



## **Learning, Assessment Feedback and Impact Policy**

**At Parkside Primary Academy we want all children to make good or better progress and to develop positive attitudes towards their learning. Assessment for Learning (AfL) is central to children recognising and achieving their potential. Research has shown that effective verbal and/or written feedback to pupils has the highest impact on their learning, increasing progress and attainment.**

**Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there.**

The following policy outlines the key issues that ensure the teachers and the children at Parkside Primary Academy achieve high standards and have ownership over the learning and teaching that takes place within the academy.

### **Aims**

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers assess and give feedback to pupils is central to the process.

### **The key characteristics of Assessment for Learning**

- 1. Explicit Learning Objectives**
- 2. Success Criteria**
- 3. Questioning**
- 4. Feedback – oral and written**
- 5. Pupil response, learning and impact**
- 6. Adjusting teaching to take account of results**

#### **1. Explicit Learning Objectives**

Effective learning takes place when learners understand what they are trying to achieve and why it is important – ‘the bigger picture’. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective. They should also know what the final outcome of a particular unit will be eg. working towards writing a traditional tale for children in EYFS.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson objective. **The learning objectives will focus on learning and not on activities.** Helpful learning objective stems include ‘to know, to be able to’.

## **2. Success Criteria**

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Success criteria can be generated by the teacher, but it has been recognised that where children generate their own success criteria guided by the teacher to meet a learning objective they gain more ownership over the learning with positive results. Helpful success criteria stems include 'I can' statements. The success criteria can also be used for peer and self assessment. As children progress into Upper Key Stage 2, 'I can' statements can be stripped back and less explicit to allow for more independence in learning; for example instead of 'I can clarify my information and make it clearer by using hyphens' the statement would read 'I can clarify my information so it is clearer'

## **3. Questioning**

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking and develop higher order thinking skills. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including *prompting, promoting and probing* questions, are recorded in teacher's medium or short term planning. Wait or 'thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of 'talking partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

## **4. Feedback**

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning. Teachers' feedback will provide pupils with the information they need to achieve the next step and make greater progress. Feedback will always be constructive and sensitive. Feedback that comments on the learning rather than the child is more constructive for both learning and motivation. Feedback can be given in a variety of ways:

### **Verbal/Oral Feedback**

- The most regular and interactive form of feedback
- A focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group assessment of one piece of work can be useful as the teacher invites children's contributions so that the piece is assessed through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others

- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward
- Emphasise the learner's progress and achievement rather than failure

## **Oral and Written Feedback**

### **Self-assessment**

We will encourage pupils where possible to self assess their work. Examples of this may be recording a traffic light colour in their book, self assessing against the success criteria, or drawing a face symbol

### **Peer Assessment**

Children can assess their own work against success criteria and on occasions can be involved in peer assessment. This is not meant to replace teacher feedback but is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways, for example:

- Find one word you are really proud of and underline it; tell the person next to you.
- Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further
- Identify two places where you think you have done this well and read them to your partner
- Note down one thing you could do to improve this piece of work next time

### **Written feedback**

We aim to ensure that all children receive feedback about their work in such a way that it has an impact on improved learning and leads children to develop self-confidence, raise self-esteem and provide opportunities for assessment –including self-assessment. Feedback will encourage learners to be aware of how and what they are learning. The emphasis of any written feedback should be to address misconceptions and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Written feedback will encourage the learners to be equally aware of **'how'** and **'what'** they are learning.

Where verbal feedback has been given, you may wish to annotate work with **v/f** (verbal feedback) if you feel that this is appropriate; however you do not need to do this if you feel it has no value to the child's learning.

## **Key Principles**

### **Key Principles and guidance for all feedback:**

- Written feedback is only of value if comments are read and responded to
- All written feedback by a member of staff should be in blue, with pupils working in pencil or black
- Feedback given by someone other than the class teacher should be initialled e.g. TA - teaching assistant, CS – cover supervisor, ST- supply teacher, children marking should put their initials

- Peer feedback should be in a contrasting coloured pencil. Pupils should be encouraged and trained to assess their own and others' work where they identify success and improvement
- English, Curriculum and Mathematics should be on a daily basis before the next lesson
- It is an expectation that work done by children should be viewed daily. However you **do not** have to write comments on children's work where this has no value or impact on learning.
- If written feedback is given it should be in an appropriate way for their age and ability. All written feedback should be in child friendly language. Comments should model the handwriting policy.
- All assessment will be positive, informative and constructive and comments must relate to the Success Criteria; or alternatively, extend the child's learning so that knowledge and skills are deepened. In addition to this, comments relating to ongoing learning, handwriting, spelling, punctuation and grammar can be given
- Mathematics work and other closed tasks should be marked with a tick and an X put next to incorrect answers. Children should be encouraged to leave incorrect answers and not rub them out
- Any calculations, sentences etc that need to be corrected should be indicated in the Next Steps comment where appropriate

### **Assessment and Pupil Response:**

1. **Highlight in green:** aspects of the work where the child has achieved well against the success criteria.
2. **Highlight in pink:** aspects of the work where some improvement can be made
3. **Next step comment:** a next step comment will help the child to close the gap between what they have achieved and what they could have achieved. Next step comments fall into three categories:

**A reminder or extension:** this simply reminds the child of what could be improved: '*What else could you say here?*', or alternatively this encourages the child to deepen their knowledge and skills.

**A scaffold :** used when children need more structure than a simple reminder, this prompt provides some support: '*What was the dog's tail doing?*', '*Describe the expression on the dog's face*'

**An example :** This prompt gives the child a choice of actual words or phrases: '*Choose one of these or your own: He is a good friend because he never says unkind things/ My friend is a friend because he is always kind to me.*'

- Plan time in subsequent lessons/learning (or in groups if an adult is needed to help children with corrections) for children to respond to the feedback you have given.

