



Be Kind, Be Brave, Be You

Denmead Junior School Assessment and Feedback Guidelines Agreed: Autumn 2024 Review Date: Autumn 2025

'Assess' from the Latin 'assidere', means to sit beside...this underpins our understanding of the best way to assess; beside the child.

At Denmead Junior School we believe we should provide constructive feedback to every child, focussing on successes and improvements against learning goals; enabling pupils to become reflective learners and helping them to know their gaps in learning in order to move their learning forward. Effective feedback is the responsibility of every member of teaching staff.

Principles

- A consistent and manageable method of marking, feedback and pupil response throughout the school
 - Marking work promptly and according to agreed guide lines.
 - All adults working with the children will be involved in marking and feedback
 - Children will be given opportunities to respond to adult feedback and make improvements to their work.
- Children should make progress through responding to feedback
- Clear strategies for improvement will be given
 - Marking and feedback to inform future planning and teaching and learning

Feedback Guidelines

"Must Haves" before effective feedback can take place

- Previous learning is reviewed
- Formative assessment strategies are planned to identify learning gaps
- Learning goal for each lesson is identified
- Units of work are sequenced carefully
- Effective task design
- High quality instruction

(EEF 2021)

Feedback can:

- focus on different *content*;
- be delivered in different *methods*;
- be directed to different *children*; and
- be delivered at different *times*.

Improving learning through assessment and feedback depends on five key factors:

- Clarifying, understanding, and sharing learning goals



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- Engineering effective classroom discussions, tasks and activities that demonstrate evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Leahy, Lyon, Thompson and William (2005).

Responsive teaching

Responsive teaching (including feedback, marking, monitoring and reporting) aims to:

- Move learning forward.
- Use high quality instruction leading guided on to independent practice
- Develop metacognition and self-regulation.
- Encourage pupil motivation, self-confidence and the resilience to receive information so that they can use the feedback effectively.
- Varied in style and adapted to the individual need of the child.
- Enables dialogic talk
- Be diagnostic, formative and summative in order to summarise and analyse attainment and progress.
- Worked alongside the learning goal and steps to success.

Moderation

Moderation is ongoing and rigorous through triangulation involving: lesson drop ins, pupil conferencing, learning walks, book looks alongside the teacher, subject leader monitoring,



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phase leader discussion and performance management. Pupil Progress Reviews are used to identify and analyse progress and set targets in reading, writing and maths for individuals, groups, classes and cohorts. Moderation usually takes place through the year in reading, writing and maths with cluster schools in KS2 and alongside our feeder infant school.

Assessment and Tracking

Summative Assessment and Tracking

At Denmead Junior School, we have adopted the Hampshire Model of Assessment for tracking attainment and progress in reading, writing and maths. The model follows the principle of arranging the key objectives from the National Curriculum for a given year group into three phases and each subject divided into a number of domains. These domains enable teachers to assess progression within and across the subject. Teachers assess progress in November, February and April. The summer term is spent consolidating the work of all three phases ready for a final judgement.

Teachers use Insight, which is an online tracking system, to record summative assessments in reading, writing, maths and the Foundation subjects. The software produces a variety of reports, which enable the school leaders and staff to track cohorts and individuals based on their starting points. Pupil Progress meetings follow each data drop. These are held with class teachers, English and maths leads, SENCo, AHT and HT and have the primary purpose of addressing children who are not on track to achieve ARE/GDS.

Statutory Assessments

Year 4 take the statutory Multiplication Tables Check (MTC). The purpose of the check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in mathematics.

At the end of KS2 (year 6), all children take National Curriculum statutory tests in mathematics, English reading, and English grammar, punctuation and spelling. Trained markers mark the tests externally and children are given a scaled score for each subject to show whether they have reached the expected standard. This is the score reported by the school and conveyed to parents. Writing is assessed by teachers.

Reporting to Parents

The school provides parents with a written report in July, summarising where their child is in relation to end of year expectations for their year group. Their progress towards this will also have been discussed at parent meetings across the year.



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Assessment and Tracking for children with SEND

All children's progress is monitored using the Hampshire Assessment Model (HAM). If a child is on the SEN register, they are tracked back on HAM to identify exactly what they can achieve. If the child is working two years or more below their age-related expectation, the SEND Planning tool is used to monitor progress and identify next steps in learning. Children are reported to be 'Emerging' 'Developing' or 'Securing' in the year group curriculum that is closely matched to their ability.

