



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 e.g. writing a formal persuasive letter to the Government to help save the rainforests in Year 5.

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.** We structure our learning objective as questions, ‘How do I...?’.

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. Success criteria stems include 'I know, I can' statements to support children in identifying the building blocks to their knowledge. 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, include *prompting*, *promoting* and *probing* questions, and answers should be stretched where possible. 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, sensitive and in child friendly language. 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:

Whole Class Oral/Verbal 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, 'match and stretch' (adding more information by repeating back what the child has said) and enhance 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

Individual Written Feedback/Support

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, independence, 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/or 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.

- Verbal feedback/support levels should be annotated in two ways, depending on the purpose of the feedback:
- **VF** should be written if the feedback relates to the learning strip pictures, for example if a child is missing a capital letter and you have pointed out that they need to check them. This provides the child the opportunity to ensure their capitals are all there, before highlighting the picture pink.
- **LS/MS/HS** should be written when feedback/support relates to the success criteria.

Self-assessment and Peer Assessment

Self-assessment

We will encourage pupils where possible to self assess their work. Examples of this may include self-assessing against the success criteria, or placing a small tick/cross against the pictures.

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; share it with 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

Key Principles

Key Principles and guidance for all feedback:

- Written feedback is only of value if comments are read and responded to
- 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 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 by who has provided the feedback
- Full, quality marking in Topic and Writing books should be completed **bi-weekly**. However, you **do not** have to write comments on children's work where this has no value or impact on learning. Active marking is highly recommended. Writing, Reading, Curriculum and Mathematics should be viewed daily as you active mark, so each piece of work should have some marking. This allows for small, same day interventions where necessary
- 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 using green highlighter for correct answers and pink highlighter for incorrect answers. Children should be encouraged to leave incorrect answers or cross them out with a single ruler line. They should not rub mistakes out.

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: incorrect work/misconceptions.

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. This must be written in child friendly language. In EYFS/Year 1, symbols should be used to support next steps.

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? How do you know?'*, 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 in purple pen. 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 mistakes should have a pink dot centred underneath the word if they do not follow known phonics rules. 'Tricky words', common exception words, or tier 2/3 vocabulary words should be underlined in pink. This is to help children identify where they can use their phonics knowledge, learning environment, or dictionaries to correct.
- Spelling corrections should be limited to a maximum of four spelling mistakes. The child will then write the in purple pen above, not over, their work.
- Punctuation marks relevant to the child's ability level will be corrected. If there are punctuation mistakes, the punctuation picture should be highlighted in pink. EYFS and KS1 can have some of the areas missing punctuation circled in pink, with support to remind the children to check the rest of their sentences. In KS2, independence in checking their work throughout should be promoted, providing support if the children cannot find where.
- 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.





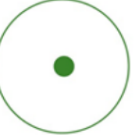




















Appendix 1

Code for Feedback of Written Outcomes

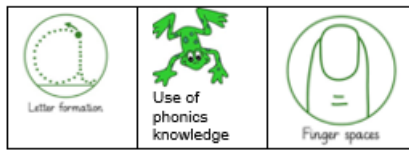
- ^ A word/letter has been omitted
- // Start a new paragraph
- [] Redraft: this section needs re-thinking/checking that it makes sense
-  **Work highlighted in green:** you are on the right track, you have met your learning objectives/success criteria. Well done!
Pictures highlighted in green: you have included all (for KS2) or most (KS1) of these features.
-  **Work highlighted in pink:** pink is to help you think. It is either incorrect, or needs some improving.
Pictures highlighted in pink: you have missed some of these features (age appropriate).
-  Pink dot centred underneath the word for incorrect spellings that follow known phonics rules
-  Incorrect spellings underlined in pink are 'tricky words', common exception words, tier 2/3 vocabulary

Purple Polishing Pen








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

| FS2 | Year 1 | Year 2/3 | KS2 |
|---|---|---|--|
|  Letter formation |  Finger spaces |  Full stops |  Finger spaces |
|  Full stops |  Handwriting (ascenders/descenders) |  Punctuation | |
|  Use of phonics knowledge |  Capital I |  Letter formation |  Capital I |
|  Letter formation |  Letter formation |  Proof read | |
|  Finger spaces |  Handwriting (ascenders/descenders) |  upper/lower case letters |  Handwriting (ascenders/descenders) |
| |  upper/lower case letters |  |  |
| |  Use of phonics knowledge |  upper/lower case letters |   |

Foundation Stage Two (at the appropriate time of year) learning strip will include all pictures:



Year 1 learning objective strip will include all pictures. These pictures will be marked in green or pink, prompting children to check, edit, and revise their work:

| | | | | |
|--|---|--|---|---|
| How do I ...? I know I know I can I can I can I can |  Use of phonics knowledge |  Full stops |  Letter formation |  Handwriting (ascenders/descenders) |
| | |  upper/lower case letters |  Finger spaces |  Capital I |

