

WESTFIELD PRIMARY SCHOOL

Assessment and Feedback Policy

January 2024

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This Policy was written by Andrea Banks.
It is updated regularly during the academic year.



'Love of Life, Love of Learning'

Our Vision:

We want all Westfield children to foster a 'Love of Learning and a Love of Life', enabling them to excel, be the best they can and achieve the necessary life skills for their future.

The principles and aims of assessment

Assessment is essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences to prompt appropriate action.

Assessment at Westfield Primary needs to be:

1. Positive
2. Manageable
3. Useful and used
4. Consistent

Assessment in the school will be used to gather information about the performance of individual pupils, groups and cohorts so that it can be used to inform target setting and tracking at a range of attainment. It will also be used to gather information to inform teachers of what needs to be taught next and provide information to inform the schools strategic planning.

Guidelines

Assessment will take different forms for differing purposes. It needs to be diagnostic and evaluative, finding out which attitudes, knowledge, understanding or skills are not properly learned or acquired yet thus preventing pupils making the expected progress. Assessment informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Formative day-to-day assessment - the information gained "forms" or affects the next learning experience. This will be carried out in a variety of ways including:

- Question and answer in Class
- Feedback from pupils' work
- Observational assessment

In-school summative assessment - the information gained allows teachers to evaluate both pupil learning and the impact of teaching. Both these purposes help teachers to plan for subsequent teaching and learning. It includes:

- End of year tests
- Short end of topic test
- Reviews for pupils with SEND

Nationally standardised summative assessment - the information allows schools to benchmark their school's performance against other schools locally and nationally. It includes EYFS data, SATs tests in 6, Multiplication Check in Year 4 and Year 1, Year 2 Phonics tests.

Effective assessment is characterised by meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from Foundation Stage (Foundation Stage Profile) to Key Stage 1 and Key Stage 1 to Key Stage 2. It is also used for the smooth transition between KS2 and KS3. Effective assessment should provide opportunities to analyse performance in terms of cohorts of pupils as well as analysis of the achievement and attainment of pupils for example: Children who are on Free School Meals; children with English as an additional Language; children with special educational needs; refugees; pupils who are looked after by the local authority.

Assessment in this school will be enhanced by:

Pupils' involvement in self-assessment through:

- Self / Peer appraisal of work
- Self-feedback of work
- Summary / evaluation of topic work at the end of the unit
- Thumbs up / thumbs down / Faces (see Feedback Policy for more detail)
- Talk for learning strategies
- Discussions with individuals to set targets

Parents' involvement.

- Meetings with parents
- Provision Map meetings
- Open afternoons/book looks
- Parent / teacher meetings (Formal)
- End of year reports
- SAT talks

Reporting to Parents

Reporting to parents takes a formal approach 3 times per academic year comprising 2 parents' evenings and a formal report in July. There will be short reports to cover teacher assessments, targets and Learning Behaviours given at the parents' evenings in October and February. Reception children have time to settle into school and get used to the routines. As a result, their short reports will go out in December and March. The annual report must cover achievements, general progress and attendance records. In addition, parents of children in Y1, Y2 and Y6 should receive SATs test results/Phonics Screening check results.

In Y4, parents should receive their child's Multiplication Check result. In Year 6 the report needs to contain a comparison of how children in this school have done compared to children nationally. In EYFS, parents are informed of the ELG attainment in the Summer Term.

Assessment - who is it for?

Assessment is for the Child. All assessment should be used to know where a child is, so that work can be set at the appropriate level with high expectations.

Assessment is for the Teacher to ensure work is set at the appropriate pitch to challenge children and ensure targets are met.

Assessment is for the Parent to give support / knowledge of where their child is, where they go next and how they can help.

Teachers will know:

- Where the pupils starting from considering termly data
- Whether the class has learnt the knowledge and skills planned for (reflecting and adapting planning as required)
- If all the pupils are making at least expected progress and who needs to make accelerated progress
- Which pupils need more help and in which areas and plan in-class conferencing and/or intervention work to support this, ensuring parents are informed
- Which pupils need extension work ensuring this is reflected on planning
- That subject leader support is available and any amendments to skills and knowledge on the Overview documents has to be agreed with the subject leader.

