Monmouthshire Pupil Referral Service

Feedback and Assessment Policy

Document Control	
Document author	Jake Parkinson
Statutory status	
Website status	
Approved by	Management Committee
Date approved	
Approval cycle	Biannual
Next review date	

Document history			
Version	**Date**	**Reviewer**	**Note of revisions**

Purpose

The purpose of the Monmouthshire PRS feedback and assessment approach us to ensure that all pupils are aware of their learning strengths and next steps. Research explains that providing good feedback is one of the most effective ways of improving pupils' learning.

Definitions

The Monmouthshire PRS defines assessment as the diagnosis of what pupils have learnt. Feedback is the 'information communicated to the pupil that is intended to modify the pupils thinking or behaviour for the purpose of improving learning.' (Shute VJ, 2007)

At the Monmouthshire PRS, our small class sizes mean that most feedback is provided to pupils during lessons. This is because feedback can be instantly used by the pupil to improve performance, there is no time gap between assessment and feedback and thus the impact of feedback on learning is greatest and feedback is provided in an efficient manner without burdensome practice

Questions for Learning

Each lesson is based around a question. During lessons teachers assess the quality of pupil answers to the question for learning and provide verbal feedback on their responses. Teachers use this to adapt teaching in real time, and plan future teaching activity accordingly.

Retrieval Practice

Teachers ask questions about prior learning. This assesses the quality and quantity of prior learning and teachers verbally clarify content and skills in response to pupil answers. This is particularly important in the Monmouthshire PRS as pupils join our service from different schools and have different starting points. Pupils from a number of curriculum Year Groups work together in the same KS2 and KS3 lessons.

Small step teaching

Another key teaching principle in the Monmouthshire PRS is small step teaching with modelled examples. In this practice, teachers break learning of content and skills into small steps and pupils practise their learning after each step. Teachers check understanding at each of these points, provide verbal feedback, and reteach, where necessary, before moving onto the next step. Teachers use scaffolding to support pupils, and when pupils are ready, allow them to independently practice skills and techniques taught, and provide pupils with instant feedback as to how they have done. Teachers verbally correct errors and misconceptions as they arise in real time. This rectifies misconceptions at the point of learning and recognises that verbal feedback at the point of learning is the most powerful. There is a gradual transfer of responsibility from teacher to pupil.

Questioning

Teachers use a variety of questioning techniques. This allows teachers to assess the level of understanding, provide verbal feedback, and to plan the next explanation/learning activity in real time.

Next Step teaching

Teachers and TAs (in PRU centres) work together to identify pupils that may need further support in lessons and provide these pupils with further guiding and verbal feedback. In online or face-to-face EOTAS medical or ALN Bespoke lessons, the teacher will provide this support for next steps to the learners. This ensures pupils receive feedback relative to their exact learning point.

Written feedback (and verbal feedback, necessary for some EOTAS Medical Learners)

Our small group sizes, do help us, however, give detailed written feedback to support pupil progress.   At certain key points, teachers use their assessment to provide personalised written feedback in pupil exercise books, folders and ClassNotes. This is provided on key pieces for learning when it is identified as specifically helpful beyond what the feedback in lessons provides. This could include unit tests, key written outcomes, such as essays etc. This written feedback provides specific and focussed strengths (what has been learnt securely) and precise and concise next learning steps. These next steps are phrased as a question which pupils can immediately respond to. Written feedback avoids vague remarks that are not effective in moving learning forward. For example, 'well done' and 'good'. It is recognised that 'ticks' are esteeming for pupils, and these are used when deemed useful to positively praise effort. This is specifically the case in Numeracy and Maths. Feedback praises effort and avoids praising attainment. This also contributes to teacher planning so that future learning experiences build on pupil strengths and address next steps in learning. Books / folders / ClassNotes are marked every two weeks, on average. Teacher written feedback is provided in green. Pupil responses are provided purple.

Amser I wella

"Time To Improve". When giving pupils next steps, phrased as a question that they can respond to, pupils must be given time to improve, or amser i wella. Dedicated time must be given to pupils to make improvements in lessons. When marking pieces of work, staff will outline good points, or **pwyntiau da** as well as **i wella** or to improve. 'I wella' are always phrased as questions. Pupils respond to the task of question in purple pen / font.

Yellow Box Marking

Yellow Box Marking supports staff workload and wellbeing, as staff are not expected to give detailed feedback on all aspects of extended writing or longer pieces of work, and supports pupil self-esteem, confidence and progress by focussing on small aspects of work completed to make improvements.

A yellow highlighted box is drawn around the part of work where the pupil is to focus on making improvements. It can be:

- To complete the original task set
- To improve a part of the task/assessment completed – this can be a paragraph, a sentence or a particular skill.
- To repeat a process or apply to another situation.

Teacher feedback is specific so that the pupil is clear on how to improve – if needed, provide sentence starters / connectives / visual stimuli. The pupil responds with an improved version in purple pen / font in Amser i Wella. The teacher then uses the pupil's response to inform future planning. This personalised, focussed feedback has been proven to have high impact on pupil progress.

Peer and self-assessment

Peer and self-assessment is another assessment tool utilised in lessons. This assessment is used when pupils can gain valuable feedback from assessing their own learning outcomes or those of others. Pupils 'marking' their answers against what a teacher provides helps them assess the extent of their understanding and an understanding of where further effort and support is needed. Self-comparison of their outcomes (including their outcomes so far) against a 'model' helps them assess the quality of their response and what their next steps might be.

Spelling, punctuation, and grammar

Every teacher, regardless of the subject taught, is a teacher of Literacy. Teachers provide feedback relating to Literacy as part of the school's teaching process. Written feedback includes the identification and correction of spelling, punctuation and grammar. Teachers use the following codes in Literacy marking across the service:

A correction is needed relating to:

P1- The sentence

P2- A capital letter from the name of a person/place/product

P3- The use of commas

P4- The use of apostrophes

P5- The use of inverted commas (') or speech marks (" ")

P6- The use of paragraphs

SP– Spelling

Summative Assessment

Pupils are assessed on entry to the service, and at three times in any academic year, on their Literacy, Numeracy and wellbeing levels and progress. We use NGRT and NGST for Literacy, Star Maths for Numeracy and PASS for Wellbeing. This enables staff to plan precise next steps and identify any interventions needed to support pupils.

Monitoring and Quality Assurance

Senior leaders carry out regular 'booklooks' to help evaluate the quality of pupil learning, progress, and feedback across the school. These are part of the school's self-evaluation procedures and timetabled 'Review Points'. They also take place in conjunction with lesson observations. 'Booklooks' provide useful evidence to identify department and school strengths and areas for development and the identification of actions and next steps.

Sharratt Questions

The school uses Lyn Sharratt questions to assess pupil learning and progress when talking to pupils about their work. These questions are:

- What are you learning? Why?
- How are you doing?
- How do you know?
- How can you improve?

- Where do you go for help?

Reporting to Parents and Carers

Each pupil receives two written reports every academic year as well as a Parent/Carer day/evening. These detail pupil progress. Parents and carers are also made aware of the quality of pupil effort and behaviour. Years 10 and 11 reports indicate current expected grades.

This policy was approved by the Management Committee

Signed: ………   *Lwilce*   ………   Chair of the Management Committee

Date: …………03.12.25……………………………………

Signed: ……………Jake Parkinson……………………… Head of the Pupil Referral Service

Date: …………03.12.25……………………………………