

Assessment, Marking and Feedback Policy

2024

We believe assessment to be fundamental to teaching and learning. It is used to drive learning and standards forward and recognise the individual qualities of all children and encourage progress in a positive environment. We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives and success criteria. Marking should help children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning. As a school we are mindful of workload implications of written marking and of the research surrounding effective feedback. As part of this process the staff unpicked previous policies including areas that were supporting children's progress and those that had minimal impact, we researched examples of good practice and developed a feedback policy that we feel has the most impact on children's progress and learning.



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Aims:

- To gather information about the performance of individual children, groups and cohorts, which is used to set specific targets and identify strengths and areas for development in learning at different levels
- To give reliable information to parents about how their child and their child’s school is performing and suggest next steps
- To provide information for planning, teaching, curriculum and whole school development
- To identify the gaps in learning and plan to meet the learning needs of each child, monitoring SEND and interventions
- To ensure that children progress in lessons, knowing what they have done well and what they need to do to improve
- To track the progress and attainment of children each year, keeping up with best practice to inform our methods and systems

Effective marking should:

- Give feedback to children, inform them of their achievements and the next steps in their learning
- Relate to learning objectives and success criteria for each lesson/unit of work
- Give children specific praise for the success of their work, showing it is valued
- Give children clear strategies on how they can improve their work
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Show consistent codes and procedures throughout the school
- Provide a tool for teacher assessment

Help parents to understand the strengths and areas to develop in their children’s work.

Key Principles of Feedback:

- Evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date. Although the timing is down to teacher judgement.



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- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments (mini plenaries/using WAGOLs/discussion and activity through play)
- Feedback is a part of the school’s wider assessment process which aims to provide an appropriate level of challenge to children in lessons, allowing them to make good progress.
- All children’s work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning. When work is reviewed, it should be acknowledged in books before the next learning takes place.
- All work in books should be acknowledged by the class teacher in some form (codes/stamps etc).

Basic marking codes:

Basic marking would include one or some of the following:

- Verbal comments and oral feedback during the lesson
- Specific codes used which state whether children have worked independently, with learning partner or with an adult (see below for Quality Feedback and Marking codes). Codes for marking in English and Topic work, and Maths marking are stuck into the front cover of each book (see appendix 1 and 2).

I	Independent Work	P	Paired work
T	Guided by a Teacher/Teaching Assistant		Correct
.	Incorrect		Next time

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Effective feedback: (Quality marking)

This must relate to the Learning Objective only. This should be done ideally **once a week** or several times when appropriate in a unit of work.

The **learning objective should be highlighted in green when it has been achieved**. There may be one objective for a small unit of work, otherwise, every piece of work should have the objective/s written at the top of the work.

Examples to show where children have achieved the success criteria in a piece of work may be **highlighted/underlined in green** by the teacher.

Think pink:

This is an area for the child to work on and improve.

- DIRT (directed, improved, reflection time) Teachers will use a pink highlighter/pen to direct children to areas of their learning they need to correct/enhance. DIRT will be planned into sessions to allow children to respond to this.
- Think Pink includes letter reversals/incorrect formation. These can be written in pink at the end of a piece of work for a child to practise (max 3, to practise 3 times).
- Think Pink should include spellings that are appropriate for the child's age/phonic ability or those which have been provided in a word bank as part of project work (max 3, to practise 3 times). In Year 2, children should move towards seeking out these spellings independently if a misspelt word has been underlined in pink.
- Teachers will give children prompts for improving work relating to the success criteria.
- Within lessons, teachers should build in time for mini plenaries with opportunities for children to reflect on success criteria and make improvements to work during the lesson.

There will be times where children redraft work in books. This will be age appropriate – Year 2 children may repeat a piece or section of their work after it has been marked. Year 1 may use whiteboards to draft their work before writing a final piece. The children are encouraged to cross mistakes out instead of using erasers as we like to see how they have improved their work!

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The following information shows examples of how feedback looks in practice at Banks Road

Immediate

- Takes place in lessons with individuals or small groups
- Often given verbally to children for immediate action
- May involve use of a teaching assistant to provide support or further challenge
- May re-direct the focus of teaching or the task
- Lesson observations/learning walks
- Some evidence of annotations and use of marking code
- Mini plenaries

Summary

- Takes place at the end of a lesson or activity
- Often involves whole groups or classes
- Provides an opportunity for evaluation of learning in the lesson
- May take form of self- or peer assessment
- Lesson observations/learning walks
- Timetabled pre- and post-teaching based on assessment

Methods of Assessment:

There are many purposes to assessment, the main purpose being to help teachers, parents and children plan their next steps in learning. We assess through both summative and formative ways, Assessment for Learning being our key method enabling children to make good progress.