Key Questions that the Head teacher, the Leadership Team, the Inclusion Leader, curriculum teams and teachers should know answers to:

- Are the pupils making at least expected progress?
- What provision and support is in place to support those that need to catch up?
- Is the pupil's progress in-line with the school's targets/National expectations?
- Are there any major problems / barriers to their learning?
- Is the pupil's progress in line with the school's targets / National expectations?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

The parents/carers should know:

- Is my child making good progress?
- Are there any major problems?
- How is my child doing compared in relation to national expectations?
- What can I do to help?

The Child should know:

- The knowledge and skills they have and what their next steps are
- The 5Rs and how they apply to learning



- The Nurture Principles and how this facilitates a positive learning

environment conducive to learning and making progress



Governance, Management and Evaluation

Monitoring and evaluation

The Assessment Leader and Senior Leaders (HT/DHT/AHTs & Inclusion Leader) will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers (including Pupil Progress Meetings), pupils and parents/carers; sampling pupils' records and reports and sampling teachers' planning. Outcomes of whole school data analysis are shared with Governors through the Autumn term meeting and FGB reports.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the SDP. The School Development Plan is a 'live' document to allow for continuous improvement and to provide flexibility throughout the academic year.

Class Assessment Data

The class teachers (Yr 1 - 6) assessment data information should contain the following and be available to leadership.

1. Policy
2. Data sheet (including standardised scores. Standardised scores will be used to analyse the data using 94+, 100+, 115+ thresholds, SHINE interventions resources support gap plugging.)
3. Venn Diagram sheet showing Key Marginal Children
4. The most recent Pupil Progress form that identifies pupils who need targeting.

Old test papers should be shredded, providing the data is written down except SATs papers that should be stored for 7 years after they leave.

Use of Assessment in Other Subjects

On ScholarPack, there are formative and summative assessment grids for Science and Computing which should be completed termly. There is a class overview of the Foundation Subjects (Excel document) which shows teacher judgements made termly. On the Summer Term reports, attainment, effort and progress is recorded for all these subjects.

- Yellow means they are working below age-related expectations;
- Green means they are working at age-related expectations and;
- Blue means they are working at Greater Depth.

Teachers add comments to the excel document to show the support that specific children in their class are receiving to enable them to learn in the lessons. The excel document is a working document for the teacher to review regularly throughout the term. The document calculates the percentage of children in each class working at/above age-related expectations for each Foundation Subject. Subject leaders of foundation subjects use these documents to analyse their subject across the school and act accordingly.

Internal Moderation and Cross Phase Moderation/Cross-school Moderations (EEEEA/Woking Hub Partnership)

2023/ 2024 dates for EEEA moderation:

Wednesday 22nd November 2023 via zoom (using Pobble platform)- Byfleet organising, writing focus.

Thursday 13th June 2024 via zoom (using Pobble platform)- Westfield organising, writing focus.

As Writing is a whole school focus this year (2023/2024) - PPA should ensure opportunities for regular moderation of writing pieces and whole school internal moderation will also be planned by the English Lead.

Staff Development

The Assessment Leader and Senior Team will ensure that class teachers go on appropriate training courses linked to assessment in their age-phase and role. After training courses, teachers will cascade information in Staff Meetings and/or to key staff members.

Assessment overviews will be shared during INSET and staff meetings. The Assessment Leader and Senior Team will stay up-to-date with key assessment changes and initiatives and act appropriately.

Formative, Day to Day Assessment

Assessment should be used in every lesson. This can happen in a variety of different ways to suit the needs of the pupils and the purpose of the assessment e.g.

- **Questioning** -Assess what is known through targeted questioning. Use open questions for those who offer ideas and to selected pupils to assess understanding.
- **Self-assessment and peer assessment** -Faces / Thumbs up / self-assessment by the child(ren). Teacher should provide reflection time throughout lessons. RAG rated trays enable pupils to demonstrate their assessment of their success against the learning objective.
- **Observations** - By the teacher & LSA. Notes may be recorded using post it notes / notes on planning (evaluation and next steps section if appropriate). EYFS - use IPAD - "Evidence Me"
- **Feedback** - During the lesson with the child (best) and after the lesson (See feedback policy section below). It is important for the children to be given time to reflect on this and respond to the feedback as soon as possible.

Reading:

Targets are to be in folders for each half-term covered or currently in.

Skills cards in the back of Literacy/Maths books are optional for all year groups. However, at certain times, some teachers may be directed to use them in order to support teaching and learning.

Class teachers should be updating the ScholarPack statements regularly linked to planning and at the least, at the end of each unit based on the work completed in class, in order to promote rapid progress (formative assessment) and inform planning. Weekly PPA sessions should start with a reflection of the children's learning and a discussion of any necessary adaptations, ticking off relevant statements on ScholarPack. This also involves comparing 3 random Literacy books each week plus another subject on a rolling basis.

