St George's Primary School

ASSESSMENT AND FEEDBACK POLICY

2025

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Policy readers should also refer to:

- **Learning and Teaching Policy**
- **EYFS Policy**
- **Subject Progression Grids**
- **SEND Information Report**

Section One: Principles and Rationale

At St George's Primary School, we believe that effective assessment is crucial to our success. If we are to ensure that our learning and teaching is effective, we must make sure that our assessment policies are meaningful to pupils, parents and staff. **Assessment underpins all our 4 pillars of learning.**

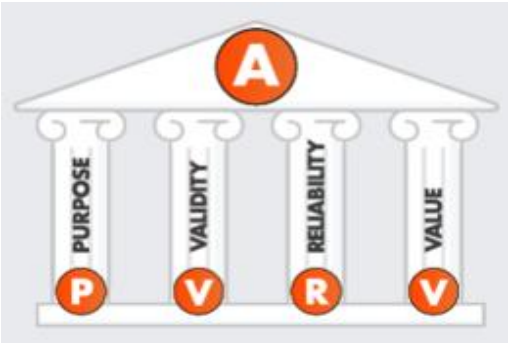
We fully embrace the key principles of assessment outlined by the Department for Education (see appendix A) that assessment should:

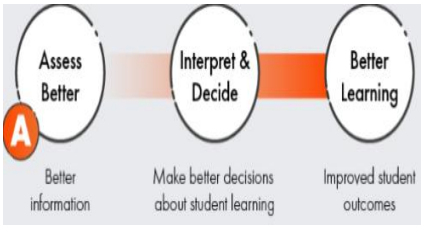
1. Give reliable information to parents about how their child, and their child's school, is performing
2. Help drive improvement for pupils and teachers
3. Make sure the school is keeping up with external best practice and innovation

We believe that assessment in our school should:

- Be focused on learning.
- Celebrate progress and achievement.
- Inform our learning and teaching.
- Help us to set targets and ways forward.
- Actively involve children and motivate them in their learning.
- Provide information that is purposeful, reliable and relevant to children, parents and staff.
- Ensure that we can monitor every child's progress, to guarantee achievement for all. Our aim is to ensure that there is no discrimination or patterns of unfairness in children's attainment and achievement.
- Be benchmarked against national indicators and moderated with the support of local schools and the local authority.

At St George's Primary School, we ensure all assessment practices and procedures follow the 4 pillars of assessment.





Source: Great Teaching Toolkit Assessment Lead Programme and Dimension 4:3

Purpose

Every assessment, from an exit ticket to an end-of-unit test, should fulfil a clearly defined purpose (for example, to provide accurate information to a teacher mid-lesson, so that they know if students are ready to move on), and should target specific constructs (the use of metaphors for effect in creative writing).

Validity

Validity is all about the fitness for purpose of the interpretations we place on information generated by student's responses to assessment questions and tasks.

To what extent does the question/test actually test what we intend it to?
To what extent does the assessment provide information which is both valuable to those who use it and appropriate for the intended purpose?

Reliability
Reliability in the assessment of student learning is concerned with the accuracy and consistency of the information generated.

Value
Every minute that a teacher, student, leader, parent or governor spends engaging with assessment processes (be that in the form of planning, administering, reviewing, marking etc) is a minute that isn't spent doing something else.

We define assessment, marking and feedback as:

Assessment
Staff: Assessments (verbal feedback, quizzes, retrieval tasks and summative activities) drive forward our teaching and learning. They help us to identify misconceptions and gaps in learning so we can adapt our teaching and learning to ensure all pupils make good progress at St George's.

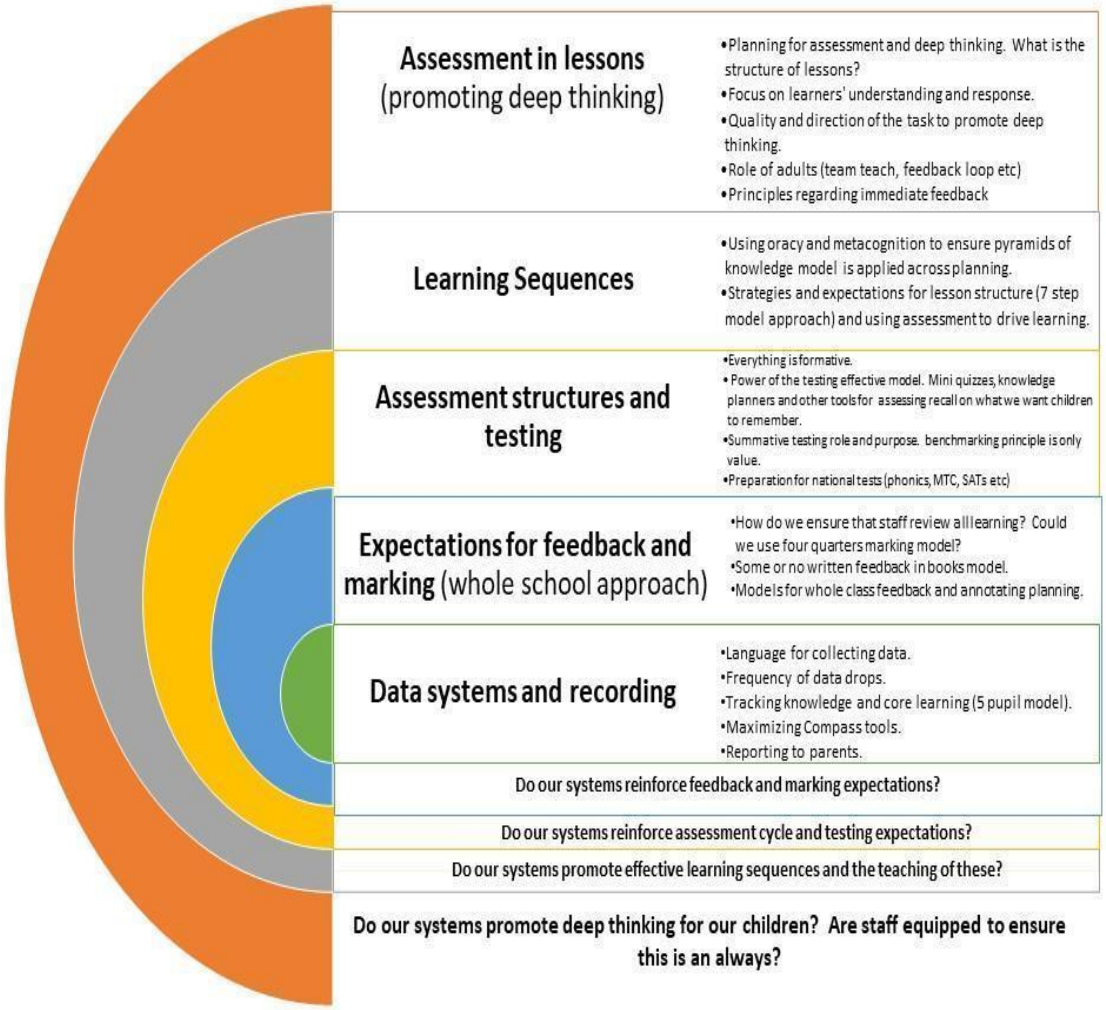
Children: Assessment and feedback help me to understand my current learning and make improvements to ensure I can attain the next steps in my learning journey.

Feedback
Feedback is central to how we develop teaching and learning at St George's Primary. It can be delivered orally or in writing. It can be delivered before, during and after a lesson. What is important is that it informs children about their progress and helps them to understand their learning better and improve. At St George's Primary we are working hard to develop high quality feedback principles that are focused on children having the opportunity to respond to their feedback. Feedback should be as immediate as possible and not rely on extensive written marking. **It is the quality of the feedback process that is important.** Feedback should ensure pupils know how well they are doing and what they can do to improve their learning.

Marking
Marking is a form of feedback. It is the formal written comments or markings made in children's books about their work. Marking is part of our feedback strategy. It can be done by the class teacher or teaching assistant or on occasions by children themselves or their peers. Marking should be purposeful, immediate and provide clear feedback. We expect every piece of work to be reviewed by class teacher but very few pieces of work will have detailed marking. This is not necessary, manageable or the best way to provide feedback.

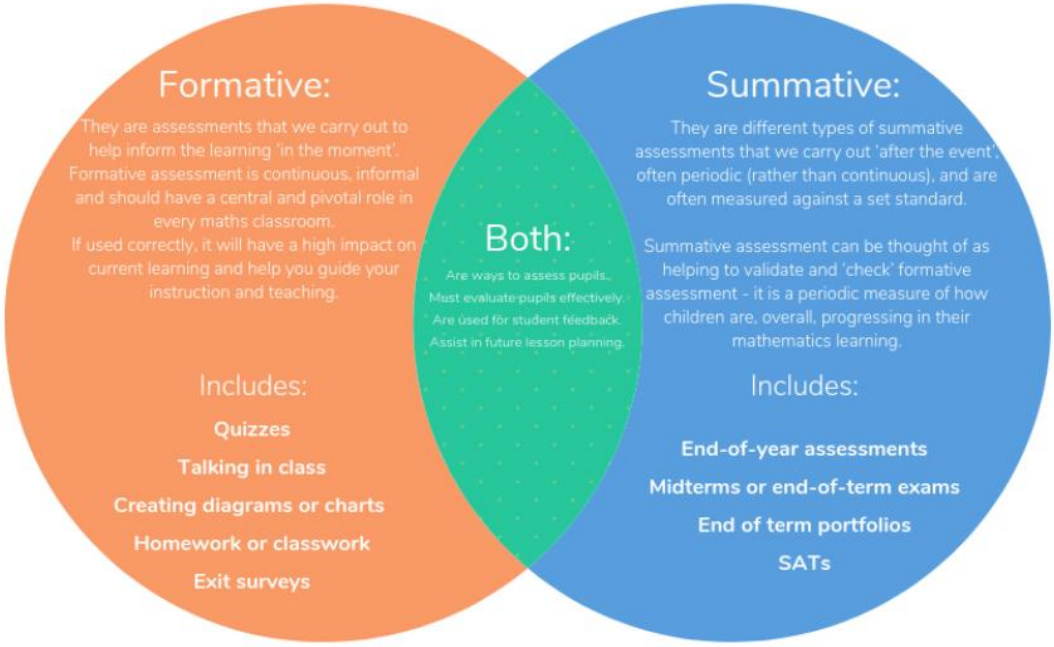
1.1

Model for thinking about Assessment @ St George's



Section Two:<u>Assessment in Learning (promoting deep thinking)</u>

Assessment is simply an evaluation of learning. Outcome of assessment is what can be done to help children learn as well as they can. This may include adapting the teaching in response to pupils' understanding. Assessment is often described in two approaches that should be viewed as interdependent not exclusive. Tim Handley notes the relationship in his blog on assessment:



