



"The worst scenario is one in which some pupils who get low marks this time also got low marks last time and come to expect to get low marks next time. This cycle of repeated failure becomes part of a shared belief between such students and their teacher."

Black and Wiliam, 1998.

"The teacher's job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning."

Dylan Wiliam, Embedded Formative Assessment.

Why do we need a new approach to assessment at Stoke Holy Cross Primary School?

The 'levelling system' which was used in the old (pre-2014) curriculum led to a high-stakes accountability system in which progress was measured through points of progress or progression through the sub-bands. Invariably, it meant that children were being pushed through the levels as quickly as possible - often linked to the 'points of progress' staff were expected to achieve.

The new National Curriculum is designed to promote depth of understanding. We want a system which allows teachers to focus solely on identifying gaps in children's learning and focus on deepening understanding (a mastery approach) as children move through our curriculum.

The publication of the final report of the Commission on Assessment without Levels in September 2015 and subsequent discussions with other schools and internally as a staff have driven this policy.

We have decided to place the following statements at the heart of assessment in our school:

- Assessment in our school identifies gaps in children's learning that need to be addressed through either intervention, next-steps in written feedback or verbal feedback.

Everything that we do when making assessments of children's learning produces information which will allow us to improve pupils' achievement and allows us to identify how well our pupils are progressing within our curriculum - AfL (Assessment for Learning) is our primary focus.

- We track the progress our children are making across our curriculum using PITA (Point In Time Assessment) judgements. They provide an 'overview' statement relating to an individual's current 'learning journey'. It is not used to generate progress data as this has no impact on teaching and learning.

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- Feedback is provided to children as close to the point of the work being completed as possible. It could be verbal or written and will have the primary purpose of deepening understanding to drive progress (see Feedback Policy for more information).

At Stoke Holy Cross Primary School, assessment allows us to:

- **Place the child at the centre of learning.**
- Provide meaningful feedback to the child.
- Maximise learning potential through effective AfL.
- Help children learn how to be the best learner they can be.
- Inform learning by highlighting areas for development - enabling the child to establish clear 'next steps'.
- Effectively plan future lessons, interventions and stretching activities.
- Make accurate judgements about children's progress.
- Facilitate and improve communication between job-share teachers, teachers and TAs.

Therefore:

- **Our school** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress across our curriculum.
- **Every child** understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners who thrive on being challenged and enjoy making progress. Our children are not afraid to 'take risks' or 'make mistakes' in their learning journey and adopt the 'Growth Mindset' approach to their learning - understanding themselves as a learner and driving their own progress intrinsically.
- **Every teacher** is equipped to make well-founded judgments about pupils' progress, understands the concepts and principles of progression within our curriculum, and knows how to use their assessment judgments to plan effectively.
- **Every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

At Stoke Holy Cross, we know that our assessment model is fundamental to ensuring that children in our school are making progress. By adhering to this policy, we know that children will make progress as a result of the assessment model allowing children to:

- Catch up through effective and well-planned interventions.
- Fill gaps as close to the point of identification as possible



- Deepen understanding through higher-order questioning and providing stretching challenge.
- Overcome barriers through an effective SEND support programme.

How will we ensure that assessment at Stoke Holy Cross Primary School ensures our children make progress?

Tracking Grids

- These are critical to ensure that children are making progress because they allow us to identify gaps in learning.
- Staff keep tracking grids either in children's books or in a central folder - these are for maths and writing.
- If a child shows that they can do something, it should be ticked-off the grid. This could take the form of written work in books or through a range of other formative assessment methods, such as;
 - Use of higher-order question (Bloom's Taxonomy) and answer sessions to evaluate pupil understanding.
 - Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
 - Mini-plenaries to determine understanding at regular intervals.
 - In mathematics lessons, teachers will often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
 - Observational assessment.
 - Scanning work to instantly assess for pupil understanding.
 - Self (or peer) assessment at the end of a lesson based on individual learning objectives and Success Criteria.
 - 1:1 or group discussions with pupils.
 - Next step marking and feedback (see Feedback Policy).
- Any evidence from any tests are also placed onto the grids. We complete tests for the purpose of identifying gaps which need filling.
- As a staff, we recognise that if any testing has taken place, we undertake question level analysis as this allows the identification of gaps - informing both planning and intervention.