All children should be exposed to the targets from their year groups. However, some children will need to continue to work on previous targets to address 'gaps'. These should be in addition to the targets from the current year group. Children on the SEND register should have bespoke targets (which may be below year group expectations) that link to their provision map.

Curricular Targets

Literacy and Numeracy Targets for each child should reflect at least 6 steps of progress, which supports the whole class target of at least a "0" progress measure, based on standardised scores and also 1 point a half term in ScholarPack.

These class targets come about from the analysis of tests throughout the school, teacher assessments and SATs (see Analysis of Tests and Whole School Curricular Targets section).

Planning for Assessment

Planning formats throughout the school should allow for assessment. They should have skills and knowledge for the day (also on Skills/knowledge slips) and allow for individual, group and whole class assessment of children. Feedback from LSAs should also be used to support planning. Daily conferencing, as part of fast feedback, should be reflected through annotation on the weekly subject plan.

Internal Summative Assessment

Assessments

- Formative statements on ScholarPack should be regularly checked in weekly PPA for Reading, Writing and Maths.
- ScholarPack statements that remain un-highlighted should feed into planning, individual targets and IPPs as appropriate
- Termly GPS, Writing, Reading and Maths summative teacher assessments are completed on ScholarPack
- Termly NTS and GAPs tests at the end of the term. The test results should support a teacher assessment judgement
- The Assessment Leader presents data termly to Governors
- Termly Science and Computing formative and summative assessments completed on ScholarPack
- Termly excel spreadsheet for the other subjects should be completed to show children working below, at and above age-related expectations. Notes should be added to show support that certain children are receiving

What you tick	What it means
Emerging	The child is beginning to understand the statement and has been exposed to the learning in class.
Developing	Generally, the child understands the statement but could be inconsistent. They need a bit more practise.
Secure	The statement understood and the child can generally complete questions independently.
Exceeding	The child understands and can apply this learning to a variety of contexts.

Data Sheets

Class data will be analysed regularly by Assessment Lead and shared with SLT/ Governors as appropriate.

This data, alongside test results will be put into the termly class data sheet to monitor the progress measures and outcomes and data outcomes and progress discussed in Pupil Progress meetings. It is the responsibility of the class teacher to consider the necessary provision and implement clear adaptations within their planning and classroom.

Reporting Children's Attainment and Progress

Attainment

Children are working at least a year below age-related expectations	Children are working within a year of age-related expectation	Children are working at the age-related expectation	Children are working above the age-related expectation
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N=year group

Autumn 1 (Checkpoint 1)	Autumn 2 (CP2)	Spring 1 (CP3)	Spring 2 (CP4)	Summer 1 (CP5)	Summer 2 (CP6)	Teacher Judgements
n:3	n:4	n:5	n:6	nx1	nx2	Greater Depth
n:2	n:3	n:4	n:5	n:6	nx1	
n:1	n:2	n:3	n:4	n:5	n:6	Expected
Next 5 steps down						Working Towards
6 or more steps below age-related expectations						Pre-Key Stage

This forms the basis of moderation with schools in the EEEA. In Years 2 and 6, the Government Teacher Frameworks are used too.

Progress

Over an academic year, children are expected to make 6 steps of progress. If a child finishes at :6, then they should finish the next academic year at :6 or higher. For a child working below year group expectations, they need to be making more than 6 steps of progress to close the gaps. For those children finishing an academic year on x1 or x2, their expected progress would mean they finish the next academic year on x1. If they finish on x2, then they have made accelerated progress.

What do we mean by Value Added?

All pupils at Westfield Primary are capable of making progress and it is important that we are able to measure their progress year on year. Expected progress each year is 6 steps. Any child achieving more than 6 steps of progress is making more than expected levels of progress. Pupils with SEND will make progress at different rates.

Reporting and analysis of data

The Trust Board uses Assembly Analytics to inform them of the outcomes of each school and how the schools compare to each other. This is a strategic tool also used by the CEO and Excellence Board to evaluate and discuss each school's progress.

Internally, we use the following documents to analyse Whole School Data and the impact of teaching and learning in each class.

- 1) On-track combined (Reports - Assessment - On track - Combined) Change filters for academic year, checkpoint, classes and cohorts.

