

North Mundham Primary School

Assessment and Feedback Policy



Approved by:

Date:

Next review due by:

September 2025

North Mundham Assessment and Feedback Policy -

Rationale:

The Sutton Trust report 'Pupil Premium Toolkit' listed effective feedback as the highest impact action (adding eight months of learning per year) – against the lowest cost.

They define feedback as being information which produces improvement in learning.

Feedback in Real Time or near to Real Time is proven to have a more positive impact on the children's learning.

At North Mundham Primary School we believe that all Assessment activities should place the pupil at the centre of their learning and that all assessment activities should result in raising the achievement of every pupil.

We believe that all pupils' work should be acknowledged and valued and that all pupils can make at least good progress from their personal starting point.

We aim for every pupil to reach their potential at each stage of their education. All pupils, parents and staff are aware that learning dispositions can be taught, learned and changed. We encourage a growth mindset and try to develop a resilience and determination to improve in all pupils.

We acknowledge that pupils need to be challenged in order to progress and all classes use question prompts, practical resources, word banks, working walls, peer, group and adult support. Mini-plenaries are used throughout lessons both to celebrate success and to address misconceptions.

Planning for all subjects is directly linked to the National Curriculum.

Teachers use the detailed school curriculum progression documents to ensure that they are providing sufficient coverage, challenge and support for all pupils.

Teacher Workload

Marking at North Mundham is kept to a minimum in accordance with 'Eliminating unnecessary workload around marking' March 2016.

Effective marking and feedback is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments.

Aims and Purpose

To ensure that assessment opportunities are maximised, pupil focused and relevant to the pupils' age, stage, ability and needs.

To ensure that all feedback is focused on the progression of pupils.

Assessment at North Mundham

Assessment takes many different forms at our school and encompasses all activities undertaken by teachers in order to evaluate work produced by pupils and accelerate their learning and is a continuous process throughout each day. Continuous Assessment for Learning strategies that are ongoing and formative are the most useful form of assessment that we use. Assessment for Learning activities are planned for, differentiated, annotated as appropriate to prioritise the progress and needs of pupils.

Assessment for Learning activities:

- are meaningful activities for both the teacher and pupil
- will inform teaching for the next session/s
- will guide the pupils by identifying strengths in their work as well as the next skill to develop
- will encourage self-reflection in pupils
- will stimulate a learning dialogue between the pupil and their teacher
- may include written or verbal feedback
- when appropriate, may include a more formal test

Formative Assessment for Learning activities include:

- the strategic use of questioning
- effective teacher feedback
- peer feedback
- pupil self-assessment.

Summative Assessment

All assessment methods used will feed into the school internal tracking of attainment and progress. At North Mundham we use Target Tracker to track attainment and progress the National Curriculum objectives in English and Maths. In other subjects, pupils are assessed at the end of a unit of work and an overall judgement is given at the end of the term. Assessment in core subjects takes place three times a year. Teachers use a combination of their knowledge of pupils from Assessment for learning activities (see above) and summative assessments such as KIRF tests, NFER Reading and Maths assessments (see timetable in appendix 1) Pupils are expected to make at least good progress every year. Pupil Progress meetings are held between the class teacher and the Headteacher/Assistant Headteacher after every assessment point to pinpoint children off track to make at least good progress. Good progress is deemed to be a full year's development eg Expected in Year 3, should be Expected in Year 4. If a child is working towards expectations in Year 3, they should be working towards in Year 4.

Assessment in Reception

The 17 areas of the Early Years Foundation Stage are assessed as part of the planning process for each child in reception. The EYFS areas are used to assess pupils' progress across the year. Pupils who are not making progress in certain areas are targeted for specific intervention.

Statutory assessment

EYFS – A baseline assessment is undertaken for all pupils within a few weeks of entering Reception. This is carried out through observations. This allows the teacher to track progress and plan effectively for all pupils in order for them to make at least good progress during the year. All pupils are assessed against the Early Learning Goals at the end of the Reception year.

Year 1 – The national Phonics Screening Check is carried out in June.

Year 2 – The statutory assessments for the end of Key Stage One for Reading and Mathematics. The outcome of these assessments informs the end of key stage teacher assessments. Writing will be assessed through teacher assessment only.

Year 4 – The national Year 4 Multiplication Tables Check is carried out.

Year 6 – The national Statutory Assessment Tests for the end of KS2 in Reading, Grammar, Punctuation and Spelling; and Mathematics. Writing is assessed by teacher assessment only.