2.1 Formative Assessment (Responsive Teaching)

This assessment involves us developing an informed view of our children's progress. In simple terms it helps us **form** a judgement about a child's progress and achievement. It is also underpinned by several other key principles:

1. Assessment should provide a clear indication of what a child has learnt and achieved. Put simply, it should tell us what knowledge and skills they have learnt and what progress they have made.
2. Assessment should indicate the 'next step' in learning. The assessment should inform what we teach next and the adaptations we make to ensure all pupils make good progress. This informs our planning. We have established clear progression grids for all subjects to support this.
3. Assessment should be regular and informative. Our aim is that formative assessment is as immediate as possible. Tools include Flashback 4s in mathematics, use of mini quizzes and retrieval tasks.
4. Every child should be actively aware of their achievement, their progress and the next steps in their learning. This can be developed through models of self-assessment and peer assessment. This should be linked to the LF and S2S in each lesson.

The evidence proves that effective use of formative assessment has a significant impact on children's learning.

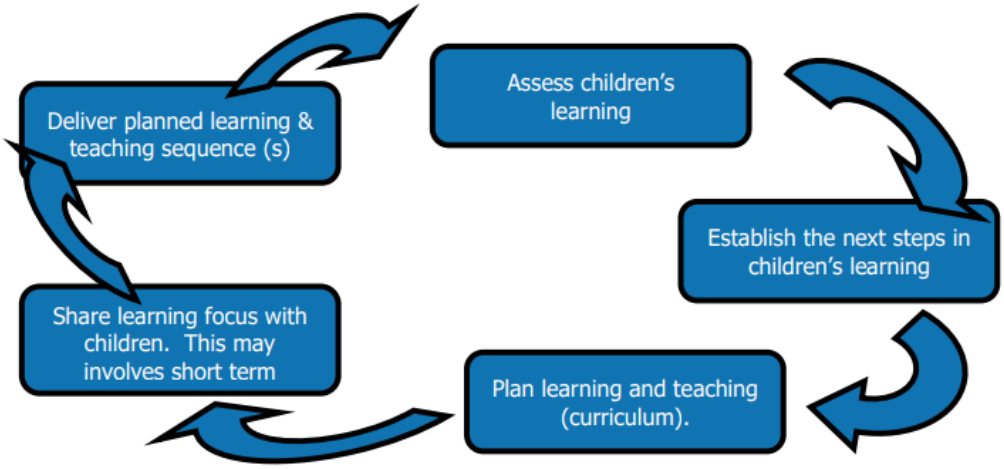
2.2 Summative Assessment

This type of assessment is traditionally referred to as testing or measured assessment. We prefer to focus on regular assessments. It helps us answer questions such as:

- Have our children retained knowledge and skills from their class-based learning?
- How are our children performing against age-related expectations and national trends?
- Can our children apply their learning to different questions and contexts for learning?
- Does a child's performance match their ability in class? What factors may be affecting this?

This gives teachers, children and parents a 'snapshot' of children's attainment. It is used to measure or compare attainment. It can provide reliable information over time and is comparable.

At St George's Primary School, the majority of our efforts focus on Formative Assessment, as we seek to improve our children's attainment and achievement at Primary School.



Section Three: Learning Sequences

At St George's Primary School, the curriculum teams have worked on developing the curriculum. They have ensured that the learning is sequenced and progressive and have highlighted key vocabulary and key learning. We ensure relevant prior learning is reactivated and accurate so that new incoming pieces of information are accurately placed and connected to create meaning. Assessment throughout the learning journey supports pupils and teachers to identify gaps in learning and helps teachers to address misconceptions.

Anchoring Learning

Subject	**What I am learning about**? What do I know about this subject? Why do we learn this? How do I describe my learning?
Big Picture	**What is the key concept** (for example fractions and application of equal parts from a total) or **focus** (for example How Roman Empire improved Britain)? How does this connect to my prior learning and knowledge?
Lesson	**What is my key learning focus today**? Is this new learning? How does this build on my recent prior knowledge and understanding? How will I be successful?

	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	

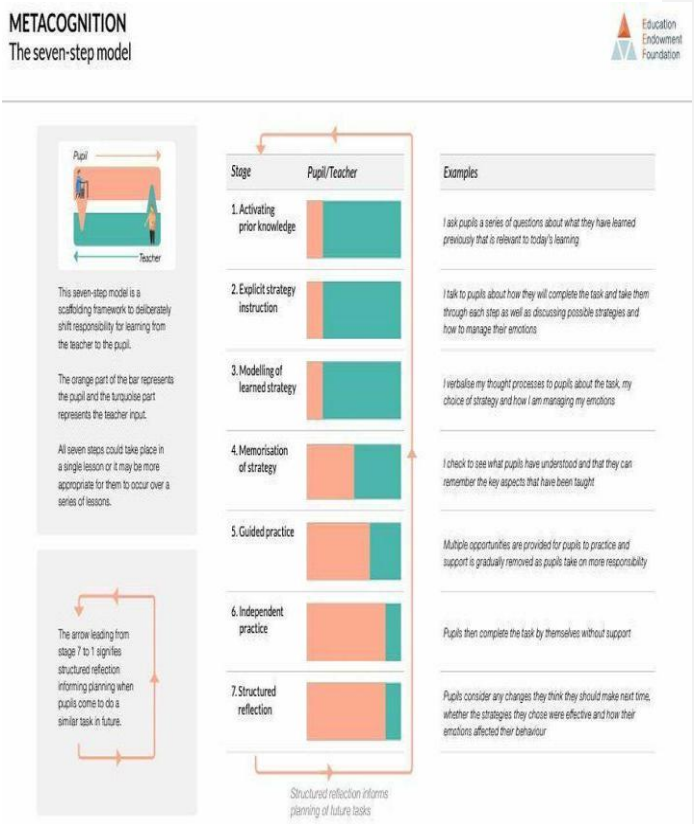
Dylan William – Unpacking Formative Assessment

3.1 Seven Step Model

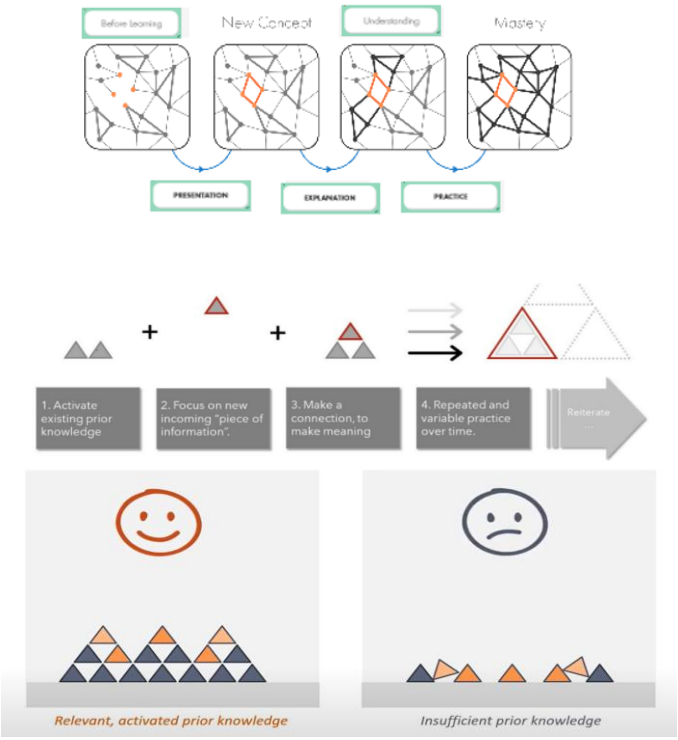
The EEF (Education Endowment Foundation) seven-step model guides effective teaching and learning practices. It emphasizes understanding students' prior attainment to tailor instruction appropriately.

Encouraging metacognitive awareness and self-regulation skills empowers students to take control of their learning journey. Collaboration among peers through tutoring and collaborative learning enhances understanding and communication skills. Timely feedback and responsive teaching support student progress by addressing individual needs.

Effective teaching practices grounded in evidence-based strategies improve learning outcomes. Individualised support through one-to-one tuition helps students overcome challenges and make progress. This ongoing assessment fosters student achievement and effective teaching.



Children should be connecting their knowledge over time and improving their recall and understanding.



