



Tenterden Church of England Junior School

Perseverance Faithfulness Respect Love

'With God as our companion, we learn, grow and flourish'



Tenterden Junior School

Assessment and Feedback Policy – Written Subjects

Policy Approved: Sept 2020

Review Date: Sept 2022

Introduction

Aims of this Policy

At Tenterden Junior School, our Assessment and Feedback Policy is based on the shared belief that all assessment and feedback *should move children's learning forward and accelerate their progress where necessary*. We also believe that whilst a standardised core is vital for achieving consistency and understanding between all stakeholders, staff should be able to use their professional judgement and understanding of their planning to choose the most effective method (s) from those listed in this policy.

Tenterden Primary Federation use the Talk4Writing structure for their English teaching, so any references to Talk4Writing refer to English lessons at TPF. Assessment and feedback statements in this document are also be extended to other areas of the curriculum which require varied forms of extended writing – examples of lessons where this may be applied frequently include Science, PHSCE Topic and RE.

Overview of Assessment

During a three -week Talk4Writing cycle, children need to be moving from scaffolded learning through to full independence. Assessment and feedback should reflect this in that it should move from specific to general over the three - week period. Whilst during an *imitation* or *innovation* week, teachers may suggest specific examples for improvement, during *independent application* or *invention* week, staff feedback should be limited to generic comments.

Learning Coaches (peer to peer feedback) is used consistently through all English

teaching. The children at TPF are taught how to give feedback in an appropriate way and how to develop a level of resilience to ensure that feedback is seen positively and not as a criticism.

Opportunities for written and verbal feedback, whether peer to peer or teacher to student, should be planned into lessons and seen as part of the learning journey and not as something which only happens post lesson.

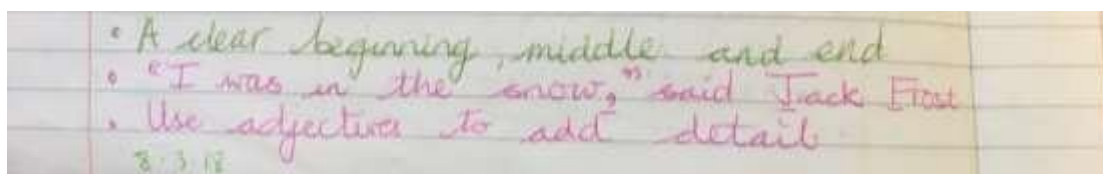
All marking at TPF should adhere to the three colours principle: green for teacher led positive feedback; pink for teacher led next steps; purple for child led peer and self-assessment.

Methods of Assessment and Feedback

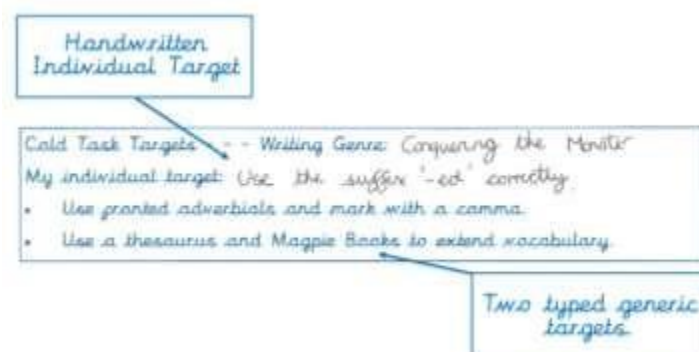
Cold and Hot Tasks

Prior to the commencement of each three -week unit, a cold task is planned and assessed by each teacher. The purpose of these is to guide staff in identifying gaps and planning the specific grammar, punctuation and spelling activities which will enable the children to make progress in their writing. The cold task can be either a full text or a section which highlights the particular focus for that unit.

Once complete, next steps are provided which include either two generic targets and one specific target for each child (Key Stage Two children) or two specific targets (Key Stage One children) . The location of the most recent targets is marked in each child's book with a bookmark and they should be encouraged to go back and check if they have achieved them for the duration of a unit.