Children should be encouraged to discuss the feedback they have been given with their peers either at the start, during or at the end of a lesson.

- Spelling corrections should be limited to the words that children should know and a maximum of three spelling mistakes will be underlined and written correctly in the margin. The child will then write the word three times when responding to marking and copy into the back of their book to support future work
- Punctuation marks relevant to the child's ability level will be corrected. Punctuation mistakes will be inserted where omitted and circled where incorrect
- Teachers will follow the agreed **feedback code** to ensure consistency throughout academy. (See appendix 1)
- Time should be given to pupils to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work using the purple polishing pen.
- Assessing Homework:  
Homework may be set in a range of forms. Written tasks should be assessed to give feedback to pupils. If appropriate, under the guidance of the class teacher, homework may be assessed by a teaching assistant. The teaching assistant should ensure that they then feedback to the class teacher

## **6. Adjusting Teaching to Take Account of Results**

Pupil feedback and assessment will be used to inform future planning.

## **7. Presentation**

The information in Appendices 2 – 4 aim to provide guidance and structure to ensure consistency in the presentation of written work in order to support high standard of written presentation. Modifications may need to be made to meet individual learning needs.

## **Monitoring and Evaluation**

Staff and Governors, on a three yearly basis, will review this policy unless circumstances demand an earlier review.

## Appendix 1

### Code for Feedback of Written Outcomes

<b>P</b>	Punctuation
<b>S</b>	Spelling
<b>G</b>	Grammar
<b>H</b>	Handwriting
<b>^</b>	A word/letter has been omitted
<b>//</b>	Start a new paragraph
<b>[ ]</b>	Redraft: this section needs re-thinking
<b>✓</b>	Correct
<b>X</b>	Incorrect

**Wiggly underline** Improve this word/phrase/section to make it clearer  
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### Work highlighted in green

You are **on the right track**. You have met your **learning objective/success criteria**  
**Well Done!**

### Work highlighted in pink

**Green** is to help you **think**  
These are your **next steps**. These are **ways to improve your work**

### Purple Polishing Pen

Use your **purple pen** to respond to any written comments from your teacher, or correct any mistakes

## Appendix 2a

### EY Presentation F1

| <b><u>Marking and annotations key</u></b>                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adult to stick in the learning objective on the top right<br>Adult to write short date on the top starting on the left<br>Adult to annotate work with comments from the child<br>Adult to write which hand and grip the child used<br>Adult to highlight which development statement was met in green or not yet in pink. |
| Pencil grip <ul style="list-style-type: none"><li>• Palmer supinate grip</li><li>• Digital pronate grasp</li><li>• Static tripod grip</li><li>• Inverted tripod grip</li><li>• Triangulation grip</li></ul>                                                                                                               |
| Level of support <ul style="list-style-type: none"><li>• High level of support (HLS)</li><li>• Medium level of support (MLS)</li><li>• Low level of support (LLS)</li></ul>                                                                                                                                               |
| Staff initials of who has worked with the child. <ul style="list-style-type: none"><li>• Miss Butterworth (LB)</li><li>• Mrs Williams (MW)</li><li>• Miss Roberts (JR)</li><li>• Miss Womack (SW)</li><li>• Mrs Lukasik (AL)</li><li>• Supply (SUP)</li></ul>                                                             |
| Pink for think – for child to practice letter formation/ adult to highlight development statement not yet met.                                                                                                                                                                                                            |
| Green – to highlight development matters statements met.                                                                                                                                                                                                                                                                  |

## Appendix 2b

### EY Presentation F2

| <u>Marking and annotations key</u>                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adult to stick in the learning objective on the top right<br>Adult to write short date on the top starting on the left<br>Adult to annotate work with comments from the child<br>Adult to write which hand and grip the child used                           |
| Pencil grip <ul style="list-style-type: none"><li>• Palmer supinate grip</li><li>• Digital pronate grasp</li><li>• Static tripod grip</li><li>• Inverted tripod grip</li><li>• Triangulation grip</li></ul>                                                  |
| Level of support <ul style="list-style-type: none"><li>• High level of support (HLS)</li><li>• Medium level of support (MLS)</li><li>• Low level of support (LLS)</li></ul>                                                                                  |
| Staff initials of who has worked with the child. <ul style="list-style-type: none"><li>• Miss Burkinshaw (KB)</li><li>• Ms Wakefield (JW)</li><li>• Miss Womack (SW)</li><li>• Mrs Lukasik (AL)</li><li>• Miss Roberts (JR)</li><li>• Supply (SUP)</li></ul> |
| Short date – Either pink for the children to trace , or copied from the board.                                                                                                                                                                               |
| Pink for think – to practice letter formation or spelling.                                                                                                                                                                                                   |
| Green – highlighted tricky words spelt correctly. Correct full stops and capital letters.                                                                                                                                                                    |

## Appendix 3

### KS1 Presentation

#### How to present your work

Start a new page.

Write the short date, starting at the left on the top line.

Learning sticker with objective is stuck on the left hand side of the page, next to the margin.

Put a single line through mistakes.

Form letters correctly leading to joined handwriting.

Use a purple pen to correct your mistakes and respond to feedback.

## Appendix 4

### KS2 Presentation

#### How to present your work

Start a new page or underline the last piece of work if less than half way down the page.

Write the short date, starting at the left on the top line and underline it using a ruler.

Write the learning objective on the next line and underline it using a ruler.

Put a single line through mistakes using a ruler.

Always use joined up handwriting.

Use a purple pen to correct your mistakes and respond to feedback. Do not write over the top of mistakes.

Draw a margin with a ruler if your book does not already have a margin.

Always write the question number in the margin.

Answer questions in full sentences.

Leave a line between questions.