

Palace Wood Primary School

Assessment and Feedback Policy



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Date Written	Spring 2023
Date for Review	Spring 2024

This policy has been impact assessed by Clare Cairns in order to ensure that it does not have an adverse effect on race, gender or disability equality

Assessment and Feedback Policy

Feedback to pupils

Rationale

Assessment should be the process which indicates to both the pupil and the adults what the pupil knows and can do, and how they can take the next steps in their learning. For this to be done effectively, there needs to be good relationships between prior learning, intended learning, pupils and adults. It also requires there to be strong relationship between feedback and assessment, planning and teaching, in that order.

What is the aim of the feedback policy?

- To provide accurate, useful feedback to our pupils that makes a difference to their outcomes both academically and personally, emotionally and socially.
- To allow pupils to access feedback that supports them in making progress.
- To allow the teachers and TAs to determine the most effective way to provide feedback to their pupils.

What is the policy?

- All adults working with pupils across the school will provide feedback to pupils on their work. Teachers are free to determine how this looks within their individual classes.
- Class teachers have a responsibility to communicate the methods of feedback to their pupils and ensure that all pupils understand how they will be provided with feedback.
- Pupils will have the opportunity to reflect on and evaluate their own learning.

What are the expectations?

- Each class teacher is free to determine with their class how they will provide feedback.
- Pupils should be able to explain how they get feedback from their class teacher.
- Pupils should be involved with the feedback process through self and peer-assessment
- There is no expectation that verbal feedback will be recorded.
- There is an expectation that feedback will have a direct impact on pupils' outcomes.

Key Questions to consider

- How engaged are pupils in reflecting on their 'useful learning mistakes'?
- Can pupils articulate their next steps?
- Is the narrative of the learning journey clear in the books?
- Is feedback impacting on learning?
- Is there evidence that children have responded to feedback – this will be evident if the children have done something with the feedback to make a difference in their own learning.

How is the policy monitored?

- All staff are responsible for the effective implementation of this policy.
- The policy will be monitored through conversations with pupils and class teachers.
- Pupils' work will form an important part of the monitoring process. This will always be carried out alongside the pupils to allow them to provide vital input into the feedback process.

Who is the policy for?

- Pupils – to ensure that the feedback they are provided with enables them to make progress

- Staff – to enable them to use their professional judgement in how best to provide feedback
- Leaders – to ensure that pupils outcomes and teacher workload are protected
- Parents – to support them in understanding how feedback is provided to their children

PPM and Target Tracker

- We use Target Tracker to input data. Teachers input data for reading, writing and maths.
- PPM meetings are held 3 times throughout the year, once in each term (Autumn, Spring, Summer).

Reporting to parents

- We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- We offer parents the opportunity to meet their child's teacher three times a year.
- During the summer term we give all parents a written report of their child's progress and achievements during the year. In reports for pupils in Year 6 we also provide details of the levels achieved in the national tests.
- We provide information each year about how children have performed in National Curriculum tests and Verbal reasoning and Non-Verbal reasoning tests when taken in Year 5. This information includes Standardised scores and national Curriculum Levels. In Years 5 or 6 we hold additional meetings to explain the secondary admissions process and provide information for parents opting for secondary selection into Kent Grammar schools.