TARGETS	Teacher Assessment	Test Assessment	Secure
Number and Place Value			
Counts in multiples of six, seven, nine, 25 and 1,000.			
Counts backwards through zero to include negative numbers.			
Orders and compares numbers beyond 1,000.			
Rounds any number to the nearest 10, 100 or 1,000.			
I can read Roman numerals to 100.			
I recognise the place value of each digit in a 4-digit number.			
Addition and Subtraction			
Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why.			
I can add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.			
Multiplication and Division			
Recalls multiplication and division facts for multiplication tables up to 12 x 12.			
I can multiply 2-digit numbers by a 1-digit number using formal written layout.			
Fractions (including decimals)			
Recognises and shows, using diagrams, families of common equivalent fractions.			
I can add and subtract fractions within the same denominator.			
Counts up and down in hundredths, recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10.			
Rounds decimals with one decimal place to the nearest whole number.			
Solves simple measure and money problems involving fractions and decimals to two decimal places.			
Measurement			
Converts between different units of measure (e.g. kilometre to metre; hour to minute).			
I can measure and calculate the perimeter of a rectilinear figure in cm and m.			
I can read, write and convert time between analogue and digital 12 hour clocks.			
Geometry – properties of shapes			
Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.			
Identifies lines of symmetry in two dimensional shapes presented in different orientations.			
I can identify acute and obtuse angles.			
Geometry – position and direction			
I can describe movements between positions as translations.			
I can describe positions on a 2D grid as coordinates in the 1st quadrant.			
Statistics			
Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.			



- The tracking grids are used to support our knowledge of children's learning and are a fundamental part of everything we do. However, they are not designed to be followed as a curriculum map!
- The '2' Grid Problem: Some children need two tracking grids in their book if they still have targets which remain unticked from previous year group. These grids will run parallel to each other if only a few things remain on previous grid - previous objectives are 'ticked off' as they are taught within the current year group curriculum - we strive to provide personalised learning so that every child can make progress at their own rate.
- For reading assessment, teachers keep notes when hearing children read, when completing a phonics sessions, when tracking progression through 'book boxes' where necessary and from guided reading sessions to inform their PITA judgements.

How do these tracking grids then fit into our assessment model?

Towards the end of every term, staff will be asked to make a PITA judgement on the progress of each child in their class. To form this professional judgement, teachers will use the tracking grids to provide them with an understanding of the both the scope and depth of understanding of each child.

Staff may also use the outcomes of any internal test results (e.g. NFER (National Foundation for Educational Research) tests/pre-SATs testing/Twinkl end-of-unit tests) to inform this judgement.

As a staff, we recognise that if any testing has taken place, we undertake question level analysis as this allows the identification of gaps - informing both planning and intervention.

The PITA judgement is not a linear measure.

Children are not necessarily meant to move through the PITA definitions - that is not to say that they won't if effective AfL is taking place or they are really struggling with a concept (they could move up or down!) BUT no progress data is attached - it is not an accountability measure, purely a tracking procedure.