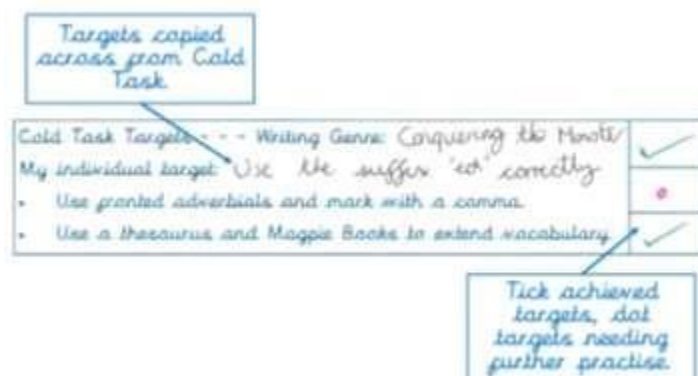


Key Stage One Cold Task Marking



Key Stage Two Marking Slip





At the end of each three -week unit, a hot task is completed which enables the children to show their understanding of the teaching. This is assessed specifically against the cold task targets. When assessing, a second slip is stuck in and ticked when a target is achieved or dotted when further practise is required (Key Stage Two children) or the achieved targets are written again in green or pink depending on level of success (Key Stage One)



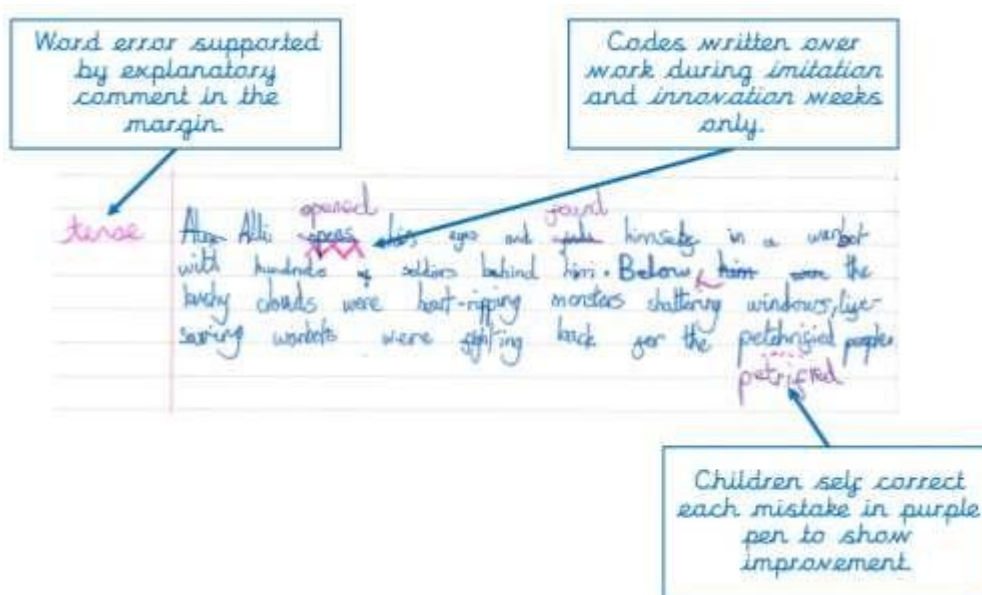
NB – The expectation is that children will achieve their targets, either in English lessons or through i-Learning workshops.

Code Marking

In the build up to an extended writing task, teachers may plan short burst writing activities. During *imitation* and *innovation* weeks, codes can be used to pin-point specific areas which need to be corrected by the children. These areas can either be identified from cold task targets or from more specific success criteria which has been used in a specific lesson.

Code	Meaning
	Spelling Error – can be dotted under the location of the error if this will help guide the children.
	Punctuation Error
	Word Error – could be incorrect use of a homophone or repetition of a word.
 (Below the Line)	Word Omitted