Year 2 and 3 learning objective strip will include all pictures. These pictures will be marked in green or pink, prompting children to check, edit, and revise their work. Year 3 children can move to the KS2 strip when appropriate.

| | | | |
|--|--|--|--|
| How do I ...? I know I know I can I can I can I can |  Full stops |  Letter formation |  Handwriting (ascenders/descenders) |
| |  upper/lower case letters |  Finger spaces |  Capital I |

Key Stage 2:

| | | | |
|--|---|---|---|
| How do I ...? I know I know I can I can I can I can |  Handwriting (ascenders/descenders) |  Punctuation |  Proof read |
| |  upper/lower case letters |  Letter formation | |

Appendix 2a
EY Presentation F1

| <u>Marking and Annotations key</u> | |
|--|--|
| Adult to write short date on the top of the page Adult to annotate work with comments from the child 'pupils voice' Adult to write which hand and grip the child used | |
| Pencil grip | |
| <ul style="list-style-type: none"> • Palmer supinate grip • Digital pronate grasp • Static tripod grip | <ul style="list-style-type: none"> • Inverted tripod grip • Triangulation grip |
| Level of support <ul style="list-style-type: none"> • High level of support (HS) • Medium level of support (MS) • Low level of support (LS) | |
| Staff initials of who has worked with the child. | |
| <ul style="list-style-type: none"> • Miss Staley (JS) • Mrs Williams (MW) | <ul style="list-style-type: none"> • Mrs Challenger (DC) • Supply (SUP) |

Appendix 2b

EY Presentation F2

| <u>Marking and Annotations key</u> | |
|--|--|
| Adult to write short date on the top of the page Adult to annotate work with comments from the child 'pupils voice' Adult to write which hand and grip the child used | |
| Pencil grip | |
| <ul style="list-style-type: none"> • Palmer supinate grip • Digital pronate grasp • Static tripod grip | <ul style="list-style-type: none"> • Inverted tripod grip • Triangulation grip |
| Level of support <ul style="list-style-type: none"> • High level of support (HS) • Medium level of support (MS) • Low level of support (LS) | |
| Staff initials of who has worked with the child. | |
| <ul style="list-style-type: none"> • Mrs Mann (KM) • Mrs Kelk (RK) | <ul style="list-style-type: none"> • Mrs Challenger (DC) • Supply (SUP) |
| 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 – Topic, Writing, Reading

Year 1

| |
|---|
| Start a new page |
| (From Autumn 1) Write the short date starting at the left on the top line |
| (From Autumn 2) Write the long date, starting at the left on the top line |
| Stick the learning objective on the line below, next to the margin. |
| Use a purple pen to correct your mistakes and respond to feedback. Do not write over the top of mistakes. |
| Answer questions in full sentences. |
| Leave a line between questions. |

Year 2 onwards

| |
|---|
| Start a new page |
| Write the long date, starting at the left on the top line and underline it using a ruler. |
| Stick the learning objective on the line below, next to the margin. |
| Put a single line through mistakes using a ruler. |
| 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. |

How to present your work – Maths

| |
|--|
| Write the short date on the indicated line at the beginning of each lesson |
| Stick the learning objective in the top right corner of the page |
| Put a single line through mistakes using a ruler. |
| Answers should be written in the space provided – this indicates the length/type of answer required |
| All work should be completed in pencil |
| Use a purple pen to correct your mistakes and respond to feedback. Do not write over the top of mistakes. |
| If your teacher has indicated number formation errors, use purple pen to write the number three times correctly |
| When completing additional work to that provided in the workbook, stick this in neatly with one strip of glue down the side (flapping) |

Appendix 4

KS2 Presentation

How to present your work – Topic, Writing and Reading

| |
|---|
| Start a new page or underline the last piece of work if less than half way down the page. |
| Write the long date, starting at the left on the top line and underline it using a ruler. |
| Stick the learning objective on the line below, next to the margin. |
| 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. |

How to present your work – Maths

| |
|--|
| Start a new page or underline the last piece of work if less than half way down the page. |
| Draw a margin with a ruler and pencil – this should be two squares wide. |
| Write the short date, starting at the left on the top line and underline it using a ruler. |
| Stick the learning objective on the line below, next to the margin |
| Put a single line through mistakes using a ruler. |
| Digits should be written one per square. When writing extended answers, children should use their normal handwriting |
| In LKS2, all maths work should be completed in pencil. In UKS2, maths work should be completed in pen, with the exception of diagrams and tables which must be drawn in pencil |
| Use a purple pen to correct your mistakes and respond to feedback. Do not write over the top of mistakes. |
| Always write the question number in the margin. |
| Always write out the complete calculation, rather than just the answers. When answering extended reasoning or explanation questions, write in complete sentences using the sentence stems on the working wall for support. |
| Leave a line between questions. |