Section Four: <u>Data Systems and Recording</u>

4.1 Reporting and Recording Outcomes from Assessments

The national curriculum specifies the end of key stage expectations. At St George's Primary we have mirrored the expectations of the national curriculum and will report to children and parents on whether their child is working at age related expectations. These age-related expectations have been published for each subject on the school's website. Any reporting of assessment levels is a guide. It is comparative measurement using formative and summative assessment approaches.

At St George's Primary this will be reported as follows:

- Your child is working **below the standard (WBS)** for their age-related expectations (would have a gap of more than 12 months from their age-related expectations).
- Your child is **working towards (WTS)** age related expectations (within 12 months of their expected standard)
- Your child is **working at expected (EXS)** age-related expectations
- Your child is **exceeding (EXC)** age-related expectations. This means they are secure in their learning and showing mastery of their age-related expectations. They may be achieving in aspects of the curriculum that are above their age-related expectations. **This standard is only for core subjects because it aligns to DfE end of key stage examination reporting.**

It must be remembered that these are end of year expectations. A child on track would be

- Working at expected standard at the end of **Autumn Term** if they have achieved 1/3 of their key objectives.
- Working at expected standard at the end of **Spring Term** if they have covered 2/3 of their key objectives.

- Working at expected standard at the end of **Summer** Term if they have achieved all of their key objectives.

Throughout primary education children's learning is assessed. Sometimes that is part of national testing. Most of the time is through regular assessments. The majority of assessment is class based with the teacher using a range of formative and summative assessment techniques to inform their judgement on a child's learning and achievement.

At St George's we conduct termly assessments. These may include:

- Accelerated reader
- Phonics screening
- Summative reading tests (annually)
- Summative mathematics tests (annually)
- Intervention data from sources such as Lexia

These assessments are moderated through:

- Moderation with other teachers in their year groups.
- Work with Partner Schools.
- Focused moderation with senior leaders and class teachers across the school

4.2 Making an Informed Judgement Using Assessment Information

Our assessment processes should enable us to provide an informed analysis about our children's attainment. Moreover, it should ensure that we can monitor every child's progress, to guarantee achievement for all.

A formative judgement should not be reliant on a test. It should be developed through an analysis of children's independent work. We will compare this against focused assessment tasks including testing to ensure that we have a complete picture of children's learning.

We fully accept that we have to ensure that children are able to perform in national tests and understand the responsibility and accountability associated with national tests and assessment procedures.

Over time, teachers and other members of staff will collect evidence regarding a child's performance. It is crucial that we evidence the **depth of learning** across the subject areas. For example:

- If we are assessing a child's ability to multiply, we must look at their efficiency, recall, ability to work independently and their understanding of how to apply that method in a range of contexts over time.
- If we are looking at children's understanding of grammatical rules (speech marks for example), they must apply that across all their writing, not just in a specific English lesson.
- If we are assessing children's scientific knowledge (forces for example) they must be able to apply this when working scientifically not, simply recall knowledge in a test.

4.3 Recording Assessment Outcomes on Compass

We use a data package called Compass. The organisation of the data is personalised to the school's curriculum and aims.

We use Compass to:

- Record **all key summative information** to track children's attainment and progress over time.
- **Some benchmarked formative** information. We track formative data for a small number of pupils and use this to benchmark assessment judgements for other pupils.

4.3.1 Summative Data and Core Subjects

We record termly data for core subjects of reading, writing, mathematics and Science using the following statements.

- Your child is working **below the standard (WBS)** for their age-related expectations (would have a gap of more than 12 months from their age-related expectations).
- Your child is **working towards (WTS)** age related expectations (within 12 months of their expected standard)
- Your child is **working at expected (EXS)** age-related expectations
- Your child is **exceeding (EXC)** age-related expectations. This means they are secure in their learning and showing mastery of their age-related expectations. They may be achieving in aspects of the curriculum that are above their age-related expectations. **This standard is only for core subjects because it aligns to DfE end of key stage examination reporting.**

We may also collect other relevant summative data. Examples include:

- Phonics stages

- Reading Ages
- Standardised verbal or non-verbal reasoning if relevant to child's assessment

4.3.2 End of Key Stage Data

At the end of KS1 and the end of KS2 we record data for core subjects of reading, writing, mathematics using the following statements.

- Your child is **working towards (WTS)** age related expectations (working within their current key stage)
- Your child is working at **expected (EXS)** age-related expectations
- Your child is **exceeding (EXC)** age-related expectations. This means they are secure in their learning and showing mastery of their age-related expectations.

Science is reported using the following statements.

- Your child is working at **expected (EXS)** age-related expectations
- Your child **has not met (HNM)** age-related expectations

For children working below their KS standard pre-key stage standards are reported. The examples below are for children working below the KS2 standards.

- **Standard 6** (working at the KS1 expected standard)
- **Standard 5** (working towards the KS1 expected standard)

The Engagement Model

For children who cannot access subject specific study the Engagement model is used to assess their development and progress. The model has 5 areas: exploration, realisation, anticipation, persistence, and initiation.

4.3.3 Summative Data and Non-Core Subjects

We record data for non-core subjects (twice a year), using following statements:

- Your child is working **below the standard (WBS)** for their age-related expectations (would have a gap of more than 12 months from their age-related expectations).
- Your child is **working towards (WTS)** age related expectations (within 12 months of their expected standard)
- Your child is **working at expected** (EXS) age-related expectations.

Note that there is no national exceeding or higher standard for non-core subjects.

4.4 Making an Effective Use of Formative Assessment Information

All subject areas now have progression grids that highlight key checkpoints for learning. These have been compiled with reference to national associations, NCETM, Literacy Counts etc. Aim of the progression grids is to:

- Ensure the ambition of curriculum through planning aims.
- Allow us to assess quality of learning in our curriculum.

All our progression grids are added to Compass. We will use formative statements as a benchmarking exercise. Each class will benchmark a small group of children using formative statements on Compass. This will be done per requirements below:

<table>
<tr><td rowspan="5">Core Subjects</td><td rowspan="3">English</td><td>Reading</td><td rowspan="5">5 children tracked for the whole year.
Termly formative assessment recorded on Compass.
Link to planned moderation.</td></tr>
<tr><td>Writing (includes spelling and grammar)</td></tr>
<tr><td>Spoken Language/Oracy</td></tr>
<tr><td colspan="2">Maths</td></tr>
<tr><td colspan="2">Science</td></tr>
<tr><td rowspan="10">Non Core Subjects</td><td rowspan="3">Humanities</td><td>History</td><td rowspan="10">3 children tracked for the whole year.
Twice a year formative assessment recorded on Compass (Feb and June).
Link to planned moderation/360s/subject reviews</td></tr>
<tr><td>Geography</td></tr>
<tr><td>R.E (not NC specified)</td></tr>
<tr><td rowspan="3">Creative Arts</td><td>Art and Design</td></tr>
<tr><td>Music</td></tr>
<tr><td>Design Technology</td></tr>
<tr><td colspan="2">Computer Science</td></tr>
<tr><td colspan="2">P.E</td></tr>
<tr><td colspan="2">PSHE (not NC specified)</td></tr>
<tr><td colspan="2">Modern Foreign Languages (KS2 Only)</td></tr>
</table>

4.5 Establishing Targets for Performance

Summative and formative data should be used to drive high ambition for children.

Using a range of assessment data, we will set specific ambitious targets for children as they progress in the school. These are not set up to create pressure for children or simply generate statistical data. They will provide us with a means of meaningfully discussing our ambition for all pupils.

4.6 Sharing and Reporting Assessment Information with Parents and Carers

Our aim is to share with parents and carers how well their children are learning and progressing. Data should be used as part of that information.

Assessment information will be shared with parents on annual cycle through:

- Two parents' evenings
- End of year annual report

As well as information from the school's assessment systems, parents and carers will also receive information on National testing and assessment. This will include:

- End of EYFS attainment against Early Learning Goals (ELGs).
- Key Stage One phonics reading screening outcomes in Year 1 and in Year 2 for children who don't make the standard in Year 1.
- Optional end of Key Stage One standard attainment reporting for English reading, English writing, maths and science.
- Year 4 Outcomes for Mathematics Multiplication Tables check (test in the Summer Term).
- End of Key Stage Two standard attainment reporting for English reading, English writing, maths and science.

4.7 Assessment in Early Years (EYFS)

EYFS uses the non-statutory **Development Matters Framework** and also the **Birth to 5 Matters Framework** as guidance to support the implementation of statutory responsibilities within the Areas of Learning across EYFS. These documents support the ongoing assessment of all children across the developmental ages/ranges and underpins the **Early Years Foundation Stage Statutory Framework** in which children are assessed against the Early Learning Goals at the end of the year.

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	**Characteristics of Effective Learning**	
		PSED:	Understanding Emotions
		CL:	Listening and Attention
	Managing Self	**Characteristics of Effective Learning**	
		PSED:	Understanding Emotions: Sense of Self
		CL:	Health and Self-care
	Building Relationships	PSED:	Making Relationships
PD	Gross Motor Skills	CL:	Moving and Handling
	Fine Motor Skills		
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials
	Being Imaginative and Expressive		Being Imaginative and Expressive

The areas of learning are:

	Area of Learning	Aspects of Learning
Prime Areas of Learning in EYFS	**Communication and Language**	Listening, Attention and Understanding
		Speaking
	Personal, Social and Emotional Development	Self-Regulation
		Managing Self
		Building Relationship
	Physical development	Gross Motor Skills
		Fine Motor Skills

Specific Areas of Learning in EYFS	**Literacy**	Comprehension
		Word Reading
		Writing
	Mathematics	Number
		Numerical Patterns
	Understanding of the World	Past and Present
		People, Culture and Communities
		The Natural World
	Expressive Arts and Design	Creating with Materials
		Being Imaginative

Early Years Foundation Stage Statutory Framework 2024 states that:

Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.

