



Kilby St Mary's C of E (Aided) Primary School

Feedback Policy & Guidelines (incl Assessment, Recording & Reporting)

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1. Aims

1.1 Throughout assessment, recording and reporting we aim to:

- Discover what the pupils have learnt;
- Ensure that pupils have the opportunity to assess what they have achieved and to think about their next steps;
- Identify pupil's future learning needs;
- Provide a common system of recording for the whole school;
- Include evidence of achievement in all areas;
- Keep parents / carers informed of their child's progress;
- Aid purposeful discussion with pupils, teachers and parents / carers.

2. Assessment

2.1 Assessment is part of the learning journey. Formative (assessment for learning) and summative assessments have an important part to play in the learning process. Formative assessment takes place during learning, allowing teachers and pupils to assess progress on the learning journey. Summative assessments sum up what the pupil has achieved at the end of a period of time, relative to the learning aims and to national standards.

The following assessments take place in school:

- EYFS Baseline
- Marking and feedback – informs planning, next steps and aids identification of specific learning difficulties;
- On-going checks of spellings and number facts;
- A variety of pre and end-of-unit assessment activities to inform tracking;
- Regular self and peer assessment;
- On-going assessment during the Foundation Stage, in line with the Foundation Stage Profile;
- Unsupported writing assessments at least once per half term;
- Half-termly phonics check.
- SATs – Year 6 tests in May – set week;
- Phonics Screening Check June Year 1 and retakes for Year 2;
- End of term tests in reading and mathematics for years 1 – 6;
- Termly spelling tests – from Year 2 to Year 6 (RWI Get Spelling);
- Specific diagnostic tests for pupils with SEND.

3. Feedback

At Kilby we recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

3.1 Feedback is positive and inclusive. Successes must be identified, and children should feel encouraged as a result of the feedback process. We aim to give feedback consistently throughout the school to:

- present children with positive feedback and provide guidance for improvement to extend or support learning;
- be a two-way process – when children are given comments and tasks they are expected to respond;
- be purposeful - any tasks that the children are given as a part of the feedback process should have clear purpose;
- be meaningful to the children;
- be supportive of the children's needs;
- encourage children to feel proud of their work;
- check that children have demonstrated the appropriate skills, knowledge and understanding required of the learning objective;
- correct misconceptions and be correctional (numerous mistakes usually show an error in understanding, meaning follow up intervention is required);
- be reflective of the high expectations we have of grammar, spelling, punctuation and calculation;
- be reflective of the high expectations we have of handwriting and presentation;
- inform the assessment process to further inform planning.

3.2 Feedback in practice:

Whilst we aim to give feedback consistently; this does not mean marking everything in an identical way. The age and ability of the child, the subject and the nature of the learning objective, will necessitate different approaches:

- Teachers are responsible for the marking in books and are accountable for this.
- Teaching assistants may mark some work – this may be at the time of learning or after working with a group.
- Teachers mark in green pen for positive points & pink pen for corrections, development, etc.
- All written work is 'marked' in some way; children's efforts are noted and recognised.
- All work is returned to the children in time for the next lesson in that sequence so that they can effectively respond to comments.
- Children will respond and make corrections using their orange pen (pencil may be used for younger children). The orange pen is also used by the children to self-edit.
- All pieces of written work will be titled with an 'L.O' which reflects what the children are learning during that lesson.
- All work should be dated by the pupil or teacher.

PLEASE NOTE MARKING IN EYFS, Y2 AND Y6 MAY DIFFER FOR THE PURPOSE OF EXTERNAL MODERATION WHEN EXTERNAL GUIDANCE IS FOLLOWED INSTEAD. ADDITIONALLY, WHEN UNDERTAKING RESEARCH AND DEVELOPING A NEW POLICY, THIS POLICY MAY NOT BE APPLIED SPECIFICALLY.

Teachers are clear in their understanding of the difference between marking and feedback that is simply identifying corrections and marking that is developmental, using both as effective tools.

Correctional marking: Correctional marking is used in all pieces of work and addresses errors in spelling, grammar, punctuation and calculation. It reinforces our expectation that the high frequency words, grammar, calculation processes and skills appropriate to each year group should be inherent in

all learning. Children are expected to correct errors in these so that they become embedded in every piece of work. Correctional marking does not necessarily relate to the learning objective for that lesson and may just address previous learning.

If a piece of work requires decoding or transcribing to aid understanding then this will be done by an adult, in either pen or pencil, depending on what the child has used initially.

The number and type of spelling corrections given should be in line with the child's ability. They can be asked to respond in a variety of ways, including copying out, hangman style, using a dictionary, correcting prefix or suffix or adding to their spelling logs.