What is Feedback?

feedback

/'fi:dbak/

noun

information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.

Feedback at North Mundham is designed to help pupils improve on future performance. It should affirm what is known and offer encouragement that leads to improved future performance. We acknowledge that feedback comes in a variety of forms and should be a regular and robust part of every lesson. Feedback, as an integral part of the learning process, must be precisely positioned and delivered regularly in each aspect of the lesson. All feedback should have a positive tone. It should be specific, clear and appropriate in its purpose and productive in its outcomes. The best feedback, whether it is written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

Aims of Feedback

- I. To help pupils make progress
- II. To provide strategies for pupils to improve
- III. To give pupils dedicated time to reflect upon their learning and put effort in to make improvements
- IV. To inform planning and structure the next phase of learning
- V. To facilitate effective and realistic target setting for pupils and/or the teacher
- VI. To encourage a dialogue to develop between pupil and teacher
- VII. To encourage pupils to have a sense of pride in their work

Principles of Feedback

- I. **Engagement is promoted:** At North Mundham we believe that the culture and ethos within the classroom should promote high quality feedback. It should be an environment where children want to share their work. Student engagement is actively promoted.
- II. **Feedback is for learning:** Students will be able to apply and reflect on feedback to improve their current and future performance.
- III. **Feedback is timely:** Feedback should be timely and respond to the need of the individual learner so that they can actively engage with the feedback
- IV. **Feedback is clearly communicated:** A dialogue should be created: between the teacher and pupil, between the pupils at large, or between the pupil and themselves. It is essential to allow time for pupils to engage with feedback and enact that which they feel is relevant and important to moving their learning forward. Pupils should know what types of feedback are available to them.
- V. **Feedback is the responsibility of the whole class:** Pupils should be encouraged to assess their own work against collaboratively created learning goals. Peer and self-feedback are valuable tools for learning that should occur regularly, after careful structuring by the teacher.
- VI. **Feedback is quality maintained:** Staff will receive support with ensuring feedback is high quality. This will happen through the measures in place to maintain rigorous standards of education.

Type and Frequency of Verbal Feedback

- I. This is the most frequent form of feedback.
- II. It has immediacy and relevance as it leads to direct pupil action.
- III. Verbal feedback may well be directed to individuals or groups of pupils; these may or may not be planned for, but will be based on acute and strategic assessment for learning.
- IV. At North Mundham we value the role of visualisers and the impact they can have on giving feedback. We promote this sharing of good examples and giving the children the opportunity to give feedback on each other's work.

Type and Frequency of Peer Feedback

- I. This is shown by research to be one of the most effective modes of feedback. Effective peer feedback is rigorously structured and modelled by the teacher. These structures are seamless and integrated into the school's pedagogic model.
- II. Pupils need to be well trained over time to effectively peer assess one another. This process will be led by all teachers.
- III. We involve the children in peer conferencing and encourage children to offer and agree feedback based on success criteria.

Type and Frequency of Self Reflection, Assessment & Feedback

- I. Akin to peer feedback, pupils need an explicit and clear structure to identify their learning needs. This should be taught to the children in a way that allows them to understand and benefit from this opportunity as both the giver and receiver of feedback.
- II. Teachers should both help uncover and share the elements of success in learning where appropriate

Formative & Oral Formative Feedback Strategies

I. In order for a consistent and collective approach to providing strong feedback in lessons, the following list of strategies has been compiled. These strategies form part of the school's pedagogic model and are not 'bolted on' to lessons. Formative & oral formative strategies, such as:

- Live editing (Using visualiser)
- Group Guided or Shared Activities
- Teacher / Pupil metacognitive sharing/modelling
- Think/Pair/Share
- One-to-one sessions

- Post-it Responses
- Live marking
- Peer conferencing
- Stamps for confidence and self-esteem
- Edit pens
- Marking code
- Targeted children
- Highlighter pens
- Absolutes

Type and Frequency of Written Feedback

- I. Written feedback will only be used when the teacher determines that it is the most effective and relevant type of feedback for the subject/lesson/pupil or context. It will be the least frequently used form of feedback in most contexts.
- II. Written feedback will model all aspects of our presentation/handwriting expectations
- III. When determined appropriate to use, written feedback will be a balance of the positive reinforcement of mastered skills and clear, current and actionable ideas to improve their work
- IV. This may include identifying specific issues such as key words, presentation issues, spellings, etc.; pupils should act upon these
- V. At North Mundham we have developed a marking code to reduce the amount of time required to highlight key aspects of improvement in spelling and punctuation. (see appendix 2)

English & Mathematics Feedback Within the Wider Curriculum

- I. If the English standards of our pupils are going to improve we must all give appropriate and targeted feedback. For pupils to take pride in their work they must realise that spelling, grammar and punctuation are not just important in English lessons, but are essential for successful communication everywhere. It should be monitored in all forms of feedback.
- II. We all have a duty to be vigilant about the standards of our pupils' mathematics, where appropriate. For example, concepts such as graphs, ratio, proportion, etc. should be monitored accurately across the curriculum.

