

Fairisle Junior School

Assessment & Feedback Policy – 2024-25

Aims

Before providing feedback or assessing children's work, teachers should provide high quality instruction and meaningful learning opportunities, including the use of formative assessment strategies. Good assessment leads to good feedback. They are both essential to inform planning and subsequent learning so that our children make the best possible progress.

Three principles underpin our vision:

1. Meaningful – feedback actually helps children
2. Manageable – does not add excessively to teacher workload
3. Motivating – the children's efforts are valued

Teachers are responsible for ensuring that children are trying their very best. There should be a classroom culture where teachers and children 'expect success' and children want to improve. Assessment must engage the pupils in their own learning process. Children need to know if they have been successful and what they need to do better. Feedback should be a two-way process between the child and the teacher. It should meet the individual needs of every child, including those with Special Educational Needs and Disabilities, so some adaptations may be required.

Misconceptions need to be addressed in a timely manner. This often requires a teaching opportunity to be created for the child(ren) to gain the understanding they need.

Mistakes are different. They should sometimes be corrected and depend on the individual needs of each child. For example, most children may be expected to use a capital letter for a proper noun but may not be expected to spell this word correctly if it is less familiar to them.

Professional Judgement

All children have an entitlement to receive feedback from their teacher.

Feedback must be for the direct benefit and improvement of the children's work. Strong outcomes and progress must be evident in children's books; this is what reflects on the teacher's skills. Teachers can use their professional judgement to decide what pieces of work need to be fed back on and in what way. Teachers need to look at children's outcomes in order to decide this. If a child has not given their best, a teacher will hold them to account and subsequent improvements should be seen.

Types of Feedback

Written Feedback:

Teachers use a blue pen to write. Green highlighter is used to highlight successes. Pink highlighter is used to highlight where children can improve their work or indicate a next step. For example, a green highlighter may be used for a descriptive phrase that is particularly effective or a word that is extremely well selected. Conversely, a pink highlighter may be used where a selected adjective is not appropriate. They can also show that a Learning Objective has or has not been met, this is optional. Pupils use their green editing pen to self-improve and also when responding to comments.

Live Feedback:

This is feedback that happens within the lesson, in the moment, leading to immediate action by the pupil. This type of feedback should be focused on the objective in the lesson. It is an opportunity for staff to intervene with learning so that feedback and improvement is immediate and purposeful. Adults should not spend a prolonged length of time with any one child. Teachers should work their way around the classroom quickly, allowing them to gain a snapshot of learning and any misconceptions that are developing. The teacher will pause the lesson and lead a mini-input where they either: refer to the model with reminders, or use this as a teaching point to address the misconception.

Distant Feedback:

This is where the teacher marks the work away from the lesson. The benefit of this is that teachers have time to assess work in greater detail, and reflect upon next steps.

This is appropriate for:

- Longer tasks across the curriculum, where you are assessing a variety of skills and knowledge.
- In lessons leading to more sustained outcomes.
- Where teachers need to provide feedback to children who did not receive this in the lesson.

Specific Feedback

All feedback should be specific and not generic. Examples can also help children. Examples of verbal/written feedback.

Specific Feedback	Generic Feedback
<p>I liked the way you introduced the reader to the issue so they were aware of how controversial it is.</p> <p>You have selected a range of evidence to prove the character is unkind.</p> <p>You have been resilient because you didn't give up despite the mistakes you made at the start of the lesson finding fractions of an amount.</p> <p>Write two adjectives that perfectly describe the personality of the character.</p> <p>Great adjective – it describes his feelings perfectly.</p> <p>Next time, when carrying out an investigation, what would you do differently?</p> <p>You are able to use a range of shading skills to create texture.</p> <p>Your inference skills have improved since last week - you have established the meaning of unfamiliar words to help you with this.</p> <p>The setting does not appear terrifying. Go back and edit your work to create this atmosphere.</p> <p>You are forgetting your place holders, go back and edit.</p> <p>Why does the sound get fainter?</p>	<p>Well done.</p> <p>Good try.</p> <p>Repeatedly providing the same feedback. e.g. asking children to check for sense in their writing.</p> <p>That's great - keep it up.</p> <p>Go back and check your spellings.</p> <p>Try again at that.</p> <p>Great adjective.</p>

Presentation

How children's books are presented is shared with the children in the front of their book and/or teachers should model high expectations. This enables our children to be aware of the standards expected of them.

