can include speech in my writing.		
I can use cause and effect conjunctions to help explain content to the reader.		
I can use time adverbials to link my paragraphs.		

### Breakdown prompt success criteria:

#### **LO: To convert mixed number fractions to improper fractions.**

<b>Success criteria:</b>	<b>S/P</b>	<b>CT</b>
I can multiply the whole number by the denominator.		
I can add the number to the existing numerator.		
I can write the improper fraction and keep the denominator the same.		
I can simplify where possible.		

These do not have to be used for all the children in Year 6 during writing lessons but can be if needed.

Success criteria could be used as a method of differentiation. See example below:

#### **LO: To write a setting description.**

<b>Success criteria:</b>	<b>S/P</b>	<b>CT</b>
I can use capital letters to start my sentences.		
I can end my sentences with an appropriate punctuation mark. .!?		
I can use adjectives to explain what I can experience with different senses.		
I can use conjunctions including, 'because', 'but', 'if'.		

#### **LO: To write a setting description.**

<b>Success criteria:</b>	<b>S/P</b>	<b>CT</b>
I can write sentences that explain what I can experience with different senses.		
I can use conjunctions including, 'because', 'when', 'but', 'if'.		
I can use adverbial phrases in my writing.		

## Reflect and Perfect (RAP) Task

This strategy is a core part of our assessment and feedback practice and is used whether a pupil has understood the learning or if they need further support. RAP tasks should be used in maths and science and may be used in the wider curriculum where appropriate.

RAP tasks should be given on the principle of:

- **error** (for a pupil who has not understood the learning), represented by a circle in their book.
- **embed** (a pupil who has understood the learning but you want to embed this further), represented by a triangle in their book.
- **extend** (a pupil who has fully understood the learning to a high level of competency), represented by a square in their book.

RAP tasks can take many forms; it can be based on the same tasks done in the lesson but you want to see another one completed to ensure the pupil has fully grasped it and can do it the next day. This allows children to consolidate learning and transfer it from their short term to long term memory. It could be a worked example to illustrate an error to a pupil and a question for them to complete or it could be a task designed to extend their knowledge or apply their skills in a varied application opportunity. RAP tasks should be demarcated with the appropriate shape drawn in the child's book in pink. The tasks for each shape will then be displayed on the whiteboard for the children and saved within the teacher's planning notebook. See below for examples of RAP tasks;

## History

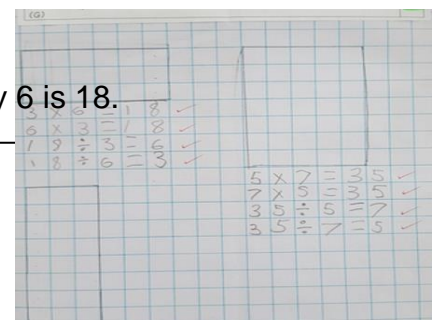
- Think again. Why would it have been impossible for Vikings to use a television to entertain themselves?
- What would you say to Emily Davidson today almost 100 years after women got the right to vote?
- Mr Milne argues that child labour is sometimes necessary in order for people to survive. Do you agree with him? Explain?
- How did the industrial revolution contribute to the end of slavery?

## Science

- Why do you think mainly metal is used for knives, forks and spoons instead of wood?
- Why is it so important to find an alternative to fossil fuels?
- Why are viruses able to invade and infect bacteria if they are both classed as micro-organisms?
- Why can you not change both the location of the plant and the amount of water given during this test?

## Maths

- Reasoning – Mrs Morgan says she can also derive that 3 divided by 6 is 18.



Do you agree? Why?

- Different context – Draw 3 arrays for the product 24.
- Application – Draw an array to work out  $3 \times 4$ . Use this area to work out  $\frac{1}{4}$  of the result.

### **RAP tasks could be delivered by:**

- Teaching a short input, picking up misconceptions, followed by symbols displayed on the whiteboard with three different types of questions.
- No teaching input, but a small group of children working with an adult in a group to pick up misconception (circle).
- If a concept is being retaught the next day the symbols might be used to start children off at different points in the lesson and/or on the work given.

### **Self-Assessment**

In order for children to feel a sense of ownership in how they are progressing, we regularly encourage children to self-assess their own learning. This could take the form of marking their own spelling test, ticking correct answers in maths or SPaG or being given adequate time to read, edit and improve their work based on the success criteria.

### **Peer-Assessment**

It is very meaningful for children to review work with their talk partner. However, it is important to consider the following:

- Children need to be taught how to effectively give and receive peer feedback
- Children should be encouraged to point out what they like first, and only then make suggested improvements relating to the learning objectives/success criteria.
- Children should aim to improve their learning through dialogue and comment on this when appropriate in books.

### **Teacher's role**

In order for feedback to be effective, time must be set aside within lessons for self/peer assessment. If children are required to re-draft or extend their learning from the previous lesson we must ensure adequate time is allocated to this to enable children to succeed and for the feedback to have value. In teachers' non-contact time, teachers should anticipate which form of feedback may be most appropriate to which lessons and plan accordingly. It is important to remember that the highest quality feedback is immediate and verbal, enabling children to address mistakes and misconceptions and continue their learning on the correct path.