Developmental marking: Developmental marking is specific to the learning objective for that lesson. It extends the learning, addressing any misconceptions that have occurred and encouraging the children to explore and explain their thinking. Teachers give the children developmental marking tasks to complete in English and maths as appropriate. Suitably challenging tasks might include asking the children to explain their findings, identify their errors, highlight what they have done well and why, and to rewrite part of their work in order to improve it. See Appendices B and C.

4. Assessment for learning

4.1 Every teaching and learning task offers assessment opportunities. Below is a guide to how this is to be achieved (**summative**) in each subject. Approaches may differ dependent upon age and/or stage of the child of group:

Subject	Assessment Activities
EYFS	EYFS FSP: Termly summary of 7 areas of learning. End of Year ELG.
Maths	WRM: Start & end of unit assessment booklet, End of Term Tests.
Writing	Independent piece of writing (at least eight pieces per year) - variety of genres.
Reading	Termly reading test PIRA Reading assessment scores.
Phonics	Half-termly assessment of progress and achievement re: groupings.
Spelling	RWI half termly assessments plus annual Vernon spelling age test (1 st week March)
History, Geography, Science, RE	Start of unit 'What Do I Know' evidenced in books. End of unit 'What I Know' evidenced in books.
Art, DT, ICT, MFL	Evidence of achievement against key LOs in sketch books & DT/ ICT/MFL folders/books.
PSHE, PE, Music	Evidence of achievement against key LOs established through pupil interviews.

5. Moderation

5.1 It is important that assessments are moderated to ensure consistency within school, across our collaboration group of schools and with nationally agreed age-related expectations. This happens through:

- Liaison between teachers within school – including learning walks and book checks – staff meeting time.
- Collaboration group of schools moderation.
- Local Authority moderation.

6. Recording

6.1 Teachers are required to keep a range of records to show pupil achievement and progress.

These include:

- Data tracking grids (reading, writing and mathematics), on-going updates reviewed each term
- Reading records
- Independent writing tasks: year group writing grids (one per child) kept and updated half-termly.
- Start and end of unit tasks and tests evident in books.
- Key objective tasks evident in books and folders.

7. Individual records to be kept centrally

- Pre-school reports
- Transfer documents
- Reception baseline results
- Foundation Stage Profile
- Y1 and if required Y2 phonics checks
- KS2 SATs results
- SEND information
- Important letters
- Reports to parents
- Management Information Systems are used to provide information on individuals, groups and cohorts, to gauge progress and help to set targets.

8. Records to be kept by class teacher

- Assessment tracking grids (reading, writing and mathematics)
- Reading records
- Writing assessment trackers
- Special Educational Needs and Disability information

9. Information from Pre-Schools

- Where pupils transition from our own setting (Seedlings), our pre-school staff will liaise with Reception staff and pass on all records.
- Where pupils transition from other settings, our Reception staff will liaise with pre-school staff and collect records and keep for three months.

10. Transfer to Secondary School

- SATs results and teacher assessments, copy of Year 6 report, SEND information and confidential information.

11. Transfer mid-phase

- Where children leave us mid-phase, we will pass on all records to the receiving school, either by hand (signed on receipt), or securely electronically, including any Safeguarding or SENDCo records where applicable.
- Where children join us mid-phase, all records received will be shared with the class teacher (and DSL, SENDCo if applicable) for their consideration, then stored centrally as appropriate.

12. Target Setting

- National curriculum age related targets are set at the beginning of each year, after consultation between the Headteacher and class teachers and prior attainment is the minimum expectation.
- Class and pupil targets may be included as part of teachers' performance management objectives.

13. Reporting

- Information to parents, outlining areas of study for the year ahead, is sent out at the beginning of each academic year.
- October – Parent/carer/teacher consultation evening including review of pupils' progress.

- March – Parent/carer/teacher consultation evening including review of pupils' progress.
- End June/ July – Annual report (and SATs/phonics results when applicable) on individual children to parents / carers with the option to meet the teacher to discuss if necessary.
- Parents / carers and teachers may request meetings to discuss concerns.
- Each term meetings are held with the parents of SEND children to discuss pupil passport, progress and specific concerns etc., as appropriate.

14. Monitoring and Evaluation

- SLT to discuss targets, school procedures and self evaluation.
- Feedback from parents / carers at individual meetings with the class teacher, SENDCo or Headteacher.
- Staff discussion concerning procedures and their effectiveness.
- Discussion at the local governing body.
- This policy will be reviewed in three years or earlier if required.