Tenterden Infant School

'Together, we learn, grow and flourish'

Tenterden Church of England Junior School

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

Tenterden Primary Federation

Assessment and Feedback Policy – Written Subjects

Policy Approved:March 2023

Review Date: March 2025

Introduction

Key Principles

- Our Assessment and Feedback Policy is based on the shared belief that all assessment and feedback will move children's learning forward and accelerate their progress where necessary.
- Feedback should empower children to take ownership for improving their work.
- Children should receive feedback either within the lesson itself or in the next appropriate lesson and will deal with misconceptions.
- Responses to deeper thinking questioning in RE and Topic will form the basis of assessment in those curriculum areas.
- Both written and verbal feedback will challenge children to think deeper about their work.
- Whilst a standardised score 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.
- The standard of writing will be assessed across all curriculum subjects-the expectations are the same.

Tenterden Primary Federation use the Talk4Writing structure for their English teaching, and some examples of how assessment and feedback is used are attached.

Codes used for Assessment and Feedback

A poster showing these codes is displayed in every classroom

Code	Meaning
⎯ ⎯ ⎯ ⎯ ⎯ ⎯ ⎯	Spelling Error – can be dotted under the location of the error if this will help guide the children. A maximum of 3-5 words will be coded.
∿∿∿∿∿	Punctuation Error _
⋀⋁⋀⋁⋀	Word Error could be incorrect use of a homophone or repetition of a word.
⋀ (Below the Line)	Word or letter omitted

S	Supported (with ratio eg 1:5)
I	Independent
S I	Supported then Independent
VF	Verbal Feedback
_____	KS1 Maths-line given for an alternative answer if original incorrect
◯	KS2 Maths-circle around numbered question if incorrect. Teacher may choose to circle an aspect of the working out as well to focus the child.

In EYFS and KS1, green is used for teacher led positive feedback; pink for highlighting misconceptions or teacher led next steps; purple for child led peer and self-assessment.

In KS2, pink is used for teacher led positive feedback and for highlighting misconceptions or teacher led next steps; purple for child led peer and self-assessment.

<u>Verbal Feedback</u>
Verbal feed
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.

<u>Talk4Writing specific Assessment and Feedback</u>

During a 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 cycle. Whilst during Phase 1 and 2, 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.

<u>Methods of Assessment and Feedback</u>

<u>Cold and Hot Tasks</u>

Prior to the commencement of each cycle, 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 one generic targets and one specific target for each child (Key Stage Two children) or two specific targets (Key Stage One children) .
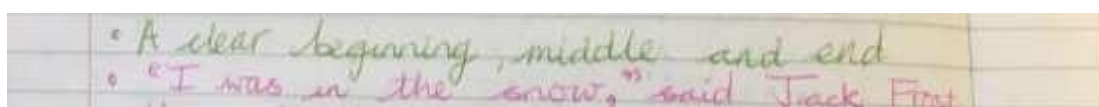
At the end of each cycle, a hot task is completed which enables the children to show their understanding of the teaching. This is assessed specifically against the cold task targets. When assessing, a second slip is stuck in and ticked when a target is achieved or dotted when further practice is required (Key Stage Two children) or the achieved targets are written again in green or pink depending on level of success (Key Stage One)
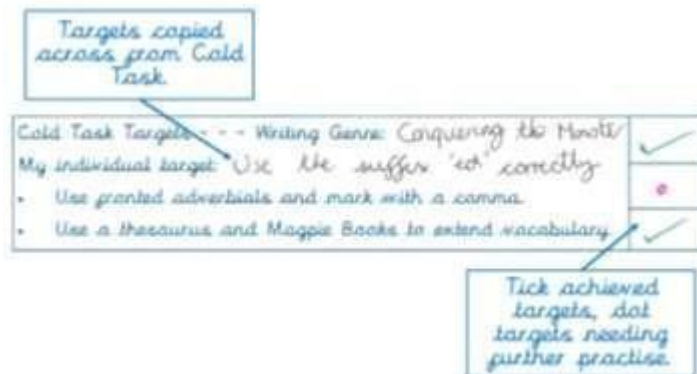
Code marking in English

Code marking will be used during phases 1 and 2.