Key principle number 5 on assessment states:
Assessment: checking what children have learnt.

- *Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.*
- *Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.*
- *Accurate assessment can highlight whether a child has a special educational need and needs extra help.*
- *Before assessing children, it's a good idea to think about whether the assessments will be useful.*
- *Assessment should not take practitioners away from the children for long periods of time.*

Key principle number 7 regarding partnership with parents, states:

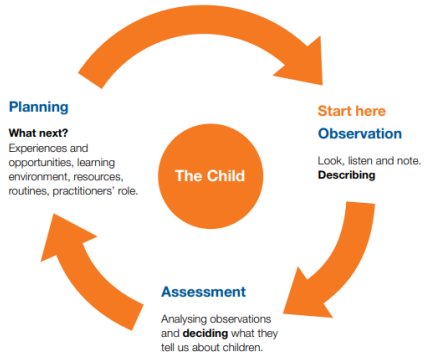
- *It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*
- *This includes listening regularly to parents and giving parents clear information about their children's progress.*

We fully embrace these principles in our assessment practice.

Development Matters has 3 broad **check points** for assessing children's development. They are

- Birth to 3 year olds
- 3 to 4 year olds
- Reception - resulting in achieving Early learning Goals

All assessment must benefit the child.



The main body of assessment in Early Years is formative assessment. We will capture outcomes against the key checkpoints.

Each child will have their own online learning journey to capture their learning. We use an online learning platform called 'Seesaw' to achieve this. Staff will capture their observations of children, discussions, questioning and feedback.

We will not expect staff to maintain extensive or additional written records.

Early Years Foundation Stage Statutory Framework 2024 states that:
Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners understanding children's interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should make and act on their own day-to-day observations about children's progress and observations that parents and carers share. However, there is no requirement to keep written records in relation to this.

For each of the three summative assessments points across EYFS, teachers must judge whether a child is meeting the expected level of development (secure); working within the expected level of development (developing); or are not yet reaching this level (emerging).

At the end of Nursery, we will record summative data on Compass against key checkpoints for children.
At the end of Foundation 2 we will record summative data on Compass against the ELG's for children.

We will continue to assess children who haven't achieved Early Learning Goals by the end of Reception during the Autumn Term of year 1.

Parents will receive reports on key checkpoints at the end of Nursery and Reception.

Parents will receive information on their child's progress throughout the Foundation Stage and an end of Early Years Foundation Stage (EYFS) Report at the end of Foundation 2.

EYFS staff may also collect summative data on reading ages and phonic stages.

Specific data may also be collected for children with special educational needs such as Speech and Language.

EYFS Assessment, reporting and data collection cycle

October	**National submission Reception Baseline Assessment (RBA)** **Internal baseline of all new starters F1 and F2** **One-page initial snapshot/review snapshot for F1 and F2 September starters and F1 January starters**
January	**On track/not on track discussion and next steps key children in F1 and F2** **Parents meeting F1 and F2 (excluding new F1 starters)**
Feb Half Term	**Mid-year review progress check and internal data collection all F1 and F2** **Baseline F1 January starters**
April	**On track/not on track discussion and next steps key children in F1 and F2** **Parents meeting all F1 and F2 pupils**
May	**Progress reviews F1 and F2**
July	**Summative data F1 (all pupils progressing to F2)** **Summative National data collection EYFS Profile** **End of year report to parents F1 progressing to F2**

	One page 'snap shot' F1 continuing **End of year report to parents all FS**

Section Five: Expectations for Feedback and Marking (whole school approach)
This section details the school's expectation for feedback and marking. This should be clear to all staff, parents and children. The sole purpose of feedback and marking is to support children with their learning. It is the quality of the feedback process that is important.
We know that feedback is central to high quality teaching and learning. We have used evidenced based practice and Education Endowment Fund evidence to guide our feedback practice.

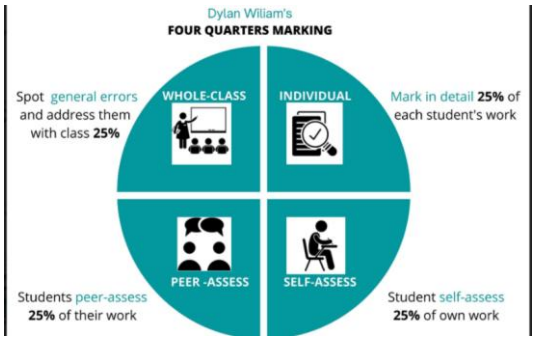
5.1 Feedback Principles
Feedback is central to how we develop teaching and learning at St George's Primary. It is at the heart of how we develop our RESPECT approach to learning (resilience, empathy, self-awareness, positivity, communication, excellence and teamwork). It should be delivered as immediately as it can be delivered orally or in writing. It can be delivered before, during and after a lesson. What is important is that it informs children about their progress and helps them to understand their learning better and improve.
At St George's Primary we have worked hard to develop high quality feedback principles that are focused on children having the opportunity to respond to their feedback. We have developed these through our work on evidence-based practice (GTT, EEF).
Feedback is delivered in a variety of ways. It can be through:
- Verbal feedback to individuals, groups or even a whole class.
- Modelling how to make improvements, so children can practise how to get better.
- Providing diagnostic written feedback that allows children to understand strengths and areas for improvement that they can action.

Important aspects for feedback in St George's are that feedback:
- Must build on current achievements. We can make improvements if we can visualise success.
- Is as immediate as possible. Feedback should be continuous within learning.
- Allows children to apply that feedback and make improvements.
- Is clear and well communicated.
- Enables children to improve. They need to know how to get better.

We will practise this in a variety of ways and are refining these in our year groups, subject areas and through our evidence-based practice.

Hierarchy of Approaches
- Adults must be observant in lessons and give feedback as early as possible. This could be through verbal feedback, modelling etc.
- Feedback must be followed by students having time to apply that feedback and make improvements. That includes use of editing.
- All lessons and group sessions should have a feedback loop using success criteria.
- Ensure that proof reading is used so adults are not feeding back on errors caused by simple mistakes, lack of care etc. Adults should give feedback at their point of impact and focused on core learning.
- Prefer staff to use feedback sheets to assess learning rather than extensive written marking. Included some examples that we have practiced in the appendices.
- Marking for accuracy should be undertaken by children. Class teachers and TAs should validate their work and check if their marking of calculations, spelling, phonemes etc is correct.
- Promote self-assessment and reflection using Learning Focus and S2S (Success criteria). This can also be applied with simple rubrics and other tools.
- Written marking should be evident in extended writing and used to help children make improvements in other books, but this will be used sparingly. Written marking can be a lot of work for the teacher with minimal response by the child.
- We will develop innovation in feedback. Examples may include use of Mote extension for google classroom feedback.

5.2 Marking Guidance



Written marking is one of our strategies but not the most important aspect of our feedback work. Written marking can be effective if:

- Applied after children have applied proof reading and self-marking for accuracy.
- Only relates to personalized feedback. Whole class feedback or large group feedback should be delivered to the whole class.
- Staff consistently apply the written feedback marking codes for clarity and consistency.
- Children have a chance to read, question and respond to any written feedback.
- Our expectation for written feedback is that:
- All core subject books will be reviewed with opportunities for written feedback:
    - Twice a week for maths and English.
    - Weekly for science.
    - Weekly for non-core subjects (suggest sampling of 10 on rota).

Books must be checked. We cannot allow misconceptions to be embedded.

5.3 Evaluation of learning

Staff must evaluate learning by either using feedback sheets or annotating the weekly or medium-term plan to capture feedback. This enables teachers to capture feedback and action points over a class. Staff use the plan as their starting point. Feedback will focus on:

- Success in relation to Learning Focus (LF) and Success Criteria (S2S).
- Adult identifying misconceptions that have arisen in the lesson or relating to prior learning.
- Assessment of successes in learning related to LF and S2S.
- Areas for improvement. Crucially adults diagnostically identify what has caused any barriers to learning.
- What strategies they need to apply to be successful in the future (something has to change)?

5.4 Lesson features that support effective feedback

1. Key principle is that **feedback involves response**. Children must have time to respond to feedback. This can be orally, making corrections, editing, extending their work etc. Feedback without an opportunity for response will not impact on learning. **Responding to feedback should be a regular routine not a planned event.**
2. The overall learning objective for each lesson is clear. Lessons need a Learning Focus (LF). This doesn't have to be shared at the beginning of the lesson or recorded as a title, but the learning aims should be clear. Practitioners will decide the most appropriate way to share their learning focus.
3. Steps to success should be used to detail the success criteria for a lesson. In our best lessons the success criteria is generated together by staff and children. Feedback is then focused on success criteria.
4. Feedback is ongoing and as immediate as possible. Children should be actively engaged in feedback and responding to that feedback during or after that lesson.
5. Children should be encouraged to proofread, review and check their work before receiving feedback from staff. Is it as good as it can be? Have they followed the steps to success? Have they tried to improve

their work before the teacher has? Have they proofread their work, checking for basic/common mistakes? To support the school has developed proofreading codes (see appendix _) and presentation policies (see appendix _).

5.4.1 Questioning

High quality questioning that encourages children to think deeply, make connections and reflect is central to the success of feedback. It is pivotal in promoting understanding and retention. High quality questioning to promote feedback will promote:

- **Critical thinking** that encourages children to review and analyse their work. What features make this good? How can it be improved?
- **Creative thinking** that encourages children to think deeply about their ideas and how they can be successful, improve, remember, and communicate their learning.
- **Communication skills**. Research has shown that children who can communicate about their learning will develop connections and retain their learning.

