

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



North Kidlington School



Assessment and Feedback Policy

North Kidlington School (NKS) is committed to delivering the highest quality education for its children and is determined to provide the best opportunities for achievement in school, every day. Assessment and feedback are essential parts of this process and this document sets out how NKS aims to provide this.

Feedback

Feedback is not just marking!

In the past, a set of marked books was seen as an effective proxy for good teaching but there is now substantial evidence to say this might not be the case. British educationalist, Dylan William, once estimated that, *"If you price teacher's time appropriately, in England we spend about two and a half billion pounds a year on feedback and it has almost no effect on student achievement."*¹ In a recent research project conducted by Southwark Teaching School Alliance, a comparison between groups of children who received written marking and those who did not, showed no difference in progress/attainment between the children in either group².

We believe that, when targeted and purposeful, marking can be effective. However, it should be considered as part of a larger system of **feedback**.

What is feedback?

The Education Endowment Foundation³ defines feedback as, *'information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students' learning.'* Feedback can be provided through **writing** (marking), **talking** (verbal feedback) or **gestures** (e.g. 'thumbs up if you understand'), and can be undertaken by the teacher, another child (peer feedback) or by the child themselves. The below diagram should help to highlight some of the different forms of feedback.



Figure 1. Examples of different forms of feedback.

Examples of different forms of feedback from *A Marked Improvement*⁴.

¹ <https://chronotopeblog.com/2017/09/02/four-quarters-marking-a-workload-solution/>

² <https://registration.livegroup.co.uk/removing-unnecessary-teacher-workload-events2018/>

³ <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/>

⁴ https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

We also recognise that different children may suit different feedback methods and so teachers will also consider individual needs when deciding on how to best move a child forward with their learning. This will likewise be the case in different subjects.

What does this look like in the classroom?

We believe the best feedback is immediate⁵, positive and constructive. It is often a two-way process between the child and another person.

Walking into a classroom at NKS, you would be very likely to see many forms feedback occurring alongside teaching: staff involved in discussions with children about their work; children marking or commenting on each other's work or possibly assessing their own work (self-assessing). Children could be actively responding to written marking or verbal feedback by either revisiting a task or extending their learning with a greater depth activity. You might also see responsive teaching in place where a teacher, after considering the learning and attainment from the previous day, may be working with a group to reteach, extend or consolidate learning. What you see in classes will also vary across departments and subjects: children in KS1 and Early Years may benefit more from verbal, individual feedback as they are less able to access written or whole class verbal feedback and are less able to assist each other.

Written marking

As highlighted by the Teacher Workload Review group in 2014 (Commissioned by the Department for Education), when written marking is undertaken it should be meaningful, manageable and motivating⁶. **Quantity should not be confused with quality**. When teachers mark after a lesson (distance marking), they must be able to justify why they are marking and what outcomes they expect to occur as a result of the action. Teacher time is valuable, moreover it is not infinite, and we believe that planning and preparing effective lessons and using assessment data to bring about student progress is a more effective use of that time. **This does not mean, however, that your child's work has not been seen, discussed or commented on**. Many of these things will have occurred directly in the lesson or teaching will have been modified in response to assessment of work from a previous lesson. **We do not expect to see written marking outside of English and maths** as the level of verbal, peer and self-driven feedback in these subjects is very high.

In response to the recommendations made by the Teacher Workload Review Group, we do not encourage the use of the following practices in books:

- Triple marking
- Stampers
- Ticking or initialling a page to show it has been seen
- Denoting when verbal feedback has been given

Assessment

There are two main types of assessment: formative and summative:

Formative assessment (often termed Assessment for Learning) is a continuous appraisal of student learning and is essentially feedback (see above). It is used to help teachers, support staff and children identify strengths and weaknesses in a timely manner⁷.

Summative assessment is often a more formal method of assessment and is commonly undertaken at specific points in the year or at the end of a unit of learning. The data collected from summative assessment is used to evaluate individuals and/or groups against a standard or benchmark.

Summative Assessment at NKS

We believe that, when used properly, data is a powerful tool to help drive pupil, group and whole-school progress. NKS is also committed to implementing the recommendations laid out by the Report of the Independent Teacher Workload Review Group on Eliminating Unnecessary Workload Associated with Data Management⁸. With that in mind, data should be collected with purpose and with rigour but must not be burdensome on the teaching staff.

⁵ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3034228/>

⁶ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

⁷ <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>

⁸ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/511258/Eliminating-unnecessary-workload-associated-with-data-management.pdf

Summative assessment for **reading**, and from school year 2017/2018 for **maths**, is performed three times a year using a recognised standardised assessment. This data, combined with teacher assessment from formative assessment, is used for both reporting purposes and for directing teaching and learning in classrooms.

Writing is generally, though not exclusively, assessed at the end of each English unit against a series of indicators produced for each year group (target cards).

In **science**, children are tested at the end of each unit which produced an overall picture of attainment which can be reported at the end of the year.

In **all other subjects**, formative teacher assessment is used to provide summary information (see section above on feedback).

For some individuals, e.g. certain SEND children, formal summative assessment in the form of standardised tests is not appropriate. When this is the case, teachers, in conjunction with the SENCO (Special Needs Education Coordinator) and the Assessment Coordinator, will create a suitable assessment alternative.

Formative and Summative Assessment in EYFS

Assessment in EYFS is all about building an in-depth picture of the whole child. This is done through continuous formative assessment. Every day, children receive positive and constructive verbal feedback across all the areas of learning within the EYFS framework. During adult focused activities, children discuss and support each other and are guided by the teacher or support staff on how to improve. Tick sheets for certain skills are completed for some of the adult focused activities.

During child-initiated activities, members of staff provide ongoing feedback through interaction and observation. Written and photographic evidence of developments/progress are entered into the individual child's red book (Learning Journey). This is used to support and provide verification for teacher assessment on the key areas of learning. The entries are discussed regularly with the children and parents are able to access the books at any time.

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