Support & Development

- I. We are all the stewards of every child and ultimately responsible for the highest standards of work from ourselves and our children. Senior Leaders will provide support and development related to feedback as part of every induction process and review and revisit core strategies every year.
- II. We, both teachers and senior leaders, share in the expectation and responsibility that all pupils will progress in their learning. This may involve INSET training, informal teacher-initiated conversations or more formal approaches, such as lesson drop-ins and observation.
- III. A range of evidence will be triangulated in partnership between teachers and senior leaders when looking at the quality and impact of feedback at North Mundham: conversation with pupils and staff, work celebrations, internal exemplification & moderations, lesson observation conclusions, etc.

Appendix 1- internal assessment timetable

Assessment Timetable – Whole School 2021-22

	September	October	November	December	January	February	March	April	May	June	July
R	Phonics baseline	KIRF	Phonics Assessment	KIRF	Phonics Assessment	KIRF	Phonics Assessment	KIRF	Phonics Assessment		KIRF Phonics Assessment
1	Phonics baseline Reading Now	KIRF	Phonics Assessment	KIRF HeadStart Spelling	Phonics Assessment	KIRF	Phonics Assessment	KIRF HeadStart Spelling	Phonics Assessment	Y1 Phonics screening	KIRF Spelling HeadStart Reading Now Phonics Assessment
2	Phonics baseline Reading Now	KIRF	Phonics Assessment	KIRF HeadStart Spelling	Phonics Assessment	KIRF	Phonics Assessment	KIRF HeadStart Spelling	Phonics Assessment SATs		KIRF Spelling Phonics Assessment HeadStart
3		KIRF NFER Reading		KIRF HeadStart Spelling		KIRF		KIRF HeadStart Spelling		NFER Reading	KIRF Spelling HeadStart
4		KIRF NFER Reading		KIRF HeadStart Spelling		KIRF		KIRF HeadStart Spelling		NFER Reading Times Table Test	KIRF Spelling HeadStart
5		KIRF NFER Reading		KIRF HeadStart Spelling		KIRF		KIRF HeadStart Spelling		NFER Reading	KIRF Spelling HeadStart
6		KIRF SATs rehearsal		KIRF Spelling	SATs Rehearsal	KIRF		KIRF HeadStart Spelling	SATs		KIRF Spelling HeadStart

Appendix 2: Marking Codes

Marking Codes will be used to support pupils with their written work.

Key Stage 1

ABC

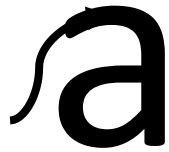
Capital Letters



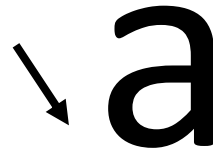
Finger spaces



Full stops



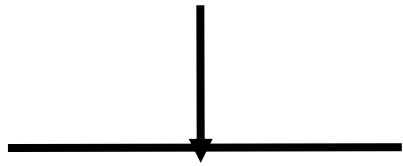
Letter formation



Joining up letters



Spelling



Keep writing on the
line



Letter size



Exclamation mark



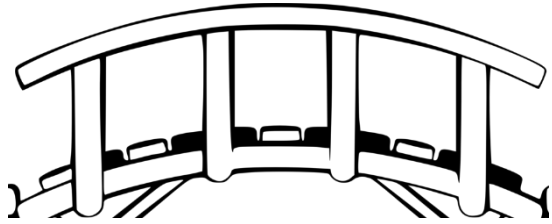
Question mark



comma



adjective



Connective

db




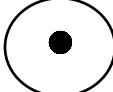

Letter direction



Read back over
your work

Key Stage 2

Marking codes

Code	Explanation
	Capital letter or lower case to edit
	Look at spelling
sp	In margin indicates spelling to correct on this line
	Synonym/better choice word
	Missing/edit punctuation
	New paragraph needed
v	Missing word or phrase to improve
T	Tense