Ideas for developing this include:

- Allowing children time to think before they respond
- No hands up approach to questioning. Everybody should take part.
- Ensuring that children are active in questioning through notation, note taking, responding in discussion etc.
- Using talking partners and a range of grouping (trios, transverse, onion) to promote high quality discussion on success criteria, reflection, peer assessment etc.
- Practitioners asking and promoting the use of open ended more challenging questions for assessment. Training children to do this is key. For example, questions that compare the difference after editing, questions that ask children to design a hierarchy for success criteria etc. Children can be challenged to justify, clarify, negotiate, analyse etc.
- Practitioners modelling and promoting attentive listening. Not interrupting, note taking, allowing time to respond etc.

5.5 Ensuring Responses to Feedback

As stated in this policy, response to feedback is an expectation. It should be part of every classroom's daily routine. There are many ideas to encourage children to respond to feedback. These include:

1. Key strategy is allowing children to **edit and improve their work**. This could be through making corrections, redrafting sections, identifying ways forward for the next lesson etc.
2. **Class teacher or teaching assistant may work with a focused group** before or at the start of the next lesson to address any misunderstandings or gaps in knowledge. Children who were successful in the previous lesson may be working on a consolidation/extension task if this is at the start of a lesson.
3. Children should also be given opportunities to **review progress against steps to success** or any detailed assessment criteria that they are using.
4. Children may have an opportunity to **respond to a new task** as part of feedback. That may be the class teacher modelling common mathematical errors, grammatical misunderstandings etc. These will be a short activity to address any misunderstandings.
5. **Discussion** is a key strategy for promoting response to feedback. This may be facilitated by an adult or promoted by key questions with talking partners or groups. For example, in reviewing a piece of work. Key statements help to facilitate this discussion such as:
   "I can.."
   "Even better if.."
   "Two things that make this an impressive piece of work are.."
   "Two things that would make this move from good to great are.."

5.6 Correcting Work for Accuracy

Our aim is to try and promote accuracy in the lesson. During a lesson, practitioners should promote success and accuracy. Opportunities to do this include:

- encouraging resourceful learning (use of dictionaries, number lines, self-checking etc.),
- the use of steps to success to reinforce effective learning,
- using modelling to promote better understanding (modelling mathematical algorithms, sentence construction etc.),
- use proofreading code to encourage improvements,
- effectively using self and peer assessment opportunities,

- feedback and checking during the lesson (the most effective opportunity for feedback that results in improvement).

Mathematical calculations that are correct can be ticked (✓), errors should have a • mark next to them so that the learner can re-attempt the calculation and write their correction next to it. However, if there is clearly a misconception evidenced by a significant number of errors, not all of them need to be corrected as this can be demoralising. This indicates a need for some targeted teaching to ensure that the concept is understood.

All **spelling, punctuation and grammar errors** are not corrected in every piece of work but will be noted as a future teaching point. Corrections will be appropriate to the level that the pupil is working in, e.g. spelling of words within the child's phonic phase. Children should proofread these. Class teacher or TA will highlight maximum 3 corrections by pointing these out in lesson or underlining and adding sp in written feedback. An example would be: captin sp

5.7 Peer and Self-Assessment

Feedback is effective principles regarding self and peer assessment need to be built into the culture of learning in every classroom. Successful work relies on children being able to produce their best work by understanding the process that they are following and what their learning will look like if it is effective. They need to value the improvements that they can make.

The involvement of children in assessment is not designed to replace the role of the teacher but enhance it. If it works well learning outcomes are improved and feedback from practitioners can be used to accelerate learning.

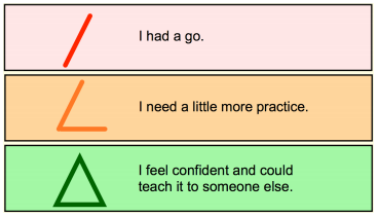
There are lots of ideas for this. Staff should have a menu of age-related ideas (see toolkit). Ideas for promoting self and peer assessment

1. **Children are actively encouraged to undertake responsibility for their learning** as a matter of routine in their lessons by referring to:

- Steps to Success
- Proof reading code
- Presentation Policy

2. **Children are encouraged to evaluate their work in lessons against their steps to success.** This can be done in a variety of ways including:

- Simple response including thumbs up, show me how may steps to success you have included etc.
- Triangle fingers response.



- Use of simple rubrics to support self and peer assessment discussions also support this.
- Comparison with a WAGOLL

3. **Response pens/pencils being used to**:

- Self-mark
- Identify their ways forward
- Identify an improvement point
- Redraft and improve their work.
- Respond to questions/requests posed by their class teacher/teaching assistants such as: *"What have you learnt?"*
- "What made the biggest improvement to your work?"
- "What did you find easy?"
- "What did you find difficult?"
- *"Text me a message about your learning today (no more than 180 characters)."*
- *"Find one important area for improvement and highlight it."*
- *"Circle your best idea for our learning wall."*
- *"What vocabulary do you need to remember?"*

- *"Leave me a post it note with a question for tomorrow's lesson."*

4. For **peer assessment** we advocate the same principles as above but recommend the use of post it notes using specific statements such as

"I like.....because……"
"They have used these steps to success.."
"Even better if.."
"Two things that make this an impressive piece of work are.."
"Two things that would make this move from good to great are.."

Or questions for their peers to respond to, such as:

"Why did you choose to do this?"
"What would you change?"
"Can you improve this sentence?"
"Can you solve this mathematical problem?"

5.8 Interventions and Feedback

All of our interventions rely on high quality feedback and regular interaction to help accelerate children's achievement. Expectations are:

- Planning and Assessment for interventions such as Lexia, IDL and numbots are based on personalised learning with individual children.
- The practitioner and child reflect together. Verbal feedback is given throughout the sessions. Impact of the adult will often be determined by the effectiveness of the feedback.
- Often specific records are kept (reading running records, phoneme checks, mathematical fluency checks etc).
- Verbal feedback is given at the end of each session as part of the routines for those sessions.
- If sessions are delivered by teaching assistants, they may mark the work for accuracy. Teaching Assistants should always mark books using the school's marking code in the sessions or lesson.

5.9 Special Educational Needs and Disabilities (SEND) and Assessment

For some children assessment and feedback will need to be adapted to ensure that they are supported with their SEND needs. This may mean that feedback is delivered orally, recorded, larger font used, additional support provided etc. Our starting point is that as practitioners we need to ensure that assessment and feedback meets our children's learning needs. All reasonable adaptations will be made.

Some children may need to be assessed using pre key stage national assessments (see Rochford Report) or other measurements (non-verbal reasoning for example) to ensure that their learning needs are fully understood and managed and reported to their parents and carers. This is vital for children who are working well below their age-related standard.

For national tests, some children may require additional time and support. Our Special Educational Needs Co-ordinator will liaise with the head teacher to ensure that this is managed in the children's best interests, whilst following national guidance for SEND support stipulated by the School's Standards and Testing Agency (STA).

5.10 Early Years and Feedback

Observations, discussion, questioning and feedback are fundamental to Early Years Teaching. Practitioners record their observations of children's learning daily.

Within lessons **oral feedback** is used with children to develop:

- **Dispositions for learning** (self-awareness, listening and learning how to respond to others).
- **Communication tools** (listening, attention and response).
- **Physical development** (developing motor skills and control).
- **Specific learning knowledge and understanding** (formation of letters, phonics recognition, counting strategies etc).

The focus is that feedback is immediate and personalised with clear direction for improvement. This will usually be led by a learning challenge or question. For example, a child may be asked do they think how they could adapt an idea in role play, improve a design idea, grip their pen better, use different materials to construct a shelter etc.

Central to the success of any feedback in Early Years is ensuring that children understand what has been said and have the opportunity to respond to any feedback and make improvements.

Section 6: Moderating and Reviewing Assessment Judgements

6 Moderating and Reviewing Our Assessment Judgements

It is absolutely essential that our assessment processes are accurate and rigorous. We should be sharing reliable and accurate information with children, parents and colleagues. High quality assessment should also be identifying gaps in learning that teachers and other staff can address to give children the best possible support.

To ensure that our assessment data is accurate, we have developed the following processes.

1. **Mapping Progression**. Using the national curriculum guidance and working with national associations we have developed relevant progression grids for each subject area. These are used by staff across the school and are viewed as working documents that must be relevant to our curriculum as well as national expectations.
2. **Training and Moderation**. Staff have received detailed training on subject age-related expectations and assessment. Time is provided to within subject teams to evaluate learning and compare assessment standards. This promotes understanding and consistency. Moderation activities also take place in focused termly staff and band meetings. During transition staff from different year groups also work together so assessment data is reviewed and understood. Exemplification materials are used including end of key stage writing exemplification.
3. **Moderation by Subject Leaders.** Standards are moderated termly in all core subject areas by senior members of staff. This involves whole class book and data reviews with detailed feedback given to staff on moderation findings. Feedback is provided for individual teachers and across the whole school. If necessary, data judgements are changed on the school's data tracking system (Compass). Detailed discussions also take place as part of pupil progress reviews and performance management reviews.

   Annually, lead teachers for subject areas will moderate samples of work with a senior member of staff to ensure accuracy and promote the highest standards of learning and teaching in that subject area. For example, the lead teacher for history may work with the headteacher looking at 6 books for every year group. This feedback will be whole school. If any particular issues arise regarding the moderation of standards, that will be addressed with individual members of staff.

4. **Moderation with Local Schools.**
   Staff meet with to moderate standards in reading, writing and mathematics with other schools. They meet in year groups and undertake focused moderation of a sample of children's work. End of key stage moderation is also conducted in depth at the end of the Spring term for Foundation 2, Year 2 and Year 6.

