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Feedback, Marking and Assessment Policy

Assessment is an essential part of teaching and learning; it ensures that teaching is effective thus allowing the learner to move forward and progress at a pace suitable to the individual.

As a school, assessment information about individuals and groups is stored electronically on the school tracking document.

Aims

- To provide feedback to the teacher about progress of individuals and groups which informs teaching and planning.
- To provide a valid and reliable basis for reporting pupil's progress to others, especially to parents and teachers.
- To provide feedback to pupils regarding their strengths, successes and areas for improvement so they know the next step they need to take in order to improve.
- To give an overview of the progress of cohorts, including individuals and groups and to enable effective tracking and monitoring.
- To provide a sound basis of information on which to evaluate the effectiveness of our curricular provision.
- To provide an environment in which children are encouraged to take responsibility for their own learning.
- To foster the sense of partnership in education between parents, children and staff.

Assessment through Planning

To ensure that the needs of the children are met, and that coverage and progression occur, teachers plan using the following:

- Early Years Foundation Stage (EYFS) Practice Framework and Development Matters
- The National Curriculum for KS1 and 2
- Medium term - weekly activities are planned for to cover objectives.
- Weekly planning - daily objectives and activities are carefully planned. Differentiation for children is through questioning/resourcing and scaffolding, inc. extension and challenge. Assessments, made by both teachers and teaching assistants, are linked directly to learning objectives.
- Assessment for Learning (AfL)

- Assessing against Age related Learning Objectives.
- The Agreed Syllabus for Religious Worldviews (RW)

Strategies used to Assess

A variety of strategies are used to make both formative and summative assessments.

Formative assessments include:

- Assessing against Age related Learning Objectives.
- AfL questioning
- Marking of children's work
- Observations
- Regularly reviewed targets – English
- Unaided/distance writing (Cold Tasks)
- Live marking and verbal feedback
- EHC Plans / APDR
- VIPERS

Summative assessments include:

- Termly EYFS e-profile
- Block and end of unit tests
- POP quizzes
- Practical Science work
- Hot Write + Babcock grids
- STAR reading
- Reading Comprehension (termly)
- End of the Key Stage 2 SATs
- Optional end of Key Stage 1 Assessments
- Where appropriate, specific assessments for individual needs will be carried out.
- Y1 PSC
- Y4 Timestable Test MTC
- SPAG.com
- Precision tables/132 tables/ 99 Club
- Weekly Spellings
- Word Boxes

Pupil Self-Assessment

Pupils assess their work in a variety of ways including:

- Individual and peer assessment
- Drafting and editing work making edits in purple pens
- Success criteria
- Toolkits and Marking Ladders
- Responding to teacher's comments in their work by initialling the comment or answering questions asked in Purple Pen.

Marking

All marking should have a clear purpose for both the pupil and the teacher. It could be written or verbal. Where possible, marking will be a shared process with the child. Learning outcomes are acknowledged by positive and constructive remarks that reflect the objective and offer suggestions for improvement.

The quality and quantity of the marking will depend on:

- The task set
- Classroom management
- The age of the child
- The ability

Marking Styles

- It is suggested that up to 5 words that a child **is expected to know and has been taught** per piece of work are underlined and the correct spelling written in the margin. This should be applied across the curriculum. The children are to correct these spellings and copy them out 3x in purple pen
- Other errors, such as grammar, punctuation and spelling, will be clearly indicated by teachers/TAs indicating in the margin with the appropriate code (sp – spelling; p - punctuation) underlining the error code – pink highlighted. Children then complete purple polishing to correct these errors.
- Regular evidence of purple polishing is in books.
- Teachers will acknowledge improvement or particularly good work and effort by awarding a team point/ smiley face/stickers.
- In English lessons, success criteria are used for children to use as a support/scaffold. These can be in books or on the white board.
- Toolkit boxing up/marking ladder highlights the expectations of content for the piece of writing

It is recognised that not all work can be marked in the ways noted above eg. Art, PE, Music. Positive comments are made about pupils' achievement and also some practical suggestions for ways forward.
Opportunities are given for the children to read and reflect upon their work and teacher comments.

Reporting

The aim of both formal and informal reporting to parents should be to benefit the child, parent and teacher, promoting greater understanding of the education process and leading to improvement of the child's achievements.

We communicate achievement, areas for development and progress of children in the following ways:

- Autumn and Spring mid-term termly reports following parental consultations
- End of Year EYFS Profile Scores.
- Phonics Screening Check (PSC) results (Year 1, and if applicable, Year 2 pupils)
- Yearly reports to parents indicating National Curriculum coverage and individual attainment.
- Individual SAT results and teacher assessments in core subjects to parents of Year 6 children and their secondary schools.
- Parents' Evenings - held twice times a year and a less formal 'drop in evening' held once a year after reports.
- PSC results sent home
- Multiplication Tables Check score
- Accelerated Reading (AR) reading ages and quiz scores
- Reading certificates
- 99 club / precision tables – sent home for practise
- Star of the week
- Spelling results

For transition between classes, all relevant assessment information is shared and discussed in advance.

In addition to the above, the following information is communicated to schools receiving pupils from Year 6:

- Teacher Assessments in core subjects
- Friendship groups
- Test results
- EHCPs
- Children who are on the register of concern
- Children who are considered GDS across subjects.

When children leave our school, assessment information including National Curriculum levels and other pertinent information are passed on to the new school.

Record Keeping

Records of assessments made are stored by the class teacher and organised as follows:
Babcock – writing assessment
WRM end of unit/block tests
Cohort trackers – all subjects
Core data tracking sheet
Spelling/99 Club/SATS/ POP quiz results/Precision tables kept by the class teacher.
Whole school data sheet

Monitoring and Evaluating

The monitoring and evaluating of children's learning is a vital part of the assessment procedure and is carried out in the following ways:

- Progression and attainment are monitored through the setting of National Curriculum level targets for cohorts of children during the first term. These are based on previous individual results and teacher assessment.
- Targets are set based on previous data submitted to the core tracking sheet
- Opportunities are given for the teaching staff to monitor the teaching and learning in colleagues' classes.
- Subject leaders and the Headteacher will monitor children's work and assessments.
- Monitoring of children continues from Foundation Stage to KS1 and from KS1 to KS2 to ensure standards and attainment are maintained.
- A half termly checklist of all assessment and monitoring procedures is provided for staff.

SEN Code of Practice
See relevant passage from Special Needs Policy (Appendix 1)

Above Average Children
Each curriculum policy identifies that these children, when appropriate, are extended through the use of more open-ended questions and activities. This is planned for in the core subjects and identified on weekly planners using AA.

Equal Opportunities
All pupils will be equally assessed, regardless of race, gender, age, cultural background or any physical or sensory disability.

Professional Development
The Assessment Co-ordinator provides support and advice for staff when necessary.

The Assessment Co-ordinator and School Improvement Co-ordinator attend appropriate courses and disseminate relevant information to the staff.