Year Group	Below	Expected	Exceeding
1	38.11% (28)	53.99% (40)	71.11% (8)
2	33.33% (24)	58.97% (42)	72.5% (8)
3	41.38% (35)	58.82% (51)	78.04% (14)
4	39.13% (18)	59.37% (26)	78.22% (7)
5	38.89% (23)	61.02% (38)	72.93% (13)
6			

- 2) School Overview of progress in Reading, Writing and Maths for All children, PP and SEND cohorts. (Reports - Assessment - School Overview). Change filters for different cohorts and classes.

2018 - All Students

2018 summaries for Reading - All Students

Year	Overall from CP6	Overall from IB	Start CP6		End Curriculum Year													
			Points	Points	CP6	Change net CP6 to CP5	Change	CP7	Change	CP8	Change	CP9	Change	CP10	Change	CP11	Change	
1	0.0	0.0	0.0	0.0	19.72	0.0	0.0	19.72	1.0	20.86	0.96	21.48	0.87	22.47	1.94	0.0	0.0	
2	4.81	0.0	23.8	0.0	24.97	1.96	0.0	25.45	0.44	26.21	0.95	27.3	1.86	28.97	0.94	0.0	0.0	
3	4.88	0.0	29.52	0.0	32.04	0.71	0.0	31.71	1.09	31.98	0.95	32.99	1.03	33.97	0.95	0.0	0.0	
4	4.88	0.0	34.48	0.0	35.42	0.96	0.0	35.19	0.79	37.37	1.5	38.19	1.04	38.8	0.97	0.0	0.0	
5	4.91	0.0	40.91	0.0	41.79	1.08	0.0	42.38	1.02	43.18	1.6	44.22	0.81	45.18	1.51	0.0	0.0	
6	5.27	0.0	48.28	0.0	47.48	1.2	0.0	48.41	0.93	49.43	1.32	50.44	1.04	51.11	1.86	0.0	0.0	

Termly Tests and Assessments

EYFS Baseline

Assessments are made of all children during their first 6 weeks in school. The tests have been delivered to school and they must be kept in a locked cupboard until they are used. This data is shared across EEEA.

Phonics Screening

This is carried out in Year 1 during Summer Term; children who did not meet the Threshold retake in Year 2 at the same time.

Reading Benchmarking

Benchmarking will take place to monitor children's progress throughout the year.

NTS tests and GAPS

NTS and GAPS tests are used in the school as an indicator of how the children are progressing alongside teacher assessments as well as providing evidence for analysis by Literacy, Numeracy and the Assessment Leaders, SENCO, Inclusion Leader and the Leadership Team. (See Analysis of Tests Section)

Once test papers for Maths and Reading are marked, the class teacher can complete the QLA (Question Level Analysis) on the MARK website. This can be used to identify appropriate SHINE interventions on the same website to support gap plugging. Standardised scores and age-related standardised scores will be compared to their predictions and the variance will be used for progress measures.

EYFS assessment:

Formative assessment using Evidence Me, Summative assessment on ScholarPack: baseline, Autumn 2, Spring 2, Summer 1, Summer 2

By the end of the Summer term, to support transition into Year 1, EYFS staff are to complete formative assessment ticks on ScholarPack for Reading, Writing and Maths for where the children are currently working.

The Year 1 teachers can then use this information to pitch work appropriately at the start of the year, identifying any gaps and suitable interventions. They can also use this information to make end of year targets more accurately.

Important dates for 2023/24 (Added/updated as necessary)

Autumn Term

1st six weeks - EYFS Baseline to be completed and results uploaded

12th October 2023- Staff meeting assessment time

16th October 2023 - EYFS On-Entry data to be entered into ScholarPack

16th October 2023 - Checkpoint 1 data on ScholarPack finalised Y1-6

17th and 19th October 2023 - Short Reports (Ys1-6) and children's reviews to be given out at Parents' Evenings.

13th November 2023- start of assessment period

23rd November 2023 - Staff meeting assessment time

Data to ABA 1st December 2023 8am (Checkpoint 2 on ScholarPack; test scores) Years R-6

From 4th December 2023 - Pupil Progress meetings - Pupil Progress notes to be completed by teachers in black font before meeting commences.

11th December 2023 - Reception reports to go home.

Spring Term

22nd-25th January 2024 - Year 6 mock SATs

Y1-6 Reports to go out at Parents' Evenings 6th and 8th February 2024

4th March 2024 - Start of assessment period

Data to ABa 15th March 2023 (Checkpoint 4 on ScholarPack; test results) YR-6

From 19th March 2024 - Pupil Progress Meetings Pupil Progress notes to be completed by teachers in green font before meeting commences.