Pupil Asset Colour Key	Stoke Holy Cross Age Related Expectations
Well Below Expected	<ul style="list-style-type: none"> • Is largely or wholly unable to access the age related National Curriculum content covered so far this year, even with heavy personalised support and scaffolding (this may be due to EAL or significant barriers to learning). • Will undertake different tasks to the rest of the class.
Below Expected	<ul style="list-style-type: none"> • Is able to access some of the age related National Curriculum content covered so far this year but only with personalised support and scaffolding. • Has significant gaps in their learning. • Struggles to embed concepts. • May be undertaking different tasks to the rest of the class. • Cannot apply their learning independently.
Just Below Expected	<ul style="list-style-type: none"> • Is able to access some of the age related National Curriculum content covered so far this year but frequently needs some scaffolding to support their learning. • Has significant gaps in their learning. • Experiences difficulty to embed concepts. • Is <u>starting</u> to apply their learning independently but can find it difficult to do so.
Expected	<ul style="list-style-type: none"> • Is meeting the majority of, but not all, of the age related National Curriculum content covered so far this year. • Is successful at learning many new concepts. • Is <u>starting</u> to apply new skills independently but may not be consistent. • May make some errors but will usually be able to improve work following feedback and support. • May have some gaps in their learning.
Just Above Expected	<ul style="list-style-type: none"> • Is meeting all of the age related National Curriculum content covered so far this year. • Is successful at learning new concepts. • Consistently applies new skills independently and accurately. • May make occasional errors but is able to improve work following feedback and support.
Above Expected	<ul style="list-style-type: none"> • Has displayed an in-depth understanding of the age related National Curriculum content covered so far this year. • Is able to make links in their learning to deepen their understanding. • Is able to apply new skills independently and across a range of contexts - making very few errors. • Can explain and justify their ideas.
Well Above Expected	<ul style="list-style-type: none"> • Has displayed an in-depth understanding of all the age related National Curriculum content covered so far this year. • Is able to make links in their learning to deepen their understanding. • Is able to consistently and accurately apply new skills independently and across a range of contexts - making no errors. • Can explain and justify their ideas. • Demonstrates significant skills and knowledge beyond the curriculum content covered. • Can analyse and evaluate their own and others' performances effectively.



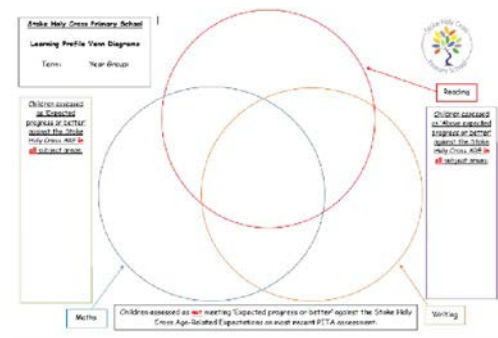
What happens once a PITA judgement has been made - what do we do when a learning profile has been identified?

Current PITA Assessment (Based on Stoke Holy Cross Age-Related Expectations)					
High Prior Attainment of any subject	Good Progression of any subject	Low Prior Attainment of any subject	Disadvantaged	SEND	

Once the teacher has made a PITA judgement, the staff transfer this information onto a Progress and Attainment Grid. Children are disaggregated according to our own school priority groups (prior attainment groups are defined by FFT (Fischer Family Trust) and allows staff to see patterns and trends in both targeted individuals and targeted groups of children. These are not a measure of progress, but will identify to staff which children are gaining a deeper understanding of the curriculum. This process highlights certain children who we need to ask questions about - what are we doing for them? Have we identified their gaps?

How do we track that we have children producing an 'even progress profile?'

Once staff have completed the Progress and Attainment Grids, individual children's current progress data for reading, writing and maths are then transferred onto a Venn Diagram. Children not progressing at the 'age related expectations' will then form the basis of our termly Pupil Progress Meetings. We also complete moderation sessions on a termly basis to ensure that our PITA judgements are consistent across the school.



How do we ensure that children at Stoke Holy Cross make 'even progress' across their learning profile?

The most important aspect of this policy is ensuring that any gaps in a child's learning is identified and then responded to as quickly as possible through effective, swift, fluid intervention. With effective AfL at the heart of the policy, we aim to make sure that children make progress across our curriculum by 'closing gaps in learning' as soon as possible. Therefore,

- Our assessment model ensures that once we have established that a child is struggling to grasp a concept, intervention happens quickly.
- Our Feedback Policy ensures that staff have the professional freedom to identify those children who require intervention quickly and accurately.

