

Teaching and Learning Policy; Assessment for Learning feedback policy

Halcyon Federation

Chair of Governors:-

Holden Cook

Brought to Governors & adopted on:-

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HALCYON

OUR VISION

Our school and curriculum empower staff and pupils to be advocates and agents of change for a more sustainable world.

OUR MISSION

- We are imaginative: we dream, read and travel.
- We are inquisitive: we listen, question and challenge.
- We are disciplined: we improve, hone and practise.
- We are collaborative: we share, connect and support.
- We are persistent: we dare, struggle and stick at it.

OUR AIMS

- Prioritise mental health and wellbeing
- Help everyone find joy in learning, feel safe to make mistakes and know when they are successful
- Have a curriculum that represents local, national and global diversity
- Recognise everyone's role in the future of the world and its climate
- Make a place where difference and diversity are valued
- Link learning to the world of work
- Make pupil, family and staff voices integral to our planning
- Nurture creativity through the arts
- Develop a culture of reading for pleasure
- Ensure our pupils play safely, demonstrate our school values and build resilient friendships

Halcyon Federation believes that it is only with the highest quality first teaching that we will close the disadvantage gap. This policy, combined with excellent relationships with students (see Relationships Policy) will support teachers in their day to day work and in their ambition to support their pupils to achieve beyond their potential.

The federation has devised this policy in partnership with leading academics and revised it in line with action research undertaken as part of our Shirley Clarke Assessment for learning project. Leaders and teachers are encouraged to add an evidence base of best practice to exemplify.

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Summative and Formative Assessment

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The Halcyon Summative Assessment system uses termly NFER assessment tools in core subjects and a range of tools to support teacher assessment in foundation subjects. These can be found in subject specific information on our website. We have a suite of both diagnostic and curriculum tools available from a range of quality assured providers. Students undertake termly written assessments or tests in both key stage one and key stage two, preparing them for SATs and exams in their next phases of education. Students will also undertake a range of formative assessments/tests such as spelling and times tables tests which are short and low stakes assessments throughout the academic year. Data from NFER summative assessments are analysed using a Question Level Analysis tool (QLA) which identifies areas of maths and english which require additional focus by the teacher. These also support the allocation of resources by the leadership team.

Progress

Progress is measured throughout the term from the previous key stage to the most recent data, using our school tracking software and MIS. Test or summative data is inputted by the teacher and the tracking software measures progress between these points.

DfE changes to the assessment system

National testing in year 2 will no longer take place. In addition the requirement for a national programme of external moderation at the end of key stage one and end of key stage Foundation Stage, ended.

Halcyon schools will continue to undertake termly moderation in all year groups. End of key stage moderation will be undertaken with schools outside the federation.

Students who were assessed in reception 2022, who were measured using the national baseline assessments, will be measured from this baseline data to the end of key stage two data in year 6. This is a closed system used by the DfE.

Reporting to families

At termly meetings with families teachers share core subject data, subjects that are taught weekly. At the end of every year overall achievement data is reported to the families in their school report.

In year intake progress measures for key stage 2 pupils 2023- 2025

Where a pupil joins school in key stage two with no historic key stage one data, a review will be undertaken by the Head of School. Circumstances (such as students from forces families, home schooling, extended absence due to illness, and arrival from a different county) will be considered, and the school may decide it is most appropriate to measure progress from the baseline data gathered at the point of entry to the school.

In Lesson Feedback

Student teacher feedback – adapted from On Your Feet Classroom Guide to: Visible Learning IN- LESSON FEEDBACK; Written by Shirley Clarke and John Hattie published by Corwin (a SAGE Publishing Company). No parts may be reproduced outside of Halcyon Primary without the permission of Corwin Publishing.

This policy will be shared at the beginning of every academic year and sections highlighted as part of CPD over the Spring and Summer terms.

At Halcyon we understand the value of in lesson feedback and prioritise this type of feedback. In this document we detail what we mean by In Lesson Feedback. This forms part of our Teaching and Learning AFL practice and policy. Class copies are available in all year groups and should be read in conjunction with “On your feet guide”, assessment policy/system. Code of Conduct and school charter.

