

Springbank Primary School



Character Education Values

Courtesy-Forgiveness-Determination-Self-Discipline-Gratitude-Honesty

Our whole school vision is:

Springbank Primary is a place where all of our children and staff will have the opportunity to excel. Everyone will be safe, happy and cared for. Our curriculum and values will inspire everyone in the school family to be motivated and curious learners and offer core skills, knowledge and enrichment to enable all to gain the foundations for a quality future and a love for life-long learning.

In all we do we remember our school motto:

Caring-Happy-Healthy-Sporty-Scientific

School Values

Sportsmanship-Tolerance- Appreciation- Respect-Friendship-Integrity-Sensitivity-Helpfulness

Feedback and Assessment Policy

June 2020



Policy Lead: Adam Lumley



Link Governor: Bill Howard

Strategic Business Committee

Springbank Primary School is committed to equal opportunities for all. It is our aim that every policy is written to have a positive impact on every child/all children irrespective of race; religion; gender; sexual orientation or age.

Springbank = success for all

There is a key that unlocks every child's learning, our job is to find that key.

Every staff member and governor must take the responsibility and accountability to ensure the procedures within this policy are delivered and implemented as per Springbank School Policy.

Feedback and Assessment Policy

'The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback.'

Professor John Hattie ('Influences on Student Learning')

Vision

Springbank Primary School is committed to providing a curriculum which deepens knowledge, skills and provides opportunities for the consolidation of learning.

We believe that relevant and timely feedback to pupils has high impact and empowers progress. The correct balance of feedback is our long term aim, viewed as a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked, enabling pupils to achieve their potential and become reflective, questioning independent learners across the curriculum.

Subject	Quality Feedback: re-teaching a concept, teacher guidance, verbal/ feedback	Self-assessment, peer assessment and written feedback	Teacher assessment: questioning/ dialogue and elicitation
EYFS	<ul style="list-style-type: none"> Questioning Verbal feedback 	Marked against: Learning questions and EYFS outcomes Learning Talk Circles	Observations Tapestry Standards books Learning journeys
English	<p>Re-teaching a concept Teacher Book Look-recorded within Standards Book.</p> <p>Teacher guidance Within class (find and fix feedback) - bespoke, immediate and repeated as a hotspot if required.</p> <p>Verbal feedback Supportive, on-going, planned and recorded within Standards Books (if it is a misconception)</p>	<p>Self -assessment During the drafting stage:</p> <ul style="list-style-type: none"> Tally marking Personal reflection/conference Learning list 'Purple Pen Polishing' <p>Peer assessment Verbal feedback linked to drafting process. Meta cognition talks (How will we be able to learn this quicker/more deeply?)</p> <p>Written feedback 1. Celebrate achievements-linked to learning questions 2. Acknowledgement of learning</p>	<p>Questioning Based on Bloom's Taxonomy in English and Aiden Chamber's 'Tell Me' questions.</p> <p>Dialogue for progress Conferences, drafting process, visualisation/blue printing, performance of learning, discussion groups.</p> <p>Elicitation Teacher to identify whether a child needs more practise, a different strategy/approach or additional challenge. Standardised testing and moderation.</p>
Maths	<p>Re-teaching a concept Teacher Book Look-recorded within Standards</p>	<p>Self -assessment</p> <ul style="list-style-type: none"> Tally marking Chant marking 	<p>Questioning Based on Bloom's Taxonomy in Maths.</p>

	<p>Book.</p> <p><u>Teacher guidance</u> In group discussions (find and fix feedback) - bespoke, immediate and repeated as a hotspot if required.</p> <p><u>Verbal feedback</u> Supportive, on-going, planned and recorded within Standards Books (if it is a misconception) Hotspots identified with the children and displayed within the classroom.</p>	<ul style="list-style-type: none"> • Personal reflection/conference • Learning list <p><u>Peer assessment</u> Partner teacher and partner problem solving.</p> <p><u>Written feedback</u> 1. Celebrate achievements-linked to learning question</p> <p>S.M.A.R.T. marking (15minutes daily). The teacher marks the work with the children and Hot Spot targets are generated- transferred into children's books on yellow thought bubbles.</p>	<p><u>Dialogue for progress</u> Conferences, group progress dialogues.</p> <p><u>Elicitation</u> Teacher to identify whether a child needs more practise, a different strategy/approach or additional challenge. Standardised testing and moderation.</p>
<p>Science</p>	<p><u>Re-teaching a concept</u> Book Look- recorded within Standards Book.</p> <p><u>Teacher guidance</u> Within class (find and fix feedback) - bespoke, immediate and repeated as a hotspot if required.</p> <p><u>Verbal feedback</u> Supportive, on-going, planned and recorded within Standards Books (if it is a misconception)</p>	<p><u>Self -assessment</u></p> <ul style="list-style-type: none"> • Personal reflection/specialist conference • TLCs <p><u>Peer assessment</u> Verbal feedback linked to learning question. Talk Circles</p> <p><u>Written feedback</u> 1. Celebrate achievements-linked to learning question</p>	<p><u>Questioning</u> Based on Bloom's Taxonomy in science</p> <p><u>Dialogue for progress</u> Conferences and practical experiments within the Phiz Lab.</p> <p><u>Elicitation</u> Teacher to identify whether a child needs more practise, a different strategy/approach or additional challenge. Standardised testing Teach Meet (Ogden Trust) Moderation. Pupil Target Conferences.</p>
<p>Geography History RE MFL</p>	<p><u>Re-teaching a concept</u> Book Look- recorded within Standards Book.</p> <p><u>Teacher guidance</u> Within class (find and fix feedback) - bespoke, immediate and repeated as a hotspot if required.</p> <p><u>Verbal feedback</u></p>	<p><u>Self -assessment</u></p> <ul style="list-style-type: none"> • Personal reflection/conference • TLCs <p><u>Peer assessment</u> Verbal feedback linked to learning question. Talk Circles</p> <p><u>Written feedback</u></p>	<p><u>Questioning</u> Based on Bloom's Taxonomy (subject specific)</p> <p><u>Dialogue for progress</u> Conferences and learning to learn/thinking skills, performance of learning.</p> <p><u>Elicitation</u></p>