18th March 2024 - Reception reports to go home.

Summer Term

Week of 13th May 2024 KS2 SATs :

Monday 13th May - GPS and Spelling

Tuesday 14th May - Reading

Wednesday 15th May - Maths 1 (arithmetic); Paper 2 (reasoning)

Thursday 16th May - Paper 3 (reasoning)

3 weeks from 5th June 2024 Y4 Multiplication Check

Week starting 10th June 2024 KS1 Phonics Check (all Year 1 plus resits in Year 2)

10th June 2024 Reports to SLT for signing

17th June 2024 - start of assessment period

Data to ABa 28th June 2024 8am (Checkpoint 6 on ScholarPack; test results) YR-6

From 4th July 2024 - Pupil Progress Meetings - Pupil Progress notes to be completed by teachers in purple font before meeting commences.

5th July 2024 - Reports sent home

Submission of EYFS profile

TBC

Deadline for TA assessments to LA

TBC - KS2

TBC - Phonics Check data

National Standardised Summative Tests

Year 6 SATs

SATs (or Standard Attainment Tests) are ordered automatically for the school. This is because Westfield Primary takes part in the pupil level annual census (PLASC).

All pupils in the final year of Key Stage 2 and who are working at the appropriate level for the tests at Key Stage 2 must take the tests. If pupils have been assessed as working below the level of the tests they should not be entered.

MOCK SATs- Year 6 children will complete practice papers each term as part of their preparation for the final tests in May and they will sit previous papers as **MOCK SATs**.

SATs follow a strict timetable set yearly. Schools are responsible for deciding the start time for the tests each day although the tests must be taken on the day they have been timetabled. All pupils taking the tests must take each test at the same time, unless unavoidable practical difficulties make this impossible.

Pupils with Special Educational Needs / EAL children may be eligible for extra time or an amanuensis for the tests but this must be discussed with the Assessment Leader and the SENCO as evidence must be provided online on the Primary Assessment Gateway website where an application deadline applies. The class teacher should complete these applications alongside the Assessment Leader.

SATs test usually arrive around 1 / 2 weeks before the test dates.

Delivery of the SATs papers need to be checked by the Assessment Leader and another member of staff. Once checked, the papers must be stored in a secure, lockable place. A log will be there to complete.

On the week before the tests, the Year 6 team will give details of administering the tests out to relevant staff. They should take part in an organised meeting to discuss any difficulties that may arise. It is the Headteacher's decision whether a child should not be entered for the SATs. The Headteacher must write a report (See ARA for details) and send a copy to the Parents, the Chair of Governors and a copy must be on the child's educational record.

Once complete the tests are collected up alphabetically and stored in a lockable, secure area to await collection.

Once the test results have been delivered to the school, the Assessment Leader along with the subject leaders should be given time to look over the tests for inaccuracies in feedback. (See 'Analysis of the Tests').

After the SATs, the school will use the conversion table published by NCA tools to convert raw scores to a scaled score and a scaled score of 100+ will mean the child has met "Expected Standard". By the end of the Summer Term, parents must be informed as to whether their child has met expected standards or not in Reading, Writing, GPS, Maths and Science.

Teacher assessments for Writing and Science must be returned to Surrey by **TBC 2024**. At this time, Teacher Assessments for any child that did not sit the Reading, GPS, Maths tests need to be submitted. Statutory external moderation must take place before schools submit their data. These assessments must be based on a broad range of evidence from across the curriculum e.g. Written work, practical work, oral work and informal tests. To meet the

Expected Standard, there must be evidence of the pupil demonstrating consistent attainment of all the statements in the Teacher Framework document for Expected and the previous standard. For Writing, there are four categories of accountability: Pre-key stage; Working towards Expected Standard; Working at Expected Standard; Working at greater depth within the Expected Standard. For Science, two categories are used: Working at Expected Standard; does not meet Expected Standard.

Year 2 SATs

These are now optional. If schools choose to do this, the recommendation is that they are carried out in May as previously and results are not sent to LA.

Phonics Check

Delivery of the SATs papers need to be checked by 2 members of staff who will not be involved in delivering the check. Once checked the papers must be stored in a secure, lockable place. A log needs to be filled in.

The Phonics Tests will be carried out by the class teachers in Years 1 and 2. The Assessment Leader will monitor tests for moderation purposes. Teachers new to role will go on courses as appropriate. All teachers need to watch the relevant training video in the week before delivering the Phonics Check. Results need to be submitted to LA by **TBC 2024**.