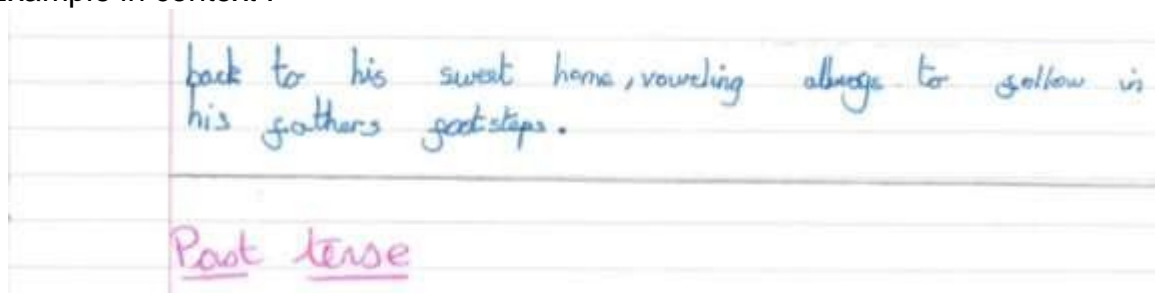
Example in context :



Generic Comments

Whilst *independent application* and *invention* weeks are showing the children's ability when working independently, it is still important to give them generic feedback which they can use to revisit their writing. As with code marking, these can be taken directly from the children's cold task or from more specific success criteria discussed during an individual lesson.

Example in context :

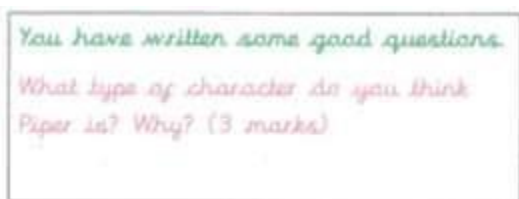


Sticker Feedback

Occasionally there are activities which the whole class are working on a similar task (can still be a differentiated task) and it may be more appropriate to give feedback on a whole class level. In instances such as this, teachers may choose to use a sticker to encourage children to demonstrate their learning independently at the start of the next lesson. These follow the three colour principle and a template is available on the system.

Context for this Example – The children had completed a 'reading as a reader' lesson in which they had analysed and annotated a model text. They had

answered a range of 2 and 3 mark questions in mixed ability groupings and this next step was given so they could independently apply what they had learnt during the starter of the following lesson.



Learning Coaches / Peer Assessment

At all stages of the T4W process, children at TPF should be encouraged to check their work both themselves and with a partner. Partners should be of varying abilities and opportunities should be given for these to change regularly. Children will be trained in coaching language and will be able to give positive, *but constructive critique of their partner's work*. Stem sentences are used to support children develop this language for coaching and these can be found in Appendix A.

During a peer feedback session, all annotations are to be completed by the author, not the child giving the critique.

Following are two examples of peer and self-feedback – direct corrections and annotating of work.

Direct Corrections

Context for this Example – The children had independently written their own 'Conquering the Monster' story. On completion, Child A had sat with a partner who had listened as she read her work. Whilst reading, if the partner noticed an error or something that did not sound correct, it was pointed out to Child A who was then given the opportunity to edit. It is important to understand that it is for the author to make the decision as to whether to change something or not; any suggestions made by peers are for guidance only.

Friday 25th May 2018

Learning Objective:

To write a 'Conquering the Monster' story.



Rock, Paper, Scissors shoot!

Calm. Still, quiet. Not a peep to be heard as Rock awoke from ^{his} slumber yawn!
"What danger is lurking today?" Rock wondered.
Flying through the Paper forest was the ^{most} physicist thing he ever saw... A fairy. But then DANGER! ^{was} heading towards Paper.

Tumbling down the cliff, Rock saw Paper of his ^{front} "there eyes met!" "Quickly we've got to run!" exclaimed Rock panicking.
"Why what's going on?" She replied concisely.
"No time to explain!" He said as he grabbed Paper's hand; letting go, Rock felt a shard of rock ^{come} fall from his hand.

Running, running for ^{there} their ^{there} lives "Quickly he's coming" Shouted Rock, AS the trees behind them were sliced. Scissors's chop down more trees he was ^{determined} determined to find Paper.

Snip, snip, snip. "Say your goodbyes" Scissors said smirking at the sight of damage. Before Rock could say anything to Paper, she changed slice! Drifting to the ground, Paper couldn't move.