Assessment for all the children in school is ongoing and continuous and monitors the progress of each individual. The learning goals and targets set are personalised and are ambitious, taking in to account the individual needs and emotional resilience of each child. Each child on the SEN register has a pupil passport, which is reviewed and shared with parents each half term. The pupil passport provides information about the child's needs, support strategies and small targets taken from the planning tool to support them moving on. This includes trauma and attachment informed targets and targets from the Six Strand document linked to SEMH needs.

We have a number of other assessment tools in school which include Salford Reading test, Sandwell numeracy test, Language links assessment and Dyslexia screening test which are used termly or when appropriate.

Purpose of feedback is to:

- Move learning forward and challenge thinking, including during the lesson.
- Identify the next steps.
- Show appreciation of a child's effort linked to resilience, and metacognition.
- Allow for self-assessment; the child can recognise their mistakes, correct and improve
- Encourage them to accept help/guidance from others.

Giving feedback

Feedback (written or verbal) should be left to the classroom teacher with consideration to:

- content
- methods
- different children
- different times.

All marking by adults is completed using pen (avoiding red). Purple editing pens are available to children at all times.

Pink and green highlighters are used by all teaching staff.



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"Green for Great" indicates work which has achieved or surpassed the Learning Task.
"Pink for Think" is used when there is a need to close a learning gap- this will be in cloud marking or as a "dot".

The LO will be highlighted green if achieved or dotted pink if it has not.
Scaffolding marking and use of questions are used to close learning gaps.

Spelling errors are noted in the in margin: where appropriate, a wavy line beneath the incorrect spelling/diagraph and a pink cloud in the margin with options for the children to choose. This will be scaffolding up for progression.

Marking **may** include a positive evaluative comment against steps to success.

When an adult works with a child to unpick barriers or provide intensive support- this is marked as **DWP** – discussion with pupil.

GP is marked beside the work to denote guided practice.

When appropriate, where a child has worked completely independently, an **I** is used beside the work.

High frequency words and taught spellings are corrected **with children rewriting the correct spelling 3 times**. The teacher will not need to mark their "Guided Group" or any group working with another adult.

Marking posters will be stuck in the children's books and be visible on posters in the classroom.

Children's role and responsibility

Children take ownership of what they need to do next based on feedback.

Time for self-reflection of pupils' learning is built during each lesson, so that they can evaluate against the lesson's "Learning Task" and "Success criteria".

Marking by HLTA

If an HLTA covers for several days, then paid overtime will be given for feedback.

Feedback





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Great
Green



Think
Pink

I use **purple biro** to respond to feedback.

In my book, I might see:

Highlighted success criteria and LT.

Guided practice – **GP**

Independent work – **I**

S or **HLTA** when it is not my class teacher

Feedback.  Cloud marking in the margin.

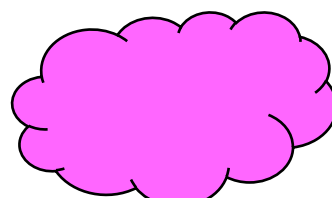
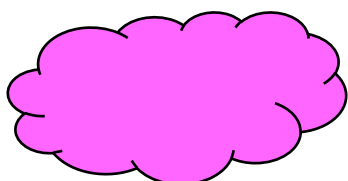
I have talked to an adult about my learning – **DWP**



Next steps for my learning if required.

Spelling:

I may see “sp” and a wavy line beneath the incorrect spelling/diagraph and a pink cloud in the margin with some choices.





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said

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Sentence stems to Support Metacognition

Me	This task makes me feel... because... I might find...difficult because... It might help if I...
Plan	I already know that... This reminds me of... I am thinking... I am wondering... I need to... I'm going to... My plan is...
Do	I know I am on track if... I've notices that... I'm working out... I could do...differently because... If I am not on track, I can...
Review	This part went well because... I know I have achieved because... I could have done ... differently because... Next time, I could... Next time, I'll remember to... I learnt that...

Me	How do I feel about this task? What might I find difficult? What might help me to complete this?
Plan	What do I already know about this? What do I need to do? How am I going to do it?
Do	How will I know if I am on track? What could I do differently? What can I do if I am not on track?
Review	What went well? How do I know? What could I have done differently? How can I use what I have learnt next time?



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