EYFS

Teachers submit their judgements near the end of the Summer Term (by **TBC 2024**). They assess each child against the Early Learning Goals (ELGs) in each area of the profile. If a child has not reached the ELG, they are given Emerging (1). If they meet the ELG, they are given Expected (2). The results show which children gained the Good Level of Development (GLD). Staff new to EYFS will attend training as appropriate. As part of the new framework, there will no longer be external county-run standardisation sessions. Instead, there will be in-school and cross-school (in the Trust) moderation.

Westfield's Fast Feedback Policy

The purpose of feedback

- Fast Feedback should always enhance the child's learning and provide effective feedback to the teacher about a child's learning and / or misconceptions to ensure planning is focussed and for a pupil to take responsibility to enhance their learning. It should never make a pupil feel their efforts are inadequate so that they either play safe next time or stop trying to improve (*I tried my best but I still got it wrong...why bother?*). The purpose of effective fast feedback is not to criticise what the child is working on, but to assess

both what has been learnt and understood and what the next step for learning is, in relation to focussed ScholarPack assessment statements. Children can self-correct their work. We aim to teach and train the children to self-correct and re-draft, as part of their growth mindset, drawing on our underlying values. This is a long-term process which is related to Teaching and Learning policies.

- As part of the process children will be supported to reflect on ways to improve their work. Reflective Reindeer sentence starters will be displayed around the IWB to support children's self-reflection.
- We aim to foster and develop a true love of learning, through children being able to reflect and up-level their work, based on:
 - Positivity- "I am positive about my learning, I may not understand it YET... but through perseverance and resilience to keep going.. I will eventually." A positive Growth mindset.
 - Respect - "I respect myself and others and show this through producing work to the highest standard I can and ensuring presentation is of a good quality. "
 - Independence - "I know it is my choice to make a change and uplevel my work... I can do it!"
 - Diversity - "I will listen to and act on advice and thoughts given by an adult through pupil conferencing or through my peers."
 - Excellence - "I will strive for Excellence to be the best I can be."
- Feedback is always related to the child's needs (targets) and the skills and knowledge of the lesson. It is used by the teacher and pupil to assess against the learning objective and move the *individual* child on to the next learning target. Feedback is wholly verbal and predominantly within the context and delivery of the lesson. Each child is fully involved in understanding the "tool kit" of success (identified in the ScholarPack statements and in the Writing Mats). They are guided to reflect and take ownership of their learning, using a red pen to demonstrate reflection and self- assessment in their written work.

Who is feedback for?

Feedback is for:

1. The pupils - to know what they are doing well and reflect on any misconceptions or next steps. Question stems/ prompts provide scaffolded support and reflection time. SEND pupils may require additional written feedback to address their misconceptions and close their gap as part of their provision map.
2. The Teacher -to inform planning and record on the school's assessment system (ScholarPack) as a record of how the child has progressed according to the skill(s) of the lesson (learning slip). This should be completed regularly (at the end of each unit of work). This enables teachers to notice gaps and plug these through group or individual conferencing.

3. The Parents and other adults - receive regular feedback about whether the pupil is working at the expected standard (based on ScholarPack statements) and pupils' books will demonstrate progress as a result of feedback. Pupils record a reflection, using a red pen, after there has been feedback/ input during the class or at the end of a lesson.

What type of feedback occurs?

1. Teacher - group or individual feedback through conferencing - the teacher may use a post-it to feedback spellings, or support a child in verbalising their reflection after discussion. The pupil should take responsibility for this.
2. Partner review- this is co-operative feedback using the pupil friendly feedback mats and/ or identifying pupil outcomes in books against specific criteria evidence in each other's books that demonstrates this.
3. Individual review - using the feedback mats or identified skills/knowledge.

Class Teacher Conferencing

Each child should have at least one CT conferencing session in both Writing and Maths each week. If they are one of the identified key marginal children, then they need two for each of Writing and Maths in one week.

For each CT conference, the red "I spoke with my teacher and..." should be completed by the child where possible. When the child works with the teacher, they must be using red pen. QA activities will look for the red stamp and/or red pen. Children's own editing must not be done in red pen.

At the end of the lesson, children should put their books in the RAG trays to support assessing the children who have not worked with the teacher.