Staff Member:		Date:		
Subject:		Learning Objective:		
Activity:				
Child's Name	Observations/Comments	Assessment		



- Interventions could be within lesson time, during assembly time or during an afternoon.
- Children's self-assessment, linked into Growth Mindset, also helps - the idea of self-assessing and using red, yellow or green boxes or smiley and straight faces to indicate their perceived understanding of lesson objectives.
- TAs can be utilised to undertake intervention sessions.
- Intervention is not just for the low attaining pupils.
- Intervention groups will be fluid and may rarely encompass the same children.
- Intervention can focus on children beyond at greater depth - working to deepen their understanding further.
- Effective recording of intervention occurs using the 'Intervention Feedback Form'.

How do Governors hold the school accountable for the school's performance?

		Red	Orange	Yellow	Light Green	Green	Blue	Dark Blue
Year 6	High Prior Attainment at KS1							
	Middle Prior Attainment at KS1							
	Low Prior Attainment at KS1							
	Boys							
	Girls							
	Disadvantaged							
	SEND							
	'Nationalised' Attainment	Working Towards		Working At		Greater Depth		

Curriculum meetings are held every half-term where current school progress data is discussed and challenged. From the Progress and Attainment Grids, an overall summary is provided to the Governors which shows, as percentages, the progress of our children across the curriculum -

disaggregated across the school priority groups.

In the Autumn Term, Governors have access to the statutory summative data on both FFT and ASP (Analyse School Performance) which they can use a basis to challenge school leaders regarding learning outcomes in the subsequent curriculum meeting - holding the school to account for our standards.

Foundation Stage Assessment

Throughout our Early Years setting, we use the Early Learning Goals (ELGs) as a part of our daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. We make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.



Statutory Assessment in Foundation, Year 1, Year 2 and Year 6

EYFS (Early Years Foundation Stage) Profile

In the final term of Foundation, the EYFS Profile is completed for each child. This provides all those involved with the child's learning with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs). These results are also sent to the Local Authority.

We indicate whether pupils are:

- Meeting expected levels of development.
- Exceeding expected levels.
- Not yet reaching expected levels (emerging).

The Year 1 teacher is given a copy of the Profile together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. The Foundation teacher meets with the Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning as pupils start the National Curriculum.

End of year assessment against the EYFS GLDs provide information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard - children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Spelling, Punctuation and Grammar (SPAG)
- Mathematics
- Writing (teacher assessment)

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End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Spelling, Punctuation and Grammar (SPAG)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils, will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Management Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

The use of standardised tests at Stoke Holy Cross in Years 1, 3, 4 and 5

We also use NFER tests across the school to 'standardise' progress. These are completed in September/early-October and again in May (only in May for Year 1). The test's accompanying software allows us to produce graphs which allow us to 'track standardised progress'. However, we don't use the tests to produce a progress score for each child - this information can be used to inform teacher PITA assessment but are not used as a measure for pupil's progress in our school. As mentioned before, the tests are most effectively used for QLA to identify gaps in learning.

Foundation Subject Assessment

Each half-term, alongside PITA judgements for reading, writing and maths, staff in Years 1-6 are required to complete an assessment for KPI statements across the foundation subjects. Each child is assessed (using a simplified PITA judgement). This information is then used by subject leaders to track the progress of our children through our broad and balanced curriculum.

Science Assessment

Science is tracked through an assessment grid, which follows each cohort through the school from Year 1 to Year 6. Each child is assessed (using a simplified PITA judgement) against a series of KPIs from the science curriculum.

Learning Objective: Can create and refine an image using pencil, charcoal and chalk.			
	Initials of Children Achieving Current PITA Assessment	Nationalised Attainment	% of Cohort
Year 6		Working Towards	
		Working At	
		Greater Depth	

Learning Objective: To study and imitate the work of Sarah Estage and Aminia Gale.			
	Initials of Children Achieving Current PITA Assessment	Nationalised Attainment	% of Cohort
Year 5		Working Towards	
		Working At	
		Greater Depth	



How do we 'feedback' to our children to maximise progress?

Feedback is a critical part of our assessment model. Effective feedback and AfL practices underpin the progress of our children. At Stoke Holy Cross, we recognise the importance of feedback as part of the Teaching and Learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.

