



Saint Norbert's  
Catholic Voluntary Academy

Information for Parents:

# Assessment and Feedback



## UN Convention on the Rights of the Child

As a Rights Respecting School, we acknowledge our role as ‘duty bearers’ in promoting and protecting children’s rights.





## INFORMATION FOR PARENTS: ASSESSMENT AND FEEDBACK

### Introduction

Feedback should be used ‘as a windscreen rather than a rear view mirror’ – looking forwards and being a recipe for future action.

Dylan William

We recognise the importance of feedback as an integral part of the teaching and learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the research surrounding effective feedback and the workload implications of written marking, as well as research from cognitive science regarding the fragility of new learning.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations. EEF research shows that effective feedback should:

- Redirect or refocus either the teacher’s or the learner’s actions to achieve a goal;
- Be specific, accurate and clear;
- Encourage and support further effort;
- Be given sparingly so that it is meaningful;
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them;
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

The Department for Education’s research into teacher workload has highlighted written marking as a key contributing factor. As such, we have investigated alternatives to written marking which can provide effective feedback in line with the EEF’s recommendations, and those of the DfE’s expert group which emphasises that marking should be: **meaningful**, **manageable** and **motivating**. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in

Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

### So what do we do?

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback should be to further children's learning.
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson - the 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### What might you see in books?

You might not see evidence of teacher 'marking' as you have in the past. Teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. At Saint Norbert's, we use

whole-class feedback wherever possible. Where written feedback is recorded in children's books, we have agreed how this will be recorded.

Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching;
2. Summary feedback - at the end of a lesson/task;
3. Next lesson 'feedforward' – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished;
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study.

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"><li>▪ Includes teacher gathering feedback from teaching within the course of the lesson, including mini-whiteboards, bookwork, etc.</li><li>▪ Takes place in lessons with individuals or small groups</li><li>▪ Often given verbally to pupils for immediate action</li><li>▪ May involve use of a teaching assistant to provide support of further challenge</li><li>▪ May re-direct the focus of teaching or the task</li></ul>	<ul style="list-style-type: none"><li>▪ Lesson observations/learning walks</li><li>▪ Green pen response from children</li></ul>
<b>Summary</b>	<ul style="list-style-type: none"><li>▪ Takes place at the end of a lesson or activity</li><li>▪ Often involves whole groups or classes</li><li>▪ Provides an opportunity for evaluation of learning in the lesson</li></ul>	<ul style="list-style-type: none"><li>▪ Lesson observations/learning walks</li><li>▪ Some evidence of self-assessment and peer-assessment</li></ul>

	<ul style="list-style-type: none"> <li>▪ May take form of self-assessment or peer-assessment against an agreed set of criteria</li> <li>▪ May take the form of a quiz, test or score on a game</li> <li>▪ In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quiz and test results may be recorded in books or logged separately by the teacher</li> </ul>
<b>Feedforward: 'the next step is the next lesson'</b>	<ul style="list-style-type: none"> <li>▪ For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proof reading and editing their work.</li> <li>▪ Retrieval tasks are used daily and errors and misconceptions addressed in subsequent lessons.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lesson observations/learning walks</li> <li>▪ Evidence in books of pupils editing and redrafting their work in green pen</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>▪ 'Check it' activities</li> <li>▪ End-of-unit or term tests/quizzes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Check it activities in books</li> <li>▪ Quiz and test results</li> </ul>