- We assess children against learning objectives and success criteria, which clearly demonstrate what a child is expected to learn, know and be able to do.
- Assessment criteria are derived from the new National Curriculum 2014 and the Early Years Development Matters

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- The achievement of each child is assessed formally against the relevant criteria for a subject at the end of each term and at the beginning of the year as a baseline assessment
- Formative assessment is continual and evidence collected using observations and records of work
- Assessment judgements are moderated by colleagues in school and in other schools to make sure our assessments are reliable, valid and consistent
- Assessment for Learning is continual, along with observation and marking
- Marking (teacher, peer and self) enables strengths and next steps to be identified and time is given for children to reflect on their work (see marking policy)

Statutory Assessment of EYFS:

All children undertake the Reception Baseline assessment unless exempt due to SEND within the first 6 weeks of starting at Banks Road.

Children in EYFS are assessed against the Foundation Stage Profile and the 17 Early Learning Goals (ELG). At the end of the year, children are reported as to whether they are ‘on-track or not on-track for each of the ELG. It is also determined whether they have reached a ‘Good Level of Development’ (GLD): This is when a child reaches the ELG in the three Prime areas (Communication and Language, Physical Development and Personal, Social and Emotional Development), and two of the Specific areas (Literacy and Mathematics).

Statutory Assessment at the end of Key Stage 1 (Year 2):

Year 2 children are assessed against the end of key stage performance descriptors for the 2014 National Curriculum. Children in Year 2 will sit SATs test papers and tasks which will be used to inform teacher assessment.

Statutory Phonics Screening Check:

In June, all children in Year 1 sit a phonics screening check. Children who do not achieve the required threshold at the end of Year 1 repeat the check at the end of Year 2.

Assessment in Key Stage 1:

Children in Key Stage 1 are assessed against the 2014 National Curriculum for Reading, Writing, Speaking and Listening, Mathematics and Science. For each year group there is a set of Age-Related Expectations (AREs). In order to make a judgement on the percentage of AREs met each term, we use a range of evidence – work in books, mini assessments, tests, observations, annotated planning.

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Moderation:

Moderation is an essential part of our school assessment system. Time is set aside each term for moderation to take place to ensure that our judgements and data are accurate and consistent across cohorts, key stages and local schools. Staff are involved in the moderation process to ensure agreement on the criteria for AREs in both key stages in the following ways;

- With colleagues in school – key stage meetings, staff meetings, subject leaders
- With colleagues from other schools through local networks, cluster meetings, joint staff meetings
- By attending LA sessions to ensure our judgements are in line with other schools
- By using national exemplification materials (where available)
- Through external moderation of Foundation Stage and Key Stage 1

Tracking Pupil Progress:

We formally record information on children’s attainment three times a year for reading, writing and maths in Key Stage 1. In the early years the learning is continuously assessed against the intent and end of term bench markers. Phonics progress is recorded half-termly.

Data is reviewed at Pupil Progress meetings and used to target children who are not working at ARE or making sufficient progress. Senior leaders and subject leaders produce an analysis of the data to review progress for their specific area of responsibility.

Interventions are then planned and evaluated. Teachers and teaching assistants plan for and carry out intervention and keep records on children’s progress. These are then passed to the SENCO who monitors and evaluates progress of individuals and the effectiveness/impact of the intervention. This is reported back to staff.

Reporting:

- Each term, the governors receive a data report from the Assessment Leader.
- Parents’ consultations are held twice a year where teachers share progress with parents.
- Parents receive a detailed annual report. This highlights attainment in all EYFS and National Curriculum areas and areas needing further development.

SEND:

Children identified on the SEND register are assessed in line with other children using the ‘Pre-Key stage’ or ‘Engagement Model’ (new this year). Progress is tracked and reviewed at pupil progress meetings and targets are set and reviewed termly.

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Pupil Progress Meetings:

Each term, each teacher will complete a Pupil Progress Meeting Record pro forma. This will inform the discussion between class teacher and Head/Assistant Head at the Pupil Progress Meeting. Progress and attainment is discussed about the class as a whole and about groups such as SEND. Discussions and results will be considered when deciding on intervention programmes and staffing, and progress towards achieving Appraisal targets.

Roles and Responsibilities:

Responsibility for assessment lies with the class teachers, although overall responsibility lies with the Head Teacher and Assessment Coordinator, overseen by the Governing Board.

- **The Governing Board** monitor the progress data with support from the Head/Assistant Head
- **The Assistant Head/Assessment Coordinator** moderate assessments and provide data analysis reports to staff and governors. They hold teachers to account for pupil progress using pupil progress meetings and performance management to set targets.
- **Subject Leaders**, particularly English and Maