

# Feedback and Assessment Policy



**ST CLARE**

Catholic Multi Academy Trust



**St Thomas of Canterbury School**

Mission Statement: To nurture curiosity for every child, every day, within a community acting as a beacon of the Catholic faith.

**Planned Review: July 2025**

## Rationale

At St Thomas of Canterbury, we recognise the importance of feedback as part of the teaching & 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. 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

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. Studies by the DfE and EEF emphasise that marking should be: meaningful, manageable and motivating.

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

### **Key Principles**

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

- the sole focus of feedback and marking should be to further children's learning;
- 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 work is reviewed, it should be acknowledged with a tick (to show that it has been seen, not necessarily to indicate that it is correct).

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.

### **Further reading:**

EEF Teacher Feedback to Improve Pupil Learning:

[https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher\\_Feedback\\_to\\_Improve\\_Pupil\\_Learning.pdf?v=1635355218](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf?v=1635355218)

EEF Feedback:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>

## Pupils' Books

### Key Learning Stickers

This is the school format for Key Learning Stickers:

<u>Date goes here</u>		
<u>KL: key learning goes here</u>		
Success criteria:	Example	Key vocabulary
What, specifically, children will say, do, make, or write to demonstrate that they have met the Learning Goals	Worked example to support with cognitive load	Provided in Widgit form

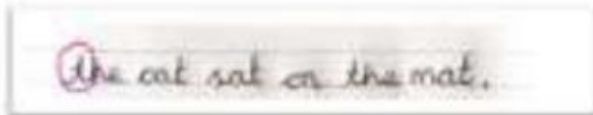
- These must match the medium-term planning.
- Success criteria must indicate to children how they will know they have been successful in the lesson.
- A worked example serves as a scaffold to guide children in how to meet the success criteria. This might be a set of step-by-step instructions or an annotated example showing how success criteria have been met.
- Key vocabulary is presented in Widgit form to scaffold vocabulary by providing both a written and a pictorial representation.
- You may include a 'Can you still' activity as part of the Key Learning sticker to support retrieval.

### Marking in Books

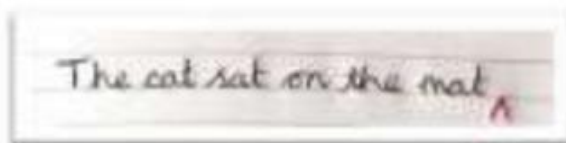
- All work must be acknowledged by teachers with a tick in pink pen. This may be accompanied by a comment.
- Success criteria, if met, are ticked by the teacher in pink pen. Children may also self-assess against these in green pen and peer-assess using pencil.
- Any misspelt words must be underlined, with the correct spelling written in a suitable place for children to practise by writing it out three times. The number of words chosen should take into account cognitive load (3-5 is plenty) and statutory spellings and spelling rules taught in class should be prioritised.
- Punctuation and grammar mistakes are indicated as below, for the child to correct in green pen.

In pink pen:

- Circle any incorrect punctuation or grammatical errors for the pupils to correct.



- Use an arrow below the line to show any missing punctuation.



## Whole class feedback books

Whole class feedback books are used to record notes from formative and summative assessment, and any other observations. These must be shared as a whole class prior to the next lesson, allowing children to respond to feedback.

To be used effectively, teachers should have these to hand throughout the lesson and when marking books after the lesson.

It is important to celebrate work which is a good example of how to meet the success criteria, and provides a model for others. Other examples to share may be work which demonstrates a great deal of effort.

It is also important to celebrate work where a child has taken pride and care in presentation. Any work which is not of the required standard of presentation must be rewritten at break or lunchtime, or at home.

Whole Class Feedback Sheet    Date: _____		Lesson: _____	
<b>Work to Praise and Share</b>	<b>Need Further Support</b>		
		<b>Presentation</b>	<b>Basic Skills Errors</b>
<b>Misconceptions and Next Lesson Notes</b>			

Any child noted as requiring further support should receive intervention prior to the next lesson. This intervention must be evident in the child's book.

Basic skills errors are those which show a child has not mastered content taught in a previous unit or year, and might include place value or punctuation errors. These must be addressed through targeted intervention and whole class practice, e.g. 'Can you still?'

These notes might include:

Misconceptions noticed from AfL and corrected in the lesson, as a reminder to assess these in future and provide retrieval practice.

Actions needed for the next lesson, e.g. 1:1 support, pre-teaching, re-teaching, different representations, incorporating further practice into future lessons.

### AfL strategies

In order AfL to be successful, adults must be clear on what knowledge is crucial for children to be successful in the lesson, unit, subject etc. Strategies must then be chosen that are most appropriate to gather this feedback, taking into account pace, maximum involvement and engagement, and possible next steps in the event children have not mastered the content taught.

The following is a non-exhaustive list of AfL strategies used in school.

- Mini-whiteboards
- Targeted questioning
- Choral responses
- Multiple-choice questions
- Hinge point questions
- Low-stakes quizzes
- Double-page spreads (can be summative)
- Chatterbox
- Peer- and self-assessment against success criteria
- Summarising learning
- Cloze procedure

## **Summative assessment**

Subject	Assessment
RE	Double-page spread of crucial knowledge from the whole unit
Maths	Maths mastery half-termly tests
Reading	EYFS-Y1: RWI assessments by Early Reading Lead Y2-Y6: Termly standardised reading assessments
Writing	Half-termly assessment of extended writing against writing fundamentals criteria
Science	Working scientifically: TAPS assessment Substantive knowledge: Mini-quizzes and double-page spreads
History	Mini-quizzes and double-page spreads
Geography	Mini-quizzes and double-page spreads
Computing	Mini-quizzes
Design and Technology	Mini-quizzes
Modern Foreign Languages	Language Angels half-termly tests
Music	Termly performance
PE	Physical literacy screening and end-of-year assessment

## **Moderation**

Internal moderation is undertaken on a half-termly basis by subject leaders. This includes learning walks, book scrutiny and checking planning. Stack audits of all subjects take place in Key Stage meetings on a rolling basis.

External moderation takes place through St Clare CMAT on a termly basis.

Feedback is provided to all staff through a 'Glows and Grows' form, summarising the areas of strength and for development. Individual feedback is given where appropriate to target areas of need.

## **Pupil progress meetings**

Pupil progress meetings are held on a termly basis. These take place after summative assessment and entry of data into Insight, and focus on progress and attainment in maths and English.

These meetings are used to identify what is working well and pupils that are in need of additional support. This then guides classroom practice and is followed up by SLT, subject leaders and SENDCo.

## **Homework**

Expectations of homework are included below. Our primary purpose in setting homework is to provide opportunities for retrieval practice outside of school. Tasks set should be should independently accessible for all children and be comprised of practice questions relating to material already covered in school.

If children are not able to access the homework independently, it must be seen as an indicator that the child has not yet mastered this, and action taken as appropriate, including intervention and regular practice.

### **Homework expectations in Key Stage 2 and Y2**

- Reading every night (30 mins)
- Weekly spellings to learn through Ed Shed
- At least one piece of maths problem solving or calculation each week through MyMaths.
- Weekly grammar practice/retrieval activity based on learning from that week/term.
- Occasional project-based homework linked to the current topic which should be shared/showcased.

### **Homework Expectations for EYFS and Y1**

- Reading/being read to every night (phonics book and story book)
- Weekly list of spellings to learn (high frequency words, common exception words and spelling rules)
- Maths activity every week from Maths with Parents/MyMaths
- Occasional project-based homework linked to the current topic which should be shared/showcased.

## Appendix

Possible questioning techniques include (taken from Rosenshine's Principles in Action – T. Sherrington):

### **Cold Calling: (Based on Lemov, TLAC)**

*Principle:* All students should be involved in engaging with the teacher-student dialogue with time to think, and not be allowed to hide, dominate or be overlooked.

*Practice:* No hands up. Teachers ask questions and then select students to respond based on their knowledge of the class, avoiding the pitfalls of hands-up or calling out. This is an inclusive process that conspicuously involves all students, front, back, in the corners, shy, confident.. everyone. It's not a one-off strategy; it needs to be the default mode for most questions; absolutely routine.

### **No Opt-Out: (Based on Lemov, TLAC)**

*Principle:* Students should feel safe in answering when unsure but, if they don't know or get things wrong, they should be given the opportunity to gain confidence by consolidating correct or secure answers. Also, students should not be allowed to opt out by saying 'I don't know'.

*Practice:* If a student or several students get an answer completely or partially wrong or they say they don't know, move to other students or provide the correct answer. But then go back to all those students who made errors or couldn't answer giving them a chance to now say the right answer. This gives them an opportunity for practice but if done routinely, it also means that students soon learn there is no value in offering 'I don't know' as a defence, in the hope of being left alone!

### **Checking for Understanding:**

*Principle:* Teachers should not assume that knowledge aired and shared in the public space of the classroom has been absorbed; learned, by any individual. It's necessary to check for understanding from students to determine whether they understood what you meant? Do they now have the level of understanding you are aiming at?

*Practice:* After any exposition or question exchange with a particular student, ask a number of other students to relay back what they have understood. Even if they are answering a question that someone else has already answered, it's valuable for others to be given a chance to offer their version, showing what they have understood and, in so doing, giving the teacher feedback about how successful the teaching has been. It's especially powerful to ask multiple students, often yielding various different responses which throw up subtle points for further teaching.

### **Probing:**

*Principle:* In order to explore a student's schema in any depth, you need to ask them several questions; asking several students one question each provides shallow responses compared to when each student has to provide multiple responses.

*Practice:* Make it the default that, in any given exchange, you are asking each student 3,4 or 5 questions before moving on, probing for understanding, checking for misconceptions, adding extra challenges, providing scaffolding to engineer success.

### **Say it again, better:**

*Principle:* It's normal for first responses to be half-formed as students think aloud and formulate ideas. A second opportunity to respond allows them to finesse their answers, adding depth, accuracy and sophistication. It's important not to inhibit students when they are unsure; it's also important not to allow them to assume mediocre answers are good enough.

*Practice:* When students offer a short, half-formed or partially incorrect answer, say, 'Thanks, that's great....now say it again better. Try again but make sure you add in X and link it to idea Y' giving them an immediate opportunity to give an improved response.

### **Think, Pair, Share:**

*Principle:* In pairs, all students have space to think, to air their initial thoughts, to confess their lack of knowledge and to prepare to give good answers, to rehearse. They are all involved and subsequent discussions then have

lots of material to explore. It prevents 'blood out of stone' silences inhibiting discussion and it prevents 'forest of hands' or calling out cultures taking hold.

*Practice:* Give the class a specific time-cued task – e.g. to decide on four main points in order of importance, in three minutes – get them all talking in pairs and then, on time, bring them back together with a signal. Then engage in probing, cold call questioning asking them to report back what their three points were.

### **Whole-Class Response:**

*Principle:* Sometimes it is useful or even essential to get a response from every single student at the same time. This provides quick feedback to you as the teacher about the success of the relevant teaching and learning exchanges, identifies individuals who need further input and can help direct subsequent questions or exercises as you respond to the feedback you gain.

*Practice:* My preference is for using whiteboards over any technology: they are cheap and quick and allow for responses to multiple-choice questions as well as practice sentences, calculations, diagrams – a full range. You set the question, give some response time and then, on cue ....3,2,1 Show Me.... Students all show their answers at once. A simple A, B, C, D = 1,2,3,4 show of fingers also works very well for multiple-choice. It's vital to engage with the responses. and then to adjust your teaching accordingly, consolidating, re-explaining or moving on as appropriate.