NB: For the purposes of this policy when we refer to ‘teacher’ we mean any adult who is supporting or leading teaching and learning.

Why in lesson feedback?

At Halcyon, teachers understand that the golden moment for learning is more likely to be during a lesson via verbal feedback than via written post lesson comments in pupil exercise books.

In lessons feedback will be from

- Teacher to student
- Student to teacher
- Student to student

Feedback is effective if it leads to the improvement of pupils work and enhanced understanding but its effectiveness depends on many variables (Hattie& Clarke, 2019):

- Student self-efficacy (a child’s belief on their own ability) and trust in the teacher and fellow pupils
- Giving achievement – rather than ego related feedback and praise
- Equity and high expectations for all
- Timing and alignment to the stage of learning
- Pupils trained to be learning resources for one another
- Ensuring it does not overwhelm pupils working memories, is specific and is focussed on learning intentions and success criteria
- Secures learning in long term memory

At Halcyon teachers plan to:

- Use appropriate feedback language
- Provide clear learning intentions and co-constructed success criteria's
- Use on the move feedback
- Complete mid lesson learning stops
- Provide opportunities for peer coaching
- Allow time for co-operative improvement discussions

Use Appropriate Feedback Language

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Many studies find that certain types of praise can have negative effects on student learning (e.g. Brophy, 1981; Dweck, 2006) at Halcyon any feedback, whether verbal, on the move, or written, should be task – (not ego) - related. Rather than saying, “You’re so clever!” which reinforces fixed mindset thinking (Dweck 2000), instead first name the achievement: “You have applied your knowledge about triangles to this problem”. Then focus on specific ways in which improvements can be made. Some pupils might need just a reminder prompt or some more scaffolding while others might need examples.

Feedback/marking

All work is marked. Teachers acknowledge the hard work of children and have oversight of their progress using the range of strategies outlined in this document.

Teacher feedback is indicated by the use of coloured tabs which alert the child that written feedback has been given. Coloured tabs are placed at the side of the pupils exercise book by the teacher and are moved to the top once the feedback is addressed. The teacher then removes the tab.

Teachers use ‘pink to think’, this means there is an error or additional work required by the pupil (a tab is also placed on the side of the exercise book).

‘Green to go’ identifies success for pupils, who move the tab to the top of the book. The tab is removed by the teacher when the book is next marked.

Teachers’ scaffolded prompts relate to the learning objective planned.

Teachers refer to the mid-term plans provided by subject leads and resources in shared folders for challenge tasks.

In science, medium term plans are kept in the back of children's exercise books to support AFL and planning.

The work of pupils from all prior achievement groups should have a level of challenge in their work (Vygotsky's Zone of Proximal Development)

Examples for in-lesson feedback for a writing class at Halcyon Federation

Prompt pupils: What else could you write about the “chaos” you said occurred on Christmas morning?

Scaffold Task: Try writing three more sentences about the chaos. What could you see and hear and how did it make you feel? Perhaps you could exaggerate the chaos by using a simile?

Ask pupils to choose a sentence below or make up one of their own:

Everyone was tearing at the wrapping paper, excitedly talking and shouting, thanking and hugging.

The children were screaming and jumping as they opened their longed- for – presents, while the adults sat and watched them, delighting in the scene.

Intentions and Success Criteria



To make clear your expectations for learning, inform pupils of the learning intention of the lesson after first reviewing previous learning and finding out what they have remembered or already know.

Learning intentions (LI) should be clear, focused on either knowledge or a skill. Knowledge learning intentions are often supplemented by a knowledge organiser, with headings such as “Key Facts, Key People, Key Events, and Key Vocabulary.”

Skills, however, are more usefully broken down into success criteria (SC), or the steps needed to master the skill.

- Closed learning intentions have compulsory rules
- Open learning intentions have optional tools

Co-constructing Learning Intentions with pupils enables the criteria to be owned and internalised and often allows pupils to analyse an excellent example during the process.