Each pupil will RAG rate their lesson's work in a tray at the end of a lesson. The teacher is expected to look at each book, starting with the red tray, without adding any comment in the book. A stamp and sticker acknowledging the work is the minimum amount expected to be seen in the children's books. This process helps teachers to identify whether the children need intervention before the following lesson either by the CT or the LSA. It also informs their planning and teacher "groups" which are flexible to reflect this.

When a pupil has input from an adult this should be evident on their work through a VF stamp / TA assisted stamp AND his/ her reflection written in red completing the teacher stamp, I spoke with my teacher and.... (whenever the teacher has completed conferencing) or independently without the teacher stamp as an independent reflection.

Maths - children may mark their work as a class or independently to reflect on whether they have any misconceptions during the lesson, so that these can be addressed through fast feedback.

The teacher should give regular input, through conferencing or written feedback, for more-able or 'light touch' pupils, at least once a week in English and Maths. Verbal feedback or feedback stamps / stickers will be used in all other subject areas, with verbal feedback given

where appropriate. A record of the CT conferencing in English and Maths should be kept on the back of each week's plan.

Name	TC English	TC Maths	Marvellous Me	Extra CT conferencing	TC English	TC Maths	Marvellous Me
Shya				Mason			
Jay				Cameron			
Finley				Balint			
Charlie				OSCAR			
Callum				Oscar			
Summer				Uk			
Marley				Alfie			
Layla				Martha			
Yusef				Hugo			
Oliver				Ayaan			
Max				Eleanor			
Keira				Phaebe			
Milla				Howie			
Annalise							
Aleasha							

Work may be photographed and uploaded to Seesaw. Photographic evidence and printed off ICT work may be used to provide evidence of pupils' work, alongside a pupil's reflection about their role within the group/ individual exercise recorded, I spoke with my teacher and ... In addition, teachers have a "My work is on Seesaw" stamp to use in the children's books.

Positive praise stamps/ stickers and 5R stickers should be used to support verbal feedback, where pupils have demonstrated the 5Rs or progress in moving their learning forward.

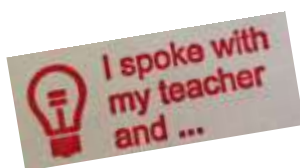
"Marvellous Me" is used for feedback to parents regularly throughout the term, linked to pupils' positive outcomes, progress and attitude. 2 activities should be sent every week. Each child should receive a badge at least once a fortnight.

Common Approach to feedback in all work

1. Has the child achieved the key skill/knowledge of the lesson? - child's self-reflection (red pen) and the teacher's assessment (purple pen) using the following code.

Symbol	Meaning
☺ smiley face	understood
☹ face with straight lips	partially understood
☹ face with wiggly (not sad) lips	not understood

2. Next steps/hints for improvement. Use the *learning slip* to support feedback to children. Red Biro Pen/ pencil is used to show that the teacher's comments have been thought about or the child has reflected on their learning, using the "tool kit" of success as support.
3. The teacher should stamp the work with the appropriate stamp (s) and/or stickers.



What does Fast feedback look like in class?

- Whole Class teaching (10 mins max) - before the independent session children will stick in the learning slip and this will be used for the children's self-reflection at the end of the lesson.

Monday, 27 th June 2022 Today's Learning: to write a story of a known genre What skills and knowledge can you show? <i>Get ideas from my prior story knowledge</i> <i>Sequence my ideas logically</i> <i>Use a thesaurus to up-level my vocab</i>	Self	CT	Support: I VF TA CP
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- Teachers (or appropriate adult) could carry out focussed input with any children who need a follow up, this may be from the "red tray" or other children identified by the teacher from the previous session.
- The teacher will carry out focussed conferencing with individual or paired children (each child needs to be worked with at least once a week in both Literacy and Maths - KM children need 2 conferences a week (Quality First Teaching). During this conferencing session, the child will work in red biro pen to show where they received assistance. The children would then try some more on their own in pencil/blue pen. The focus of each conference needs to be put on your daily Maths and Literacy plans - children's names (not groups) and the specific target you are working on:

CT conferencing - BE - name, name, name, name, name - using 'and' to extend sentences; using .CL accurately.

- Teachers feedback (modelling, corrections) in pupil books using green pen if needed either when working directly with the children or when assessing it after the lesson.
- If it is a misconception that many children are demonstrating this need will be addressed by the teacher using a mini-plenary to redirect learning.
- For each Maths and English lesson, teachers must plan which children they are going to complete a conference with. The children and focus must be stated on the

Maths/English plan. The teachers must have done this with each child at least once in Maths and once in English in a weekly period, for example, they may have had their conferencing when identified from the previous session as needing a focussed input or it maybe a planned or non-planned conferencing slot. It is the teachers' responsibility to ensure they have done this. A teacher may also conference with other children they notice who are struggling either on a 1:1 basis or as a small group.