   Aim of these sessions is to promote consistency, best practice and innovation.

5. **Statutory Moderation**
   Our school is subject to local authority moderation of standards in Key Stage Two writing (samples of school's are moderated annually). Moderation is undertaken by local authority officers with staff from St George's Primary School. The school also has monitoring visits from the local authority to ensure assessments are carried out correctly following statutory guidelines. Monitoring visits will happen unannounced for Reception Baseline Assessment, Y1 Phonics Check, Y4 Multiplication Check and the Y6 KS2 SATs. Monitoring visits will no longer take place for KS1 SATs as these are now optional however, these visits will be undertaken by school governors. All feedback is shared with staff and governors. If necessary, data judgements are changed on the school's data tracking system (Compass).

Appendix One: **Department for Education Assessment Principles**

Department for Education

Assessment Principles

As part of the 2013 Primary Assessment and Accountability consultation, we consulted on a set of core principles to underpin effective assessment systems within schools. Following feedback from the consultation responses, these principles were further developed by an independent Expert Panel.

The principles are designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for ongoing assessment.

Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

Effective assessment systems:

Give reliable information to parents about how their child, and their child's school, is performing

a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.

b. Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.

c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.

d. Are reliable and free from bias.

Help drive improvement for pupils and teachers

a. Are closely linked to improving the quality of teaching.

b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

c. Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation

a. Are created in consultation with those delivering best practice locally.

b. Are created in consideration of, and are benchmarked against, international best practice.

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Assessment

Essentials	Desirables	Never
Ensure that assessments are clearly aligned with learning intentions and success criteria. Thus involves making the learning goals and what success looks like transparent for students from the outset.	Ensure that assessments measure what they are intended to measure accurately and effectively. Align assessment tasks with learning objectives and standards.	Use assessments that do not align with learning objectives or standards. Allow biases or personal preferences to influence assessment design or scoring. Rely solely on a single assessment method without considering its limitations.
Design assessments that effectively elicit evidence of student understanding. Crafting questions and tasks that require students to apply, analyse, synthesise and evaluate informatio n.	Use a variety of assessment methods to capture different aspects of student learning. Regularly review and update assessments to maintain validity.	Administer assessments inconsistently or without clear guidelines. Fail to address discrepancies or inconsistencies. Use assessments with poorly defined criteria or ambiguous instructions. Use assessments that lack relevance or authenticity, failing to engage students and assess their ability to apply knowledge and skills in meaningful contexts.
Feedback for forward progress. Ensure feedback is specific, actionable and centred on the learning process. Allocate sufficient time for providing this feedback and for pupils to engage with, reflect upon, and apply insights gained to improve their work.	Clearly communicate the purpose of assessments to students. Use assessments formatively to provide feedback for learning. Include opportunities for self-assessment and reflection. Design assessments that promote deep learning and understanding rather than rote memorisation.	Delaying feedback on assessments or providing generic comments that lack specificity, hindering students' ability to understand their strengths and areas for improvement.
Pupils are actively involved in the assessment process, using strategies such as self assessment, peer assessment and development of assessment criteria. Enhancing metacognitive skills, as pupils more aware of their own learning process and more adept at identifying and addressing their learning needs.	Foster a supportive assessment culture that values growth and improvement over competition. Involve students in the assessment process to increase their engagement and ownership of learning.	Providing feedback that is vague, generic, or delayed, hindering students' ability to understand their performance and make improvements in a timely manner. This undermines the reliability and value of assessments as students may not receive the necessary guidance to enhance their learning. Relying solely on feedback provided by the teacher without opportunities for peer assessment or self-assessment. This limits students' exposure to diverse perspectives and reduces the richness of feedback, hindering their ability to critically reflect on their work and improve their learning outcomes.
Ensure assessments are adaptable and responsive to evidence of the learning	Use assessment data to adjust teaching strategies and interventions,	Disregarding student input or perspectives in the assessment

they uncover. Effective assessment is dynamic, and teaching and learning strategies should be continuously adjusted based on insights into student understanding.	ensuring that assessments serve their intended purpose of improving learning outcomes.	process, which can lead to disengagement and undermine the validity and value of assessments.
Foster a classroom culture that values assessment as a tool for continuous improvement rather than a final judgement, creating a safe, supportive environment where mistakes are viewed as learning opportunities. Pupils are encouraged to take risks, ask questions and explore concepts deeply.	Involve students in the assessment process, promoting self-assessment and peer assessment, which enhances the value and validity of assessments.	Rely solely on high-stakes tests or summative assessments without providing opportunities for formative feedback and learning, which can foster a culture of anxiety and hinder student growth. Foster a culture where students are resistant to feedback or perceive it as judgmental rather than constructive. This inhibits their willingness to engage in self-assessment and peer assessment activities, limiting their opportunities for growth and development.

St George's Primary School

Assessment Overview in Subjects

Subject	Exemplification (add links if already on the drive)	What is being used for end of unit/summative assessment?	What is being used for AFL/recall of knowledge
Science	Wirral grids ASE Resources that show exemplification in each year group. ASE Supporting Assessment documents	Science Bug practical assessment lesson Science Snap	Headstart flashback. Flashback Photos Quizzes (Primary Quiz and Oak Academy AI) Seesaw/Google Classroom
History	Assessment	Core planning expectations Exhibitions / showcases SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6	SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6 Quizzes (Primary Quiz, Blooket and Oak Academy AI)
Geography	Assessment	Core planning expectations Exhibitions / showcases SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6	SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6 Quizzes (Blooket and Oak Academy AI)
R.E	Assessment	Core planning expectations Exhibitions / showcases SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6	SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6 Quizzes (Blooket and Oak Academy AI)
Art	Art and Design assessment statements Y1-Y6	Core planning expectations	Sketch books

	Old examples of sketchbook Examples of sketchbook Gallery - Wallasey	Crit sessions. Exhibitions/ showcases SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6	Oracy activities e.g. Odd One Out. Bullseye etc. Crit sessions. SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6
P.E	P.E Progression of skills documents	Core planning expectations	Video feedback Pe Hub National Governing Body resources eg, LTA, Chance to Shine (Cricket) F.A Learning.
DT	clickable_progression_framework_ks1.pdf Formative Assessment Grids	Paul Boyd National Curriculum PoaP	Activities built into planning from PoaP website Quizzes (Blooket and Oak Academy AI)
Computing	Assessment Statements Feb 2022.xlsx	Statements produced in school. KS2 have assessments at the end of the topics	activities built into planning from TEACH website Quizzes (Blooket and Oak Academy AI)
English	Assessment Moderation toolkit DfE exemplification documents	STAR reader RWInc Assessments Reading Comprehension RWInc spelling assessments CEW word assessments Teacher assessments using formative statements. IDL Screener - Literacy Single Word Spelling Test	Primary Quiz Speed Spell Spelling Shed Phonics Play RWInc flashcards - daily speed sound lesson. Word sort
Maths	Formative assessment grids	Power Maths Y4 MTC SATs IDL Screener - Maths	Primary Quiz Flashback Four

PSHE	PSHE Summative Assessment Statements	Core planning expectations	
Music	Assessment Music - Wallasey Examples of videos / recordings etc on shared drive - termly	Core planning expectations Exhibitions / showcases SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6	Video / sound recordings - SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6 Oracy activities linked to essential vocab
MFL	MFL Formative Assessment Statements	Tasks Formative assessment statements.	Linguascope Quizzes (Blooket and Oak Academy AI)
SEND	Children should be working on the year group curriculum statements. Gaps in learning can be taken from previous year groups.	Boxall Profile AFIT Dyslexia Screener Dyslexia Portfolio IDL Screener Wide Range Intelligence Test (WRIT) Non Verbal Reasoning Assessments (NVR) Single Word Spelling Test (SWST) British Picture Vocabulary Scale (BPVS)	*see above for each subject

Marking, Feedback and Presentation Expectations

Appendix 2: Our Marking Codes

Our Marking Code	
LA	Learning Focus achieved. Well done you have had a successful lesson.
NA	Learning Focus nearly achieved. Can you respond to your feedback to improve?
✓✓	These are the things you did really well. They were in your Steps to Success!
●	This is not right. Can you correct it?
This is your great sentence.	Your teacher has chosen this as your great sentence or example of good work.
Your teacher wants you to improve this.	This is the most important thing that your teacher wants you to improve in your next piece of work.
p	You may have missed it or not used the correct punctuation.
sp	You have made a spelling mistake. Part of your word needs correcting.
H? m	Improve your handwriting please.
	We have had a chat about this. Think about the feedback and show me how you can improve your work.
~~omit this~~	Leave this out when you correct or edit your work.

Commented [1]: Could all the marking codes be amalgamated into one chart? We wonder if this would make it more sustainable.

Read Write Inc Marking Policy

Fred Fingers	Children self-mark each grapheme in green pen.
Spelling Test	Children self-mark each grapheme using a green pen.
Hold a sentence	Children self-mark each word using a green pen. Teachers to mark using LA or NA in black pen.
Edit for spelling/ punctuation	Children self-mark each error using a green pen.
Build a sentence	Follow the marking policy with feedback on word choice.
Writing Activities	Follow the marking policy. Teachers to mark using LA or NA in black pen.

- Teachers should mark in a black pen.

- Mistakes – draw a line through and children correct in green pen.

Appendix 3: Our Proof-Reading Codes

Proof Reading

Key Stage Two

Great writers always proof read and edit as they work.

You need to check your writing and use the following codes in the margin to mark mistakes as you are proof reading. Edit afterwards with your green pen.

