

Belgrave St. Bartholomew's Academy

Principal: Mr G. Barlow



Feedback and Assessment Policy 2023-24

If you would like this translated in Urdu, please contact the school office.
آپ اردو ترجمہ میں یہ خط چاہتے ہیں تو، اسکول کے دفتر سے رابطہ کریں۔

Intent

Feedback at Belgrave is intended to systematically check the understanding of pupils, identify misconceptions and provide clear next steps for progress.

What is Feedback at Belgrave?

At Belgrave we acknowledge that feedback comes in a variety of forms. The main purpose of feedback is to support children in making progress and celebrating children's learning. Feedback must be clear and specific. The best quality feedback allows children to understand how to improve and respond to make progress. The four key areas that ensure effective feedback are identified below:

Quality Feedback is...

Timely- when best and most effective.

Robust- ensures progress and development.

Regular- feedback happens in all lessons at appropriate points.

Positive- there is an expectation that feedback will have a direct positive impact on pupils' outcomes.

Timely

At Belgrave we have identified that instant verbal feedback is the most powerful means of feedback. It supports children in understanding, retention of information and helps reduce the development of misconceptions. This feedback takes place live in lesson time and there is no expectation for staff to record verbal feedback.

Robust

Through the use of emoji's on Showbie, staff can track and identify how children have achieved against objectives. This may result in an intervention or an extension or application of skills and knowledge during a daily reflection time where children review their feedback from the previous lesson.

Regular

Feedback happens in every lesson. Teachers consistently support and challenge children through effective feedback and questioning. Teaching Assistants are used to support learners and to give instant verbal feedback.

Positive

All feedback is positive and promotes progress. When using voice notes staff identify areas to develop and support learners in making progress and next steps. The positive nature of feedback promotes growth mindset. The use of emoji's give children instant feedback and celebrates learning in their lesson. Children have a weekly 'Class Celebration' session where children share work that they are proud of from the week.

Implementation

Where will you see feedback?

- Verbal exchanges: Teacher, TA and peer discussion in lesson time.
- Emoji's (**see appendix 1**)
- Ticks may be used to identify a correct answer and dots to show children incorrect answers.
- Next steps and challenges provided during reflection/retrieval time at the start of lessons.
- Peer/self assessment.
- Marking codes (**see appendices 2,3,4**)

It is important that children can verbalise and explain how they receive feedback and how it supports them in making progress.

Assessment at Belgrave

Assessment at Belgrave is used to identify gaps in learning and inform teachers/children of their next steps. Gaps in learning will then be addressed through the appropriate means to ensure the best chance of progress for each individual child. All work will be uploaded on to Showbie for feedback and assessment.

Formative Assessment

During each lesson staff will make formative judgements on pupil's progress and intervene through live feedback and support when required.

Class teachers assess children's progress towards an objective using emoji feedback. These emojis allow children to celebrate their progress and also allows staff to identify what the next steps are for individuals, groups and classes. (See Appendix 5 for which subjects emoji marking is used in.) Children's learning is assessed against lesson objectives. Foundation subject leaders have developed progression maps and minimum expectations for each year group in order to support class teachers making judgements.

From daily assessment staff may:

- Provide a fix it opportunity (Reflection Time),
- Provide a small group intervention (Reflection Time),
- Complete a whole class re-teach.

Summative Assessment

Summative assessments are used to support teacher judgements and encourage discussion and reflection around progress of individuals. The assessment also allows staff to identify gaps in learning and adapt future planning to cover these.

See appendix 5 for summative assessments in relevant subjects and when these occur.

Children's gaps in learning are met through:

- Retrieval practice,
- Spaced practice,
- Small group intervention (Reflection Time),
- Whole class re-teach.

Impact

Staff can coherently discuss their class' progress, individual needs, identify gaps and act on these appropriately. Children can confidently talk about the impact of feedback and show examples of this.

Date: September 2023

Review Date: September 2024

Appendix 1:

The emojis used to assess, promote and celebrate learning on Showbie.

Pupil Feedback

	I have exceeded the lesson objective today.
	I have met the lesson objective today.
	I have worked hard and I am working towards meeting the lesson objective today.
	I have shown a growth mindset.





Appendix 2:

Codes used to guide children in next steps and also to support teachers in making judgements for assessment.

Marking Codes

O	I have not met the learning objective.
P	I need to improve my presentation.
Q	I need to increase my quantity of work.
F	I need to practise my number/letter formation.
T	I have too many transcriptional errors (spellings, punctuation, parts that don't make sense).
S	I have been supported by an adult today.