	Supportive, on-going, planned and recorded within Standards Books (if it is a misconception)	1. Celebrate achievements-linked to learning question	Teacher to identify whether a child needs more practise, a different strategy/approach or additional challenge. DIRT sessions. Teacher Fest
Art Music P.E. D.T. Computing	<p>Re-teaching a concept Performance of learning-recorded within Standards Book.</p> <p>Teacher guidance Within class (find and fix feedback) - bespoke, immediate and repeated as a hotspot if required.</p> <p>Verbal feedback Supportive, on-going, planned and recorded within Standards Books (if it is a misconception)</p>	<p>Self -assessment</p> <ul style="list-style-type: none"> Personal reflection/conference <p>Peer assessment Verbal feedback linked to learning question.</p> <p>Written feedback (where appropriate)</p> <p>1. Celebrate achievements-linked to learning question</p> <p>2. Highlighted topic overview for achievement not coverage.</p>	<p>Questioning Based on Bloom's Taxonomy (subject specific)</p> <p>Dialogue for progress Conferences and learning to learn/thinking skills, performance of learning</p> <p>Elicitation Teacher to identify whether a child needs more practise, a different strategy/approach or additional challenge. Workshops DIRT sessions. Book Looks.</p>

Assessment Timetable

	Autumn Term	Spring Term	Summer Term
EYFS	Baseline assessment External moderation Termly Learning Conference	Internal moderation. TLCs Teacher Fest	LA moderation Annual Report Conference
KS1	Internal moderation of writing Termly Learning Conference	Termly Learning Conference with achievement overview.	External moderation of writing Annual Report Conference Phonics Screening Administration of KS1 SATs Standardised Teacher Assessment
KS2	Internal moderation of writing Termly Learning Conference	Termly Learning Conference	External moderation of writing. Annual Report Conference

			Administration of KS2 SATs
--	--	--	----------------------------

Many thanks to everyone who contributed to this policy:

Douglas J. Eder, Ph.D
Adam Urbanski
E.S. Grassian
Palomba & Banta
Ofsted ('School Inspection Handbook')
Sutton Trust ('What Makes Great Teaching')
The Rochford Review: final report
Professor John Hattie ('Influences on Student Learning')
Dylan William and Paul Black ('Inside the Black Box')

Scholarship

The research of educationalists, such as Dylan William, Paul Black and John Hattie highlight the fact that formative assessment plays a fundamental role in ensuring pupils make good progress, therefore raising standards.

'Standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards.'

Dylan William and Paul Black ('Inside the Black Box')

'Pupils' work

- **Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.'**

Ofsted ('School Inspection Handbook')

'Grade descriptors for the quality of teaching, learning and assessment

Outstanding (1)

- **Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.**
- **Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.**
- **Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. '**

Ofsted ('School Inspection Handbook')

'Six principles of teacher feedback

Sustained professional learning is most likely to result when:

1. the focus is kept clearly on improving student outcomes;
2. feedback is related to clear, specific and challenging goals for the recipient;

3. attention is on the learning rather than to the person or to comparisons with others;
4. teachers are encouraged to be continual independent learners;
5. feedback is mediated by a mentor in an environment of trust and support;
6. an environment of professional learning and support is promoted by the school's leadership.'

Sutton Trust ('What Makes Great Teaching')

Outstanding Primary Schools

Rathfern Primary School, "Pupils are provided with extensive, straightforward guidance and information which enables them to know how well they are doing and how they can improve. Teachers and support staff use clear, forensic questioning to check pupils' understanding and promptly address their misconceptions. They also ask questions to help pupils think more deeply about concepts and issues. This enables pupils to think of their own effective questions." ('Ofsted 2016')

Hockley Primary School, "Teachers make very effective use of the school's new and rigorous assessment system to identify what pupils know, understand and can do and to ensure that pupils are given the right amount of support or challenge. Adults' excellent subject knowledge enables them to track pupils' progress closely in English, mathematics and science. This is less well developed in other subjects, although progress is still evident in pupils' books and when talking to pupils." ('Ofsted 2016')

Bannockburn Primary School, "Teachers' written comments in pupils' books give very good guidance to enable them to move to the next level in their learning. Pupils have opportunities to edit and improve their own work and talk confidently about their learning." ('Ofsted 2016')