C	Capital letter (put in the missing capital letter).
sp	Spelling (underline the part of the word you think is wrong).
p	Do you have missing punctuation? Make a note of what it is. “” , ; : etc
//	Paragraph (mark where a new paragraph should begin).
SV	Do your subject and verb agree? (She was/ we were.)
M	Check your sentences do they make sense? Read for meaning before you edit.
T	Is your tense consistent? (writing, written, wrote, will write)

Proof Reading

Key Stage One

Great writers always proof read and edit as they work.

	Read your work carefully. Check that you have written in sentences. Does it make sense?
C	Show where your sentence starts with a capital letter. Check for proper nouns (London, Amelia, Harry Potter etc).
P	Check that you have ended your sentences correctly. Have you used a . ? !
sp	Check a spelling that you think is wrong. Use a word sheet, the learning wall or a dictionary.
T	Check your tense. Have you written in present, past or future tense? (playing, played, will play)

You need to check your writing and use the codes to mark mistakes as you are proof reading. We will edit afterwards.

Appendix 4: Our Presentation Policies

How We Present Our KS1 Work At St George's Primary School

Written Work in Literacy, Science and Topic Books

1. Write the short date in the top left hand corner and underline it.

10.09.13.

---

2. Write in cursive writing. Remember to use any joins you have learnt. Use upper and lower case letters correctly.
A capital letter should be used at the beginning of a sentence or for the first letter of the name of a person or place.

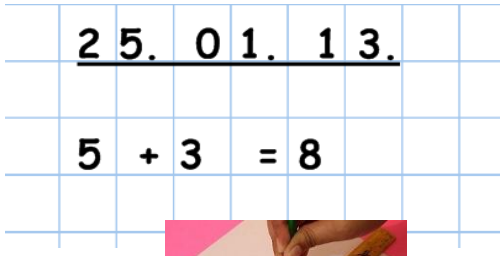
We went to **L**iverpool with **K**ate.

3. Never use a rubber for your mistakes. Just put a line through your mistakes. ~~mistake~~

4. Use a ruler for drawing any lines.

Numeracy Work

1. **Record short date and learning intention at the top of the page.**
2. **In squared books, put one digit or symbol in each square.**
3. **Never use a rubber for your mistakes. Just put a line through your mistakes.**
   ~~mistake~~ ~~721 + 72 =~~
4. **Use a ruler for drawing any lines.**



Key Stage Two

How we present our work at St George's Primary School

	Monday 11th September 2023
	LF: To present my work properly.
-	

Always start writing on the left next to the margin.

Use your joined (cursive) handwriting.

Write the date and underline with a ruler.

Miss out a line.

Write the LF, or title and underline it with a ruler.

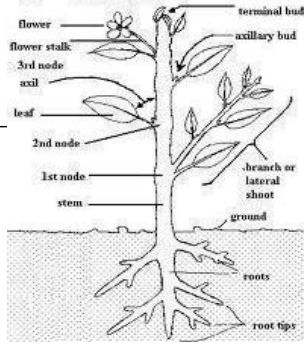
Put a straight line through mistakes.

Only use a rubber for drawings, or if your teacher asks you to.

Use pencil for pictures and drawings.

Unless you are at the bottom of the page leave 4 lines, then rule off with a ruler.

I was going to go to my friend's house.



Your Mathematics work

1. Write the short date in numbers, the underline it with a ruler.
2. Write the LF and underline it with a ruler.
3. Put 1 digit in each square.
4. Unless you are at the bottom of the

11.09.2017

Can I use my Maths book?

36 + 54 = 90

Appendix 6: Feedback Sheet Examples

Key Learning Focus		Success/Praise
Genre/Composition		
Grammar		
Spelling		

Feedback to secure ARE. Misconceptions	Feedback to promote accelerated progress.

Strategies to Apply in Lesson(s)	Common Errors/Proof Reading Points

Individual notes	Links to prior learning/other lessons

Science Example

Science Unit: Human Nutrition Class: Date: Autumn 1

<table>
<tr>
<td><u>Errors / misconceptions (identified at planning stage)</u>
<u>Digestion</u>
1. That food travels around the body in the bloodstream.
2. They may believe the oesophagus and windpipe are the same tube.
3. That digestion only takes place, or begins, in the stomach.
4. Children often think that the body can select which materials it ‘uses’ and expel those it does not need. The digestive system treats all materials entering it in the same way – those that can be absorbed will enter the bloodstream whether or not the body requires them.
5. Ensure the children recognise that the digestive system breaks down food and extracts nutrients – it does not release energy from food.
6. The only reason we eat food is to give us energy.
7. The stomach is located around the navel area.
8. The digestive system consists of two separate tubes, one for faeces, the other for urine.
<u>Teeth</u>
1. Juice is good for the teeth
2. Cavities Are Only Caused By Sweets or sugar
3. Brushing Your Teeth Harder Is Better for You
Keynote: Tooth decay happens when bacteria changes sugar and starch into an acid.</td>
<td>How will we address these misconceptions? (How will you pre-assess?)
Title page to see what children have learned previously-
1. Body map to pre assess- labelling and description
2. Show videos to demonstrate.
3. Experiment
4. Explain and reason

<u>Prior knowledge</u>
Animals including humans- Digestive system- teeth
-Y1 Children have looked at the parts of the human body and parts of different animals – labelling them.

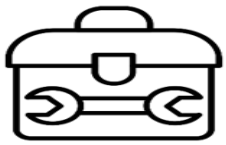
-Y2 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

-Y3 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</td>
</tr>
<tr>
<td colspan="2"><u>Key vocabulary for this unit</u>
Mouth, Stomach, Small Intestine-absorbs, Large Intestine- compacts, Oesophagus Tongue-moistens, mixes,
Teeth, Canine- ripping, tearing,
Incisor-cutting, slicing
Molar- chewing, grinding
pre molar, central incisor, lateral incisor, brush floss Herbivore, Carnivore, transports, saliva, enzymes, vitamins, acid, digestion</td>
</tr>
<tr>
<td>Further misconceptions (identified through teaching)</td>
<td>How will we address these misconceptions?</td>
</tr>
<tr>
<td colspan="2">Children who need support to reach ARE</td>
</tr>
<tr>
<td>What provisions will be in place to support children not at ARE?</td>
<td>What provisions will be in place to extend learning for more able children?</td>
</tr>
</table>

Examples of annotated planning
https://drive.google.com/file/d/11wqDxgkFrsn3_IZHaiZ8aopvFglPPNgU/view

https://drive.google.com/drive/u/0/folders/1KuZjpb3fLKxz4ZjQv4aaGFa3UZ5ddrOu

Toolbox



Ten Tips for Retrieval Practice in Action in the Classroom

(Kate Jones – William & Leahy's Five Formative Assessment Strategies)

Involve everyone.	Vary the retrieval diet.	Ensure time for feedback and reflection.	Make the level of challenge desirable.	Make it time efficient.
Specify the knowledge.	Make it classroom routine.	Keep it generative.	Low effort, high impact.	Collaborate with others.

Blooms Critical Thinking Cue Questions
Cue Questions Based on Blooms' Taxonomy of Critical Thinking
https://drive.google.com/file/d/1Dc-evwnX5VOXTZASwIo1HqqQZwVrocHc/view

Good Practice Assessment Toolkit

Below are different assessment tools you can use to support your continuous assessment within the classroom. These may support your questioning, allow you to have discussions with children, assess their vocabulary and other aspects of assessment. This is a working document and we would love examples of good practice whilst using these tools.

Hinge Question

The best hinge questions will aim to address key misconceptions that could arise in the lesson.

Which of the following is true about the Moon?

A. It reflects light.
B. It orbits the earth.
C. It can't be seen during the day because there is too much light.
D. It has no gravity.

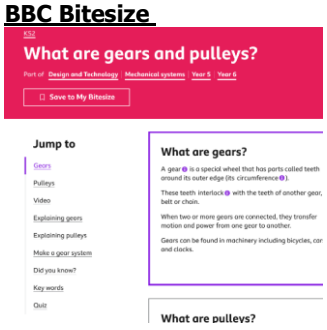
Hinge questions are planned questions written prior to the lesson with a specific goal of assessing all pupils' understanding and thinking at that point. The responses to the hinge question guide the teacher as to what the next stage of the lesson should be – whether to recap or move on.

Concept Cartoon

Figure 2 What happens to living things when they die? (from Moules et al., 2015)

Concept cartoons stimulate students to discuss their ideas, including those that are normally reluctant to do so. This gives teachers access to those ideas. It also gives students access to each other's ideas, which may prompt them to reconsider their own.

BBC Bitesize

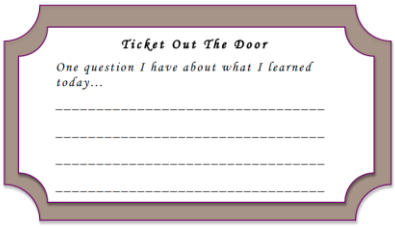


BBC Bitesize can be used across various subjects and includes videos, explanations and mini quizzes.

Entrance/Exit Ticket

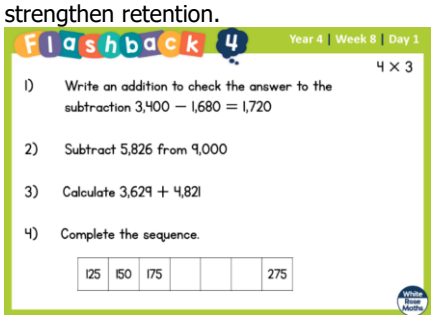
The entrance ticket elicits students' knowledge of the topic. The teacher can elicit more information from the students by asking questions as they work on the entrance ticket response. This could be prompted by an image on the board.

The exit ticket provides immediate feedback for the teacher and student which enables gaps in knowledge to be identified and addressed.