## **National Tests and Assessments**

### **Baseline**

Each child's progress is very closely tracked and monitored throughout their time at Bishops Down. In their early days in Reception we use the Department of Education's Baseline to assess where children are in their learning and to identify next steps



### **Year 1 Phonic check**

Towards the end of Year 1 children are expected to know the sounds that make up the English Language (phonics) and will be given a National test, reading words containing these sounds to confirm all children have learnt phonic decoding to an age appropriate standard. Any children who have not reached this level will receive additional support to ensure their decoding skills continue to improve.

### **Year 4 Multiplication Tables Check**

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week check window, usually within the month of June, to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

### **SATS**

Children in Year 2 and Year 6 are currently assessed in the first half of summer term using statutory national tests. The results of these assessments are reported annually to the parents and published on the school's website. Non statutory test materials may be used in classes 1, 3, 4 and 5 to assist teacher assessment of pupil progress. The national expectation is that children should aim to achieve secure band two at the end of Year 2 and secure band 6 at the end of Year 6.

### **Cognitive Abilities Test (CATs)**

Children in Year 4 and 5 are assessed on distinct abilities of Verbal, Non Verbal, Quantitative Reasoning and Spatial Ability. These results are shared with parents and followed by a meeting with the Headteacher for children in Year 5.

### **Quality Assurance**

#### **Pupil Progress Review Meetings**

Bishops Down School holds termly pupil progress meetings. These meetings are chaired by the Headteacher, Deputy Head or SENDCO. The purpose of these meetings is for the group:

- to consider every pupils' progress and attainment relative to their targets
- to identify all vulnerable pupils at risk of not meeting their targets
- to take co-ordinated action to ensure progress is accelerated through specific interventions
- to hold staff to account against the agreed action

#### **Moderation**

At Bishops Down we moderate assessment results and samples of children's work both internally and externally with other local schools. We are also moderated by the Local Authority as part of their duty to check schools on an annual basis. These meetings are rigorous and standardised.

#### **Analysis of Assessment Data**

Senior leaders, Subject leaders, class teachers and governors will carry out an analysis of

progress and attainment data of all children in the school. This data is shared at regular intervals throughout the year and feeds in to the School Development Plan.

**Publication**





The school has a duty to publish school performance data. Links to DfE performance tables are on the school website.

## Appendix 1

### Feedback Codes

- Green - 'go'. Comments or highlighted examples where the Success Criteria has been met or effort celebrated
- Pink - 'think'. Guidance on how children can improve their work
- Purple - children's response to feedback, self-editing or marking
- Black - peer marking (responses in someone else's book)

#### KS1

- . – Incorrect response
- ✓ – Correct response
- SP – Spelling error
- VF – Verbal Feedback given
-  – Capital letter missing
-  – Finger spaces missing
-  – Full stop missing
-  – Cursive writing please

#### KS2

- . – Incorrect response
- ✓ – Correct response
- VF – Verbal Feedback given
- P – Punctuation missing or incorrect
- SP – Spelling error
- G – Grammatical error
- / – New line needed
- // – New paragraph needed

#### Reflect and Perfect (RAP) symbols

Circle – My teacher, or another adult, will support me to have another go to be successful.

Triangle – My teacher would like me to practice this learning.








Square – My teacher thinks I am ready for a challenge.

## Appendix 2







### In books

KS1




#### English








 Green highlighter/green pen	GO! The LO and SC have been met.
 Pink highlighter/pink pen	Think. This shows me my next steps for learning.
 Purple pen	My responses and self-editing.
.	Whoops! I've got this wrong.
✓	Yay! I've got this correct.
VF	An adult has spoken to me about my work.
SP	Spelling mistake.
	I've missed a capital letter.
	I've forgotten my finger spaces.
	I've missed a full stop.
	I need to remember my cursive handwriting.

#### Maths

 Green highlighter/green pen	GO! The LO and SC have been met.
 Pink highlighter/pink pen	Think. This shows me my next steps for learning.
 Purple pen	My responses and self-editing.
.	Whoops! I've got this wrong.
✓	Yay! I've got this correct.
VF	An adult has spoken to me about my work.
<b>Reflect and Perfect (RAP) symbols:</b>	
	My teacher will support me to have another go to be successful.
	My teacher would like me to practise this learning.
	My teacher thinks I am ready for a challenge.

#### Science and topic

 Green highlighter/green pen	GO! The LO and SC have been met.
 Pink highlighter/pink pen	Think. This shows me my next steps for learning.
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.	Whoops! I've got this wrong.
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


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## KS2




### English

Green highlighter/green pen	GO! The LO and SC have been met.
Pink highlighter/pink pen	Think. This shows me my next steps for learning.
Purple pen	My responses to feedback and self-editing.
Black pen	Peer marking
.	Incorrect answer.
✓	Correct answer.
VF	Verbal feedback.
SP	Spelling mistake.
P	Punctuation missing or incorrect.
G	Grammatical error.
/	New line needed.
//	New paragraph needed.

### Maths

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	My teacher will support me to have another go to be successful.
	My teacher would like me to practise this learning.
	My teacher thinks I am ready for a challenge.

## Science and topic

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	My teacher will support me to have another go to be successful.
	My teacher would like me to practise this learning.
	My teacher thinks I am ready for a challenge.