- During the lesson or plenary, teachers may have answers up on the board for children to use to self/peer mark. The teachers may choose to read out the first set of answers after a given amount of time.
- Last 5/10 mins - At the end of the lesson, the children will use a red pen to reflect on their learning either individually or as peer feedback, identifying next steps or skills learned. E.g. I spoke with my teacher and Children in Years 5 and 6 will begin to write more detailed red reflections including their possible next steps.
- The pupil finally reflects using the smiley face system to indicate how they felt about the learning.
- After the lesson, the children will RAG their books, teachers will prioritise looking at the books in the red tray (those that feel they struggled with their learning). Teachers must highlight the skills slip and add the appropriate face in purple pen. Teachers can use short motivational comments (written in purple pen) and/or stamps to praise the children.
- Teachers should identify children who have struggled in the lesson and aim for those children to receive some gap plugging either later on that day or during the next lesson.
- In EYFS feedback will look slightly different. Feedback would continue to be immediate with children responding to next steps/green comments immediately with the adult. The teacher would continue to use a purple pen (for praise) and a green pen (for next steps) with the adult verbalising the comments with the children.
- If work is on Seesaw, the learning slip will still be put in the workbook and stamped accordingly. Teachers are expected to evaluate this although children's comments may be on-line.

Learning Slips

- Throughout the school, the skills/knowledge of the lesson should consistently be displayed and discussed with the children for every lesson. The teacher should discuss and share these so that the children have a clear understanding of what they will be learning in that particular lesson and what they need to achieve by the end of it.
- Learning Journeys should be shared in each lesson. It should display a road, starting points, skills/knowledge of the week/unit, future learning. It must have the current 5R character.

Learning Journey

Add and subtract

Previous Learning: Learning, respect, Prayer, Worshipping, Divinity, Work, Mosque

Current Learning: What is important to Muslim families?

Future Learning: Other religions, Respect, Tolerance

Allah The Muslim word for God.	respect To admire someone	messenger takes a message to someone
Islam The religion of Muslims.	holy something special connected to God	Arabic The language of Arabic people.

Handbook, Text, One (and large numbers), Solving more complex problems

Muhammad the prophet, Muhammad the good leader, Allah, Qur'an, Holy words of Allah

<p>Monday, 27th June 2022</p> <p>Today's Learning: to write a story of a known genre</p> <p>What skills and knowledge can you show?</p> <p>Get ideas from my prior story knowledge</p> <p>Sequence my ideas logically</p> <p>Use a thesaurus to up-level my vocab</p>	Self	CT	<p>Support:</p> <p>I</p> <p>VF</p> <p>TA</p> <p>CP</p>
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- During the lesson the teacher should return to the learning slip and Learning Journey and ask the children questions or describe what they have learned which will allow them to demonstrate their understanding of the lesson (eg mini-plenary where appropriate).

Fast Feedback - Key points

- Plan to conference with each child, at least once a week in Maths and Literacy. Key Marginal Combined children should have at least two conferences in the subject(s) they are close to achieving age-related expectations
- Helicoptering after initial conferencing can lead to other conferencing.
- Children write in red pen when they are working with you.
- Adults to use green pen for jottings/examples while working with children.
- Purple pen/highlighter to show good aspects.
- After conferencing, stamp work for children to complete the sentence "I worked with my teacher and...." in red pen.
- Other children to write a reflection at the end of the work.
- Children to complete red face and put in marking boxes.
- Teachers to start marking with those in the red box. Stamp work, tick and **highlight the learning slip and add a purple face**. Write on plan the initials of the children that struggled...address these at some point during the day or at the start of the next lesson.
- Stamp/sticker to acknowledge the children's work.

Example of CT conferencing on plan:

Class Teacher conference: **name, name, name, name, name** - check understanding of tens and ones then use to add on tens or ones.

Learning Slip format:

Monday, 27th June 2022 Today's Learning: to write a story of a known genre What skills and knowledge can you show? <i>Get ideas from my prior story knowledge</i> <i>Sequence my ideas logically</i> <i>Use a thesaurus to up-level my vocab</i>	Self	CT	Support:
			I
			VF
			TA