"The major message seems to be that students-regardless of achievement level-prefer teachers to provide more feedback that is forward looking, related to the success of the lesson, and 'just in time' and 'just for me', 'about my work' (and not 'about me') (Hattie, 2012, p. 147). He further justifies that, "It is not 'sufficient simply to tell a student where they have gone wrong-misconceptions need to be explained and improvements for future work suggested' (Hattie, 2012, p. 147).

"The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged - then teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible." (Hattie, 2012)

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.

Key Principles of Feedback at Stoke Holy Cross Primary School.

Our policy on feedback has at its core a number of principles:

- Sadler (1989) states, children must be clear about what they are doing well now, where they are aiming to get to and more crucially how they close the gap between the two (Black and Wiliam 1998).
- The sole focus of feedback and marking should be to further children's learning.
- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to students according to age and ability.



- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- When thinking about feedback and marking, if it is not useful for the pupils themselves, or for the teacher, then there is no reason to do it - we would question what the 'purpose' of it is.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice at Stoke Holy Cross Primary School

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback - at the point of teaching.
2. Summary feedback - at the end of a lesson/task.
3. Review feedback - away from the point of teaching (including written comments).

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Stoke Holy Cross, these practices can be seen in the following practices:

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Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. Takes place in lessons with individuals or small groups. Often given verbally to pupils for immediate action. May involve use of a teaching assistant to provide support or further challenge. May re-direct the focus of teaching or the task. May include highlighting/annotations according to the marking code. 	<ul style="list-style-type: none"> Lesson observations/learning walks. Some evidence of annotations or use of marking code/highlighting.
Summary	<ul style="list-style-type: none"> Takes place at the end of a lesson or activity. Often involves whole groups or classes. Provides an opportunity for evaluation of learning in the lesson. May take form of self- or peer- assessment against an agreed set of criteria. In some cases, may guide a teacher's further use of review feedback, focusing on areas of need. 	<ul style="list-style-type: none"> Lesson observations/learning walks. Timetabled pre- and post-teaching based on assessment Some evidence of self and peer-assessment. May be reflected in selected focus review feedback (marking). Whole-class feedback sheets may have been completed dependant on the task.
Review	<ul style="list-style-type: none"> Takes place away from the point of teaching. May involve written comments/annotations for pupils to read / respond to. Provides teachers with opportunities for assessment of understanding. Leads to adaptation of future lessons through planning, grouping or adaptation of tasks. May lead to targets being set for pupils' future attention, or immediate action. 	<ul style="list-style-type: none"> Acknowledgement of work completed. Written comments and appropriate responses/action. Adaptations to teaching sequences tasks when compared to planning. Use of annotations to indicate future groupings.

Methods of Feedback at Stoke Holy Cross Primary School:

Verbal with Written

Through observations, class discussions and individual pupil interviews, it has been established that verbal feedback is the most effective form of feedback in helping the child to understand where they have succeeded and what they must do to continue to improve. Its impact is maximised when followed by a summary conclusion recorded in an age appropriate manner enabling the student to track and monitor their own progress towards achieving their goal. Where possible, this summary of next steps should be written by the pupil during the feedback session.

The quality of the feedback is crucial; using higher order questioning, modelling and exemplification should not be reserved until the completion of a piece of work. Indeed, such feedback given whilst

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the work is ongoing enables the child to immediately experiment with, develop and implement the new targets.

"(students find teachers') feedback confusing, non-reasoned and not understandable. Worse, students often think that they "have understood the teacher's feedback when they have not, and even when they do understand, claim to have difficulties in applying it to their learning" (Goldstein, 2006; Nuthall, 2007) (Hattie, pg. 137, 2012).

Hence, giving weight to the argument that verbal feedback is the most effective feedback given to a pupil as long as it is done correctly.

Verbal

Shares all the benefits of verbal with written but lacks the recorded element. This may be deployed in very informal situations and as immediate response. We do not require teachers to write 'VF' in books where verbal feedback has been given but when followed up with pupils, they should be able to articulate what their next steps were, but more crucially how they can improve that piece of learning or apply it to another piece.