Example in context :
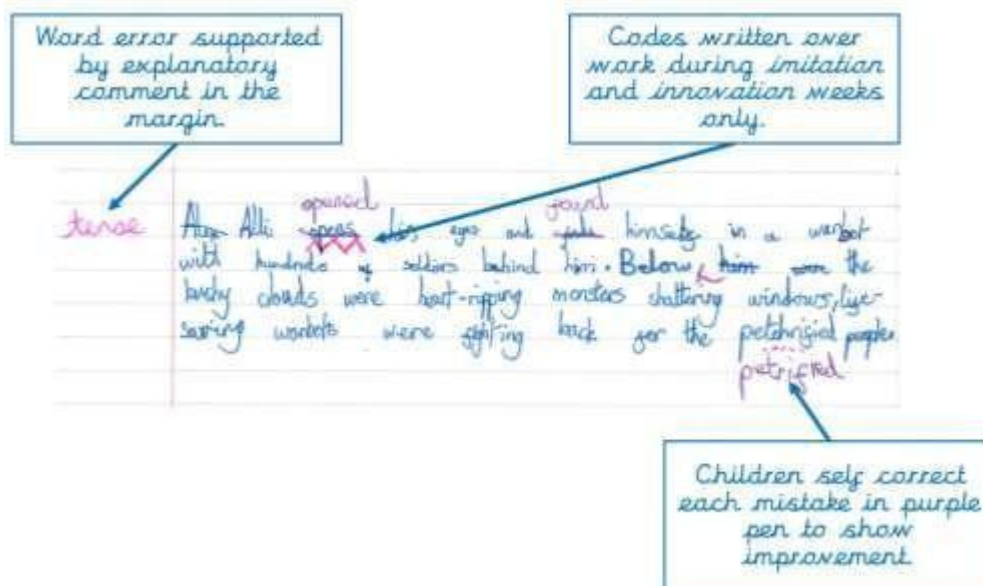
Generic Comments

Whilst Phase 3 writing is 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 :
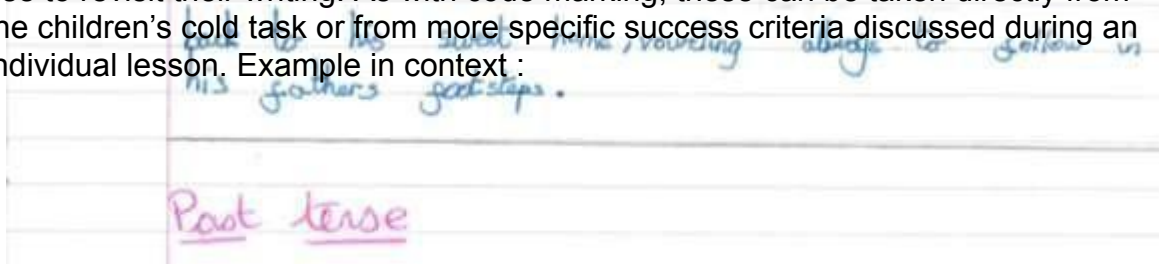
Learning Coaches / Peer Assessment

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.

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 cycle.

Wednesday 28th March 2018

Learning Objective:
To write a review.

HOT!

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!

(margin note) Contractions

(margin note) 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 eachother when they have never met. Strangely, Lena turns up in Gatlin; 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 Sarafine Lena's suposedly dead mother and she desperately tries to turn Lena dark. To ½ save Ethan ½ she sacrifices her uncle Macom to save resenect him and she suprisingly turns light and dark.

(margin note) Semi Colon

(margin note) Passive voice

What was amazing about the story was the description of the characters and how the authors could think of peculiar 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 aswell as the imaginative names and features of some of the characters.

(margin note) Question mark

Summary

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 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

Admiration	Question
• 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…	• 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…
Inspiration	**Perspiration**
• What if…? This makes me think… • I wonder… • I would like to add… • about… • To add on to that • Who else could we ask	about…? • Could you elaborate on…? • Can you tell me more Tell me more about… • • • Could you give me an example? • How do you know? If you did know the answer what would it be?
Clarification	Followed by mutual generation of next steps.
saying So you are saying… • So far we have said… agree that…? • I think the author is • • Could we	

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?