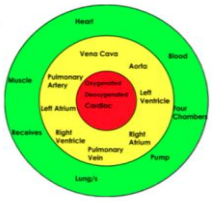
Flashback

A series of quick questions covering topics from the previous lesson, last week and from topics earlier in the year, once again with the intention to recap and ensure essential skills are regularly revisited and retrieved to strengthen retention.



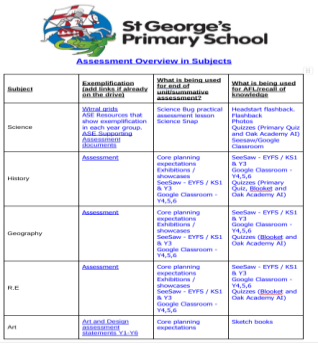
Summary Bullseye

A game where children can consolidate vocabulary that has already been taught. Words of varying difficulty are identified and organised into a bullseye with Tier 3 words (specific to a topic) on the inside of the bullseye. The students then use the bullseye to score points for using the language in a discussion related to a key question.



Assessment Overviews in Subjects

Assessment Overview.docx


St George's Primary School

Assessment Overview in Subjects

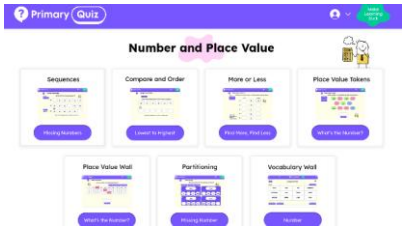
Subject	Exemplification (add links if already on the drive)	What is being used for mid or onlisummative assessment?	What is being used for AFL/recall of knowledge
Science	Wiral grids Science Bug practical assessment lesson Science Snap	Science Bug practical assessment lesson Science Snap	Headstart Flashback. Flashback Photos Quizzes (Primary Quiz and Oak Academy AI) Seesaw/Google Classroom
History	Assessment	Core planning expectations Exhibitions / showcases SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6	SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6 Quizzes (Primary Quiz, Blooket and Oak Academy AI)
Geography	Assessment	Core planning expectations Exhibitions / showcases SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6	SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6 Quizzes (Blooket and Oak Academy AI)
R.E	Assessment	Core planning expectations Exhibitions / showcases SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6	SeeSaw - EYFS / KS1 & Y3 Google Classroom - Y4,5,6 Quizzes (Blooket and Oak Academy AI)
Art	Art and Design assessment statements Y1-Y6	Core planning expectations	Sketch books

All of our subjects assessments listed including exemplifications, summative and formative.

Video

Children can use this for self-assessment and peer-assessment.

Primary Quiz
https://www.primaryquiz.com/



Primary Quiz has a range of games, mini quizzes and vocabulary activities. These are all pre-made and cover a range of subjects.

Whiteboards

They allow students to record and share their thinking, and teachers to instantly check pupils' understanding.

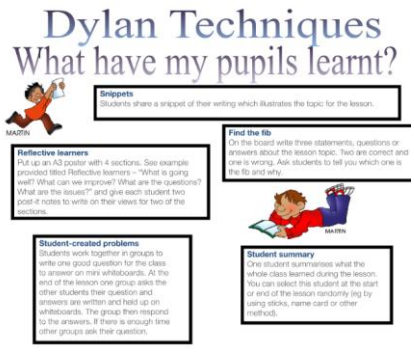
Kahoot

Mini quizzes- you can make your own or use the ones already there.

Blooket

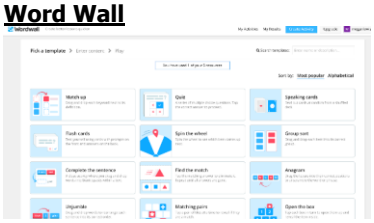
Mini quizzes- you can make your own or use the ones already there.

Dylan Techniques
https://drive.google.com/drive/search?q=dylan%20techniques



Hexagons
https://drive.google.com/drive/u/0/folders/1-nRRxS1yXm_kpl_pP61vgKoENj8-maWh

Give out to small groups of students, then ask them to connect the terms together and explain why. Can be done individually and then share and challenge their ideas. To extend this, children can come up with their own.

Word Wall  Wordwall.net allows teachers to create interactive games and printed materials for their students. Teachers simply enter the content you want and choose how this is presented to children. There are premade options on the website too.	

St George's 2025-2026 Assessment Calendar

Autumn Term				Spring Term			Summer Term			
Sept	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**June**	**July**
Review new class data, summative reports (KS1 analysis, Quest, DAISI etc)	10.10.25 • **EYFS F2 Baseline Data Deadline** **22/23.10.25** • AR data deadline • RWInc data deadline • **KS2 staff reviewed AR data** (should be continuous but this is a formal check expectation). • **Y2 and KS2 staff reviewed Maths Whizz data (**should be continuous but this is a formal check	12.11.25 **Review aspirations** for all pupils using **end of KS Targets** (KS1/KS2). Emphasis on ambition for disadvantaged pupils and SEND children. Are we aspirational? **AR STAR Reader window** – 10-21/11	26.11-05/12 **KS2 Quest Window** (Reading, Wring and GPS) 10.12.25 • **RWI Phonics Data deadline.** • **KS2 staff reviewed AR data** (should be continuous but this is a formal check expectation) . • **Y2 and KS2 staff reviewed Maths Whizz data (**should be continuous but this is a formal check expectation) .	08/01/25) **Twilight session: Pupil progress reviews** (staff complete proformas with SLT overview). Using assessment data. KS2 Using Quest Tools. **Emphasis on actions taken and high levels of aspiration** for all pupils, in particular those who are disadvantaged pupils and SEND children.	04-11.02.26 **Mid Year data drop deadline on Compass** • EYFS • All subjects KS1 and KS2 11-11.02.26 • RWInc data deadline • **KS2 staff reviewed AR data** (should be continuous but this is a formal check expectation). • **Y2 and KS2 staff reviewed Maths Whizz data (**should be continuous but this is a formal check expectation). **25.02.26 Twilight session Moderation and PPR.** Note that if any concerns arise, SLT will hold further PPRR	16-20.03.26 **KS2 Quest Window**. Will Y2 complete this? (Reading, Wring and GPS) 25.03.25 • **Phonics data deadline KS2 staff reviewed AR data** (should be continuous but this is a formal check expectation). • **Y2 and KS2 staff reviewed Maths Whizz data (**should be continuous but this is a formal check expectation). 25-27.03 **Whole school core book blinks** (3 books) - Reading (TSJ and CD),	22.04.26 **Twilight session Assessment including actions to boost groups.** Impact of actions for last PPR. Actions from PPR for summer term (staff complete proformas with SLT overview). Using assessment data. KS2 Using Quest Tools.	11-15.05.26 **KS2 SATs (Y6)** 19.05.26-23.05.26 **KS1 SATS (Y2)** Moderation Y6 and Y2 (dates TBC) 20.05.25 • R,W, Inc data • **KS2 staff reviewed AR data** (should be continuous but this is a formal check expectation) • **Y2 and KS2 staff reviewed Maths Whizz data (**should be continuous but this is a formal check	01-12.06.26 **Y4 MTC** 03.06.25 **Twilight session** Whole school moderation . 09-13.06.26 **KS1 Phonics Screening** 10.06.26 Writing Moderation 11-19.06.26 **Summer Term KS2 Quest Window.** 17.06.26 **EYFS moderation.** 24.06.26 **Statutory EYFS Data** deadline 26.06.26 **End Year data drop deadline on Compass** • All subjects KS1 and KS2.	08.07.26 • R,W, Inc data • **KS2 staff reviewed AR data** (should be continuous but this is a formal check expectations • **Y2 and KS2 staff reviewed Maths Whizz data (**should be continuous but this is a formal check Identify AHT/WDLT actions 03.07 – Reports deadline 10.07 – reports sent home 13.07-15.07 **SLT conduct year and class group PPR** for attainment and progress

	expectation)				meetings on 26/27.02	writing and maths (LB with MC). **Focus on actions from moderation**		expectation).		

- Do we need STAR reader dates across the year? - need to amend these
- Targets set aspiration using pulse dashboards
- Revise moderation process (script, target setting, procedure/consistency)
- How do we collect spelling and graphemes data consistently? Including KS1. - Use Oxford Owl Assessment Grid
- Revise data timetable once we have reliability for 25/26 Should we move to 2 data drops per year?

Assessment in English Example

Assessments	otes and actions
EYFS and KS1 R,W, Inc Phonics and Spelling	• Collected half termly using the online portal. • Strong on decoding but may need to look at how spelling (grapheme) issues are assessed and responded to. • Data logged on portal.
KS2 (and Summer Term Y2) Spelling	• Ensure that assessment cycle is implemented. May need to add this to annual calendar. 1 test per half term (6 in total). • Make decisions on how to log data. **Has to have a purpose if we collect it.** • Decide how leaders monitor data collection and support staff with intervention and assessment. • CEW/HFW assessed termly.
Reading Assessments	• EYFS KS1 use TA informed by classwork and phonics data. • KS1 use reading fluency and CEW checks. • Established new AR windows for Y2-Y6. Two weeks before core data deadline (on the calendar). • KS2 teachers assess validity of AR data and use classwork to compile formative assessments termly. • Only use summative tests in Y2 and Y6. Will review in July 2025.
Writing Assessment	• Termly with moderation sessions booked in. • Have ARE exemplification materials and ARE outcomes.
Grammar Assessments	• Teachers should assess using regular short retrieval quizzes with whole class.
Oracy and Spoken Language	• Aim to use oracy outcomes for teacher assessment. Aim to record a baseline assessment from July 2025.