Whole-Class Feedback Sheet

This should be used to feedback to the class, as a whole group, once the teacher has read through and reviewed each piece of work from that lesson. The format for this type of feedback is consistent across the school and is designed to be completed by any adult involved in the lesson (e.g. TAs should also use the sheet to highlight children's learning as they work with different children or groups). The feedback sheet should be used to form instant intervention groups and provide teachers with information which will inform their future planning. No written marking needs to be completed in books, although if children are included in the 'Basic Misconceptions' box, then the teacher should ask that children (either verbally or through written marking notes) to complete the necessary next-steps independently using their coloured pen or pencil.

Stoke Holy Cross Whole-Class Feedback Record

Stoke Holy Cross Whole-Class Feedback Record	
Subject:	
Lesson Objective:	
Date:	
Work to Praise and Highlight	Further Support (intervention needed)
Presentation Issues	Basic Skills Errors (next-steps)
Whole Class Misconceptions	Children to Monitor (coasters)
	Completed

Written Marking Notes (using the school written feedback code).

This should be used with caution. We have discussed the use of praise within this and ensuring we only praise when effort and children's best has truly been put in related to individual pupils. To praise a piece of learning, house points or stickers can be awarded. Where written feedback is used, it should be recorded in a manner suited to the ability of the child to ensure they have full comprehension of its meaning. Time must always be factored into a lesson for the child to read and respond to the comments - if comments are not read by the child, there is no purpose for them at all, unless they are intended for another adult (i.e. in a class share).



Note: *if followed by verbal feedback and explanation, its benefit can be enhanced*

Child-Led Feedback at Stoke Holy Cross Primary School:

The following forms of child-led feedback are vital. However, in every class, these types of feedback must be explicitly taught, reviewed and become an integral part of the learning process.

Self-Marking

Completed within the lesson, self-marking provides children with immediate feedback enabling them to correct work, check methodology, seek advice or support and make improvements while the objective and process are most relevant. When applicable to age and task, we encourage maths self-marking to take place, giving the teacher time to use this feedback to plan the following lesson effectively.

Self-Review, Assessment and Evaluation

Marking their own work allows time to reflect upon their own progress towards achieving personal targets helping them to take control of their own learning. For effective self-review to take place, they should review their work against set success criteria or previous next steps. This also gives an opportunity to the learners to reflect on their learning, thinking through the learning traits that were necessary and consider how effectively they were used. More importantly is how they then use this information to improve their learning.

Peer Feedback

Provides opportunities for children to write for a different audience, consider their own targets in more detail, develop the 'language of learning' required to progress in their own targets, and to see the work of others, exposing them to exemplification of higher standards of work. Feedback may be verbal or written. Dialogue about learning is an important skill that we seek to develop throughout school. Where a child leaves feedback in another child's book, it is helpful if the child-reviewer initials any comments. As with the self-review, peer feedback should be given against a set of success criteria or previous next steps.

Hattie makes reference to Nuthall's (2007) research which suggests that 80% of verbal feedback comes from peers (Hattie, p. 147, 2012).

"Students and their peers regarded giving and receiving peer feedback to be a potentially enriching experience because it allowed them to identify their learning gaps, collaborate on error detection and correction, develop their ability to self-regulate, including monitoring their own mistakes, and initiate their own corrective measures or strategies. A major message is that the positive value of peer feedback requires deliberate instructional support (such the use of Gan's model) of the three major feedback levels and associated prompts for each level" (Hattie, p. 150, 2012).

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Therefore, in order for peer feedback to be effective, it is essential that teachers model and coach pupils in these skills

Coloured Pens and Pencils

Where ability allows and appropriate to the context, children respond to all types of feedback by improving their work, indicated by the use of coloured pens or pencils.

Reporting to Parents

Parents receive a written report during each academic year. In KS1 and KS2, this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 and 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Summer terms. During these meetings, teachers focus on the curriculum - what pupils can do and what they need to do to improve (targets). An open door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately, a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with SEND will be given an additional opportunity to meet with staff as part of a termly 'learning conversation.'