- Showing two or three excellent short examples and asking what makes them good
- Showing one excellent example next to one poor example and asking what makes one better than the other
- Demonstrating following a procedure step by step, asking each time, “What did I just do?”

Success criteria:

- Help pupils focus on each aspect, easing the cognitive load.
- Help teachers identify where to give feedback, as they can focus on one particular criterion, for instance, and therefore provide more targeted feedback.
- Ensure the learning intention and success criteria are visible throughout the lesson, this means teachers can refocus and remind themselves and student of the key area for “On your feet marking”, personal targets can also be fed back on.

Where pupils are working independently

1. Helicopter

- When pupils are working independently, be on the move with a pen in hand.
- Check that everyone is on track in the first few minutes and, if not, make decisions about where to stop the class and give more instruction.
- Give verbal improvement suggestions while pupils are working, so that improvement can be made during the process (e.g. “I have put a dot in the margin on this line – see if you can find the mistake and correct it.”/ “You might want to check this calculation before you carry on.” / “Great description of the sea here. Could you add more detail about the sound of the waves?”)

2. Get the timing right

Delay feedback for higher achievers to encourage them to check their work independently and self-regulate. You'll also want to delay feedback when pupils are “in the pit” encountering necessary desirable difficulties, intervening only if necessary.

3. Match feedback to the stage of learning

Cognitive “surface” stage – focus identifying and naming, using success criteria, following methods and structure

Associative “deep” stage – encourage relationships between ideas, causes and effects and more expert understanding

Automatic “transfer” stage – when concepts are stored in long-term memory. Feedback needs to focus on applying that knowledge to other contexts. It is also the stage when self-regulation is most developed; pupils self-assess, check their work, and make decisions about possible improvements, encouraged by you and each other.

Mid lesson learning stops

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Peer review of work

Staff must ensure students are prepared to do this - a quiet conversation to check which “On your feet” area will be focussed on.

Let pupils know that 10 or so minutes into the lesson, you will randomly pick a child’s work and project it onto the wall. After 10 minutes, select someone’s work at random (e.g. by drawing out a named lollipop stick or randomiser app).

Follow the same procedure regardless of the quality of the work. Ask pupils to discuss the project in pairs as follows. Teachers should support the child by asking “Where is the marvellous mistake?” or “What are you working on, what is the focus?”

Pupils should identify the best bits with reasons or identify where the success criteria has been successfully used. Share with the class.

(2 minutes) Pairs should identify anything that could be improved offering specific examples rather than general comments. Share with the class. Teachers highlight the identified successes in one colour and areas to be improved in another.

Ask the author of the work to choose among the given suggestions or come up with their own idea. The author gets the final say.

Use ONVU, your visualiser or mirroring on your iPad to support and model work completed by the children.

Self-improvement

After the whole class review of one pupils work, ask the class to review their own work, making any additional edits of their own in a different coloured pen.

The benefits of a mid-lesson learning stop include the following:

- It models the process of identifying success and improvement so that pupils are trained to do this alone, emphasising the value of continual review of their learning.
- It confirms, mid-lesson, whether pupils feel they are on track.
- It gives pupils examples of excellence and ideas to inspire their own work.
- It resonates with all pupils who might have similar mistakes or improvement needs.
- Purple polishing pen (during peer to peer marking or when children are editing their own work)

Peer coaching

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A pupil who is at the deep or transfer stage of learning is best equipped to coach another pupil. Nutthall's (2005) work showed that pupils often misinform each other if they are at the surface stage of learning.

To help peer coaches provide feedback, you might provide the following sentence stems:

Literacy	
Success	Improvement
<ul style="list-style-type: none">• I like what you wrote here because...• That's a great point because...• The impact on the reader is to make me feel...	<ul style="list-style-type: none">• Could you use a better word here, such as...?• How about if you...?• Could you try...?• Would some punctuation help this long sentence...?