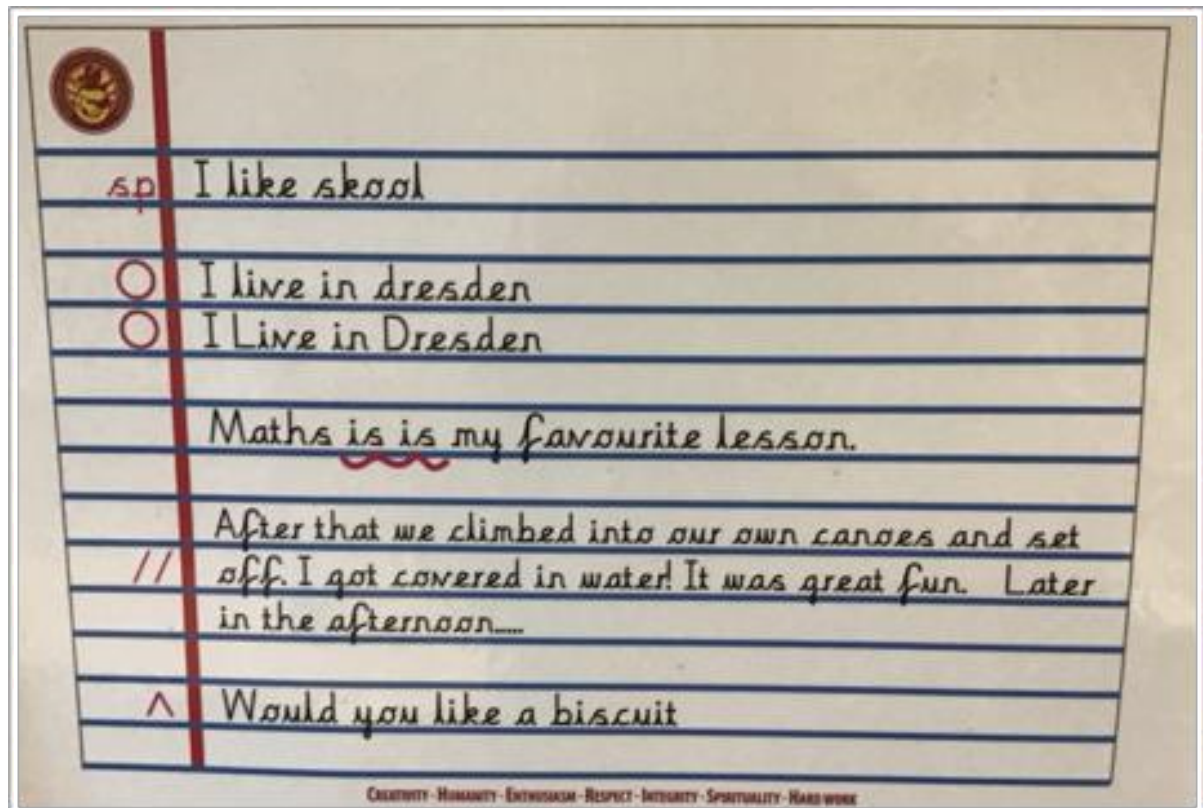
Appendix 3:

Symbols used to support and promote the effective use of expectations in writing across the curriculum.

How Your Work is Marked	
sp	Spelling mistake
○	Needs a capital letter/lower case letter
~~~~~	Doesn't make sense
//	New paragraph
^	Missing word or punctuation

#### Appendix 4:

Symbols poster examples used in classrooms.





## Appendix 5:

Subject	Showbie Feedback	Summative Assessment
English	Lesson feedback using emojis and marking codes Reflection Time	Writing: Extended Success Criteria Reading: Reading Domain Overview (Teams) - termly
Maths	Lesson feedback using emojis and marking codes Reflection Time	Pre Unit Assessment (White Rose) Post Unit Assessment (TestBase)
Science	Lesson feedback using emojis and marking codes Reflection Time	During Unit: TAPS Assessment End of Unit: Socrative
History	Lesson feedback using emojis and marking codes Reflection Time	End of Unit: Socrative End of Unit: Showcase
Geography	Lesson feedback using emojis and marking codes Reflection Time	End of Unit: Socrative End of Year: Socrative
Design and Technology	Lesson feedback using emojis and marking codes Reflection Time	N/A
Art and Design	Lesson feedback using emojis and marking codes Reflection Time	N/A
RE	Lesson feedback using emojis and marking codes Reflection Time	End of Unit: Socrative End of Unit: Showcase
PSHE	Self-reflection/voice note from children	N/A
Computing	No Showbie Feedback	N/A
PE	No Showbie feedback	End of half term assessment against objectives.
MFL	No Showbie feedback	End of Unit: Language Angels Assessment
Music	No Showbie feedback	N/A