



## Charlton Kings Infants' School

### Feedback, Progress and Assessment Policy 2020

Written by the Senior Leadership Team

<b>Governor Committee Responsible:</b>	<b>Provision</b>	<b>Governor Lead:</b>	<b>Chair of Provision committee</b>
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Designation	Name	Date	Signature
Chair of Provision	James Atack	15.01.2020	
Head teacher	Katie James	15.01.2020	

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## Feedback:

“Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning,”

— Dylan Wiliam, *Embedded Formative Assessment*

At CKIS we understand that effective feedback is crucial to supporting each child’s learning. In order for feedback to be most effective we recognise that it must be given and received appropriately:

Some key features of feedback at CKIS include:

- It is given immediately whenever possible to ensure that it is fresh in mind
- It builds on strengths and needs
- It is time specific and sensitive
- It is understood and accepted by the child



We understand that with children in Early Years and KS1 verbal feedback is the most efficient way to ensure that we scaffold children’s learning appropriately. As children move through the school we develop their self and peer assessment skills to help them become independent learners. Verbal feedback, both from teachers and peers, is planned for and given the time required to be effective.

*We do not ask teachers to record this feedback as the impact of this on the child’s development is unclear.*

The evidence around the impact of marking on children’s progress remains weak. At CKIS we have taken an approach that provides clear written feedback without creating unnecessary workload. We use a marking code that also feeds directly into the feedback policy used at CKJS (see appendix).

‘Research suggests that there is no difference between the effectiveness of coded or un-coded feedback, providing that pupils understand what the codes mean’ (EEF- A review on evidence of written marking)

In summary, verbal feedback is the backbone of everything we do.

‘Research shows that less teaching and more feedback is the key to achieving greater learning’  
(Grant Wiggins- 7 keys to effective feedback)

## Marking Code:

Mark	Description	What it means
✓ or 😊	Single tick	Good/Acknowledgement
	Pink underline	Great word or phrase
.	Green dot	Check answer
SP	SP in margin	Check spelling
?	Question mark	Does it make sense?
/	Single forward slash	Missing finger space
//	Double forward slash	New paragraph
	Straight underlined	Check word
^	Arrow between words	Insert word or punctuation
	Circled grapheme in word	Check grapheme
	Circled punctuation	Check punctuation
	Blank circle	Missing punctuation
<u>a</u>	Green line under	Capital letter

## Reporting Progress:

At CKIS we understand the importance of being held to account and the impact this can have on pupil progress. Reporting of progress and attainment plays a vital role in this at every level within the school. We are clear that the reporting of progress does not include any requirement to record formative assessment data in a specific format.

There is no intrinsic value in recording formative assessment; what matters is that it is acted on.  
(DFE March 2016)

We use standardised assessments tests as they can supplement our teacher judgements and significantly reduce workload while avoiding the risk of attempting to turn subtle teacher judgements into simplistic numerical information. (Eliminating unnecessary workload associated with data management, DFE March 2016)

We understand the importance of high quality, nationally recognised assessments and use PISA, PUMA and GAPS assessments testing for this purpose. These assessments tests have been standardised across the country and aligned with the National Curriculum 2014. (Relating your PIRA and PUMA test marks to the national standard, Rising Stars, 2017)



We use these assessments three times a year in Ks1 and in the summer term at the end of EYFS. Managing workload is key to our policy and we follow the mantra that we should use data in the format available. We do not ask for or duplicate collection of data– we ‘collect once, use many times.’

Teachers and Teaching Partners use the information provided to support them in identifying gaps and ensuring the children in their class make good progress.

The senior leadership team (SLT) and Subject leads use the information to monitor attainment and curriculum coverage.

The assessment lead and HT use the information to form the basis of reports to the governing body and as an extra piece of information to support challenging

conversations during pupil progress meetings.

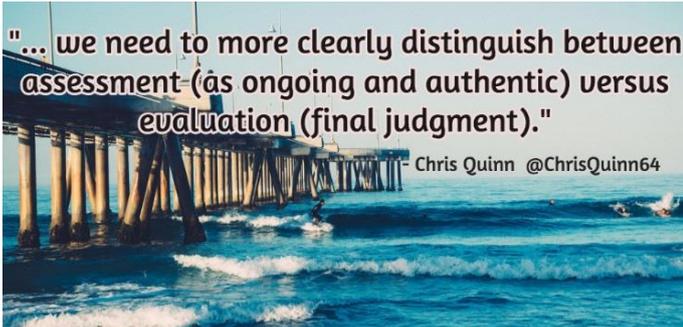
National data is looked at as soon as it becomes available to support our school development planning. We use FFT dashboard and ASP for this purpose. National data and any actions arising from this are shared with the governor provision committee at the start of each academic year.

## Formative Assessment:

“Formative assessment is that process of appraising, judging or evaluating students’ work or performance and using this to shape and improve their competence.” (Tunstall and Gipps 1996)

At CKIS we agree with the purposes and principles of assessment in the Commission on Assessment without Levels report and endorse that ‘there is no intrinsic value in recording formative assessment; what matters is that it is acted on.’

Our assessments and our curriculum have been designed to create a clear progression of skills with effective monitoring of the skills.



We use our progression documents in writing, reading, maths and science to carefully monitor the progress of each child and to plan activities that focus on children’s next steps and address individual areas for development. The progression documents have been designed by the teaching team at CKIS and are fully aligned with the expectations of the EYFS Early Years

Outcomes and the National Curriculum 2014 and our school expectations.

The SLT monitor the impact of these tools through termly pupil progress meetings, learning walks, book looks and planning. Teachers are given the opportunity to talk about the needs of the children in their class and identify key areas for development in order to inform teaching and accelerate progress for individual pupils, identified groups and the whole class.

“For assessment to function formatively, the results have to be used to adjust teaching and learning.”  
(Black and Wiliam 1998)

Our pupil progress meetings are designed to focus teachers on the gaps in children’s learning as they refer to the expectations outlined within the progression documents and record these using the pupil progress forms (Appendix). From this, teachers adjust their teaching to ensure these gaps are addressed. Key steps regarding actions being taken in year to support accelerated progress and monitor the outcomes of these actions are shared with all staff and governors.

Our formative assessments are not designed to produce data or provide comparable monitoring information, even when they are recorded by teachers.

Teachers use the EYFS framework and the National Curriculum 2014 to assess children’s attainment in all other subjects. We expect teachers to record this only when they deem it useful to the learning that takes place in these subjects.

Governors and SLT will not make requests for information regarding in year, formative assessments outside of those outlined in this policy.