Mathematics	
Success	Improvement
<ul style="list-style-type: none">• Have you followed the success criteria?• Can you prove that this is the right answer• Can you draw a diagram?• What is the rule for... (e.g. rounding numbers)?	<ul style="list-style-type: none">• How do you know this number is... (e.g. divisible by 2 a factor of 32)?• Let's talk through an example and go through the steps.• Now can you do this example on your own? Talk me through it

Co-operative improvement discussions

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Co-operative feedback happens when pupils in pairs, discuss each other's work in turn, focusing on success and possible improvements. To ensure that pupils are focusing on their peers work (and not their own), have them pile the work in a stack so that only the one on top is visible. The author has the last word regarding which edits to finalise. Pupils have more natural conversations when working with their peers rather than when speaking with a teacher. When working with their peers, pupils are more likely to interrupt each other or ask for clarification.

REMEMBER

- Pupils becoming teachers for each other requires modelling and coaching.
- The partner is only there to give ideas, not to dictate.
- The co-operative improvement process can be used across all subjects
- **Mid-lesson stops** followed by **self-review** and then **co-operative feedback discussions** lead to pupils working much harder than they used to. As Jackson (2009) said, *"feedback should be more work for the recipient than the donor."*
- When we are skill building, constant review and feedback is more helpful than post-lesson written comment, which require waiting until the product is finished than asking pupils to go back and make specific improvements.
- Teachers can use ONVU here to support peer to peer discussions reflecting on each others practices both in person and learning outcomes.

Provide feedback

a) to pupils - will you provide written or oral feedback? Will you meet with pupils individually or within groups to discuss feedback? When will you provide feedback- immediately, later in the day, or the next day?

b) from pupils - pupil responses should provide you with in the moment feedback about the success of a lesson activity, suggestions for next steps and opportunities to adjust adapt your lesson on your feet.

Reflect

Decide how best to use precious after-school time. Writing lengthy comments to every student might take 2 hours. If you know that time leads to pupil progress, it is worthwhile. If, however, that time takes away from planning and resourcing lessons, it needs some review and rethinking. Could you use pupil examples of work or ONVU to discuss.

When in the moment, on the move teacher feedback becomes the norm with mid lesson learning stops, peer discussions and pupils constantly reviewing their learning, much of the improvement takes place during lessons, making any excessive post lesson teacher written feedback seem irrelevant. Balancing where to put your after school time needs to be focused on one single question: Which activities have the greatest impact on pupil learning?

Teaching and Learning Policy; Assessment for Learning - Questioning

Student teacher feedback – adapted from On Your Feet Classroom Guide to: Visible Learning
STUDENT TEACHER FEEDBACK

Written by Shirley Clarke and John Hattie published by Corwin (a SAGE Publishing Company)
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Student-teacher feedback

At Halcyon Federation, we understand the value of pupil voice in lessons. In this document we detail what we mean by pupil- Teacher Feedback. It forms part of our Teaching and Learning assessment for learning practice and policy. Class copies are available in all year groups.

Hattie (2012) said “The mistake I made was seeing feedback as something teachers provided to pupils. I discovered that feedback is most powerful when it is from the student to the teacher.”

Uncovering pupils thinking and understanding during lessons is essential if we are to adjust instruction and give and receive appropriate feedback. Have they remembered the content from yesterday’s lesson? Last week’s? Do they have more knowledge and understanding than you are anticipating? Nutthall (2005) found that about 50%-60% of material taught is already known by the pupils! He also found, however, that pupils need about three separate exposures of the same content to be able to store it in long term memory and then recall it.

Only with this information can we decide the most appropriate to give pupils in return. We need to encourage pupils to reveal their misunderstanding, normalising error as an exciting aspect of learning. Feedback is most powerful when there is misunderstanding, as it indicates that the pupil is on the brink of learning.

Our most powerful strategies to check for understanding and uncover misconceptions are these:

- Asking prior knowledge questions at the beginning of lessons
- Observing, listening to and asking questions of pupils while they are learning

This document encompasses tried and tested ideas for delving into pupils understanding so that we can act appropriately in helping them learn.