Sometimes feedback will relate to the presentation.

Formative Assessment

Assessment within and between lessons is used to shape the course of the learning and inform levels of support, adaptations to planning and teaching, and future learning opportunities.

Summative Assessment

Teachers use their knowledge of children's achievement and attainment in class, alongside any tests, to make informed judgements about children's outcomes. These judgements are made for Reading, Writing and Maths and are recorded each term. For other subjects, at the end of a unit of work, teachers judge whether children have either:

- Mastered the objectives taught and have delved deeper into concepts
- Fulfilled learning objectives with independence
- Needed support and scaffolding to achieve most learning objectives
- Not met the learning objective and needed differentiated learning

The progress of individuals and groups is tracked and monitored by class teachers, Subject Leaders and SLT. There is a collective responsibility to ensure all children in our school make the best possible progress.

Summer 2024

Appendix: Examples of effective written feedback:

<p>Great one word sentence to emphasise her name.</p>	<p>Odin stumbled back into his throne and saw that there was another figure emerging... Hela, the second of the three children. As she was half corpse, half human she had her own realm, where she admitted anyone who died of old age or illness this realm was called Hel she didn't admit anyone who died bravely. Try to develop this section. Could describe some key parts of Hela? How did she end up in her own world? How she got to her own realm went something like this: Allgathor saw her - Hela - and immediately dropped her down.</p>
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What does Con do that shows she is angry?

She spits and shouts.

This is a theme of friendship because the narrator gave the new boy a special orange. This fruit was special because there was a smiley face drawn on it and Tom gave a special sticker to put on it from his big books. It was a dinosaur one.

Where else is there a theme of friendship in the novel? When the narrator found another orange (the biggest) for the new boy. This showed that the narrator really wanted to be Ahmet's friend and offered him fruit.

My second reason is that it is a good source of protein, ■ Why does our body need protein? helping us grow muscle the main thing that helps us grow muscle.

Ref: B032

■ You need to annotate with what you are multiplying by. This would help you. Go through

5 24 30 36 42 47 and add these
 4 53 58 64

then edit ✓
 thank you.

$\frac{3}{4}$		$\frac{1}{3}$	
$\frac{9}{12}$	$>$	$\frac{4}{12}$	

3x (arrow from 3 to 9) 4x (arrow from 1 to 4)

$\frac{3}{6}$		$\frac{6}{8}$	
$\frac{12}{24}$	$<$	$\frac{18}{24}$	

4x (arrow from 3 to 12) 3x (arrow from 6 to 18)

A great way to engage the reader.

Hi. Hello? I'm talking to you! Yes! Do you have to suffer with the grumpiest teacher on earth? Oh. You don't. Well anyway, you have to buy one of these life-changing machines. How does it work you ask? Well I'm about to tell you so listen closely.

Yes because I want my story to be a bit creepy and funny. Do you want the reader to feel wrong all the time?

First of all, there is a coloured lever on the side of this machine and when you pull it it activates a mysterious wheel to spin. After that, give it to your teacher immediately because it drops a hot drink, a chocolate bar of your choice and any Harry Potter book. You don't believe me! Well then warn her comes it does work whether you like it or not!! Well then warn it's ok because I promise you it works.

Would you want any potential buyers to feel scared of the machine?

You're still here? There is a green button to get the machine to go faster and a red button to make it go slower in case it tries to murder you. I mean come on you too much you need it to stop for a bit. No deaths were made in the making of this unless you count Bob. So occasionally this teacher pleaser is as safe as can be and will make sure to get your teacher back on her feet.

Yes because then they won't buy it even more.

So buy one of these and you will never have to worry about having a grumpy teacher again. Unless the unexpected happens heh heh. After following our simple steps your teacher will be the jolliest person in the whole school. You also need to treat it well because it has a razor sharp, built in knife in the back so be careful and treat it like how you would want to be treated.

This ending made me laugh.

As a result your teacher will be so happy that she will help you get all the times tables right like $3 \times 2 = 74$.