Annotating of Work

Context for this Example – The children had completed writing a review of a text of their choice. At the end of the activity, the teacher asked the child to annotate in the margin any grammar, punctuation or spelling features which they had used during their writing. This assisted the teacher in making summative judgements about this child's understanding during this three week unit.

Wednesday 28th March 2018

Learning Objective:	
To write a review.	

HOT!

Conventions You bookworms out there will love this read. Beautiful creatures is a heart warming and dramatic book combined into one. It's well written by the amazing authors Kami Garcia and Margaret Stohl. Also do you love plot twists, a little bit of murder and true friendship? Well if you do read this book!

Exclamation mark

Here is the plot as summarised by the authors:
A teenage girl called Lena and a boy called Ethan are having dreams about each other when they have never met. Strangely, Lena turns up in Gattin; her and Ethan become good friends. Ethan finds out there she is a caster and that there is a curse on her family so on her 16th birthday she will turn dark. On her 16th birthday, Ethan gets killed by Sarapine Lena's supposedly dead mother and she desperately tries to 'turn Lena dark. To save Ethan, she sacrifices her uncle Macom to save resurrect him and she surprisingly turns light and dark.

Semi Colon

Passive voice

Questions mark What was amazing about the story was the description of the characters and how the authors could think of particular things a caster could do. I also thought it was fab how you could feel like you were in the story - don't you think? OMG! The tension was brilliant as well as the imaginative names and features of some of the characters.

Verbal Feedback

Teachers and support staff should be using Verbal Feedback to guide children's learning throughout all lessons. This style of feedback, whilst traditionally seen as just quality first teaching, needs to be viewed as an intrinsic part of the Assessment for Learning cycle and recognised by all stakeholders as such. This Verbal Feedback should challenge children to think deeper about their work through bi-directional conversations which move from surface level clarification questions to exploring consequences, outcomes and comparisons. An example of these types of question can be found in Appendix B.

During lessons, Verbal Feedback must be marked in the margin with a VF followed by the initials of the teacher/member of support staff.


Summary

Returning to the initial aim of this policy, the purpose of assessment and feedback at TPF is to ensure that the children are making progress from one lesson to the next. It is for each individual teacher to use their professional judgement as to which of the teacher-led methods included in this document are most appropriate for moving their children's learning forward but they should always be aware and continually assessing the impact of their assessment and feedback on future pieces of work.

In addition, teachers should encourage children to celebrate their own strengths and areas for improvement and support them in developing their ability to take responsibility for their own corrections and next steps.



Learning Coach Language

<p style="text-align: center;">Admiration</p> <ul style="list-style-type: none"> • I like what ... said because... • That's a great idea because... • When you said..., I understood... • This is interesting because... • That's a great point because... • I agree with...because... 	<p style="text-align: center;">Question</p> <ul style="list-style-type: none"> • Could you explain a bit more please? • Could you show me? • One question I have is? • What do you think? • I still have questions about? • This makes me think... • I noticed that...
<p style="text-align: center;">Inspiration</p> <ul style="list-style-type: none"> • What if...? • This makes me think... • I wonder... • I would like to add... • Who else could we ask about... • To add on to that... 	<p style="text-align: center;">Perspiration</p> <ul style="list-style-type: none"> • Can you tell me more about...? • Could you elaborate on...? • Tell me more about... • Could you give me an example? • How do you know? <p>If you did know the answer what would it be?</p>
<p style="text-align: center;">Clarification</p> <ul style="list-style-type: none"> • So far we have said... • I think the author is saying... • So you are saying... • Could we agree that...? 	<p style="text-align: center;">Followed by mutual generation of next steps.</p> <div style="text-align: center;">  </div>

Language for Bi -Directional Conversations

Clarification	Reason and Evidence	Implications and Consequences	Explore Different Views
Can you explain that?	Why do you think that?	What would be the consequence of that?	Can you put it another way?
What do you mean by?	How do we know that?	How would you test to see if that is true?	Is there another point of view?
Can you give me an example of...?	What are your reasons for?	What can we work out from that?	What if someone suggested....?
How does that help?	Do you have evidence of...?	Does that agree with what was said earlier?	What is the difference between that view and ...?
Does anyone have a question to ask about that?	Can you justify your opinion/		What would someone who disagreed with you say?