In our planning at Halcyon, teachers will use a range of question strategies and templates to determine prior knowledge.

- anticipate pupil responses - what will you expect or look for as your pupils undertake learning activities
- choose which techniques to use - what will you observe? Who would you like to chat with when you use 'interviews' or '1:1' tutorial time? What would you like pupils to show you? What are the hinge or hinge point question(s) of the day? What will be the focus of the exit task you will use that day?
- interact with pupils - How will you monitor your lessons progress and interact with the children as you use a formative assessment strategy?
- adjust instruction - how will you prepare to adjust your teaching 'on your feet' based on pupil responses?

Be sure to intentionally connect observations to your planning and teaching of the lesson.

Keeping a record of what you observe will more directly inform instructional decisions as you are teaching and also influence your short and long term planning. With the introduction of ONVU you will have a resource that is bespoke to you.

Examples of question templates		
Agree/Disagree	Statement with Picture	Odd one out
What went wrong	Convince me	Frayer model
Order these using a diamond nine	Range of answers	Concept Map
Which is the best wrong answer?		

At Halcyon, teachers will

1. Review the learning intention for the lesson and choose the best question template.
 2. Teachers then decide what is needed to establish before proceeding with the lesson, in order to find out what pupils already know or have remembered.
- The question could be focused around:
- a) What they already know
 - b) What they have already learned in a previous lesson
 - c) What skills or knowledge they would need in order to access the new learning
3. Have the question statement ready on the screen or whiteboard
 4. Having listened to the children's discussion of the starter question in talk partners, decide whether to recap the previous lesson's learning, reteach the learning or skip plans and focus on more challenging content.
 5. Actively reflect on the effectiveness of their practice as it pertains to teaching and learning. They are encouraged to use available technological systems to achieve this such as ONVU lesson recording, use of visualiser and mirroring on the iPads.

Questioning strategies (Whole class)

Present one of the questions to the class, give short paired discussion time and then:

- Ask for A, B or C to be written on whiteboards (multiple choice).
- Ask for one, two or three fingers to be held up to indicate pupils' preferred choice.
- Randomly call on students for an answer.
- One or two pupils can be asked to explain their multiple choice answer.
- Have sentence stems posters displayed to scaffold pupil's responses: 'I agree because/I think/It depends on/I need more information about...'

(On the move, questioning individuals while they are working, ask the following:)

- Tell me what you've learned so far
- Tell me what you're going to do first
- What do you mean by...?
- Why do you think...?
- Give me an example of what you mean.
- So is this one better than that?
- How could you change this to make it clearer?
- Interrupt me if you've misunderstood your question or your work.



At Halcyon, teachers will

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Hinge Questions

- check for understanding or proficiency of the class or small group that determines your next steps
- instructionally; the hinge question serves as the lessons ‘tipping point’ regarding instructional next steps
- taking place at a key point in the lesson
- lasting 2 mins or less (posing the hinge question and then analysing the response)
- ‘on your feet’ decide if your hinge question will be presented using a multiple-choice response format or as a question. Multiple-choice format questions may take longer to prepare, but the response analysis will take less time and alert you quickly to misconceptions.
- be prepared to modify the hinge question based on student progress during your lesson.
- consider creating an electronic file of hinge questions for future use.

Exit Slips (at the end of lessons)

- Have pupils write a question they still have
- Ask pupils to check which strategies helped the most (What helped you with long division the most?)
- Ask pupils to check what would have helped them (What else could I have done to help you?)
- Have pupils fill in the blanks: ‘At first I thought_____, but now I think_____’

REMEMBER

- Use a lolly stick to randomly ask pupils questions and ask their partner what they said.
- Repeat the pupils’ answers in case anyone didn’t hear.
- Gather other responses: Who agrees? Who doesn’t?
- Stall: Do you want to come back to that later?
- Return: Do you want to change your response now?
- Invite to elaborate: Tell me more...
- Echo: So you think that...
- Make a personal contribution: I remember when...
- Summarize: So let’s summarize what we’re saying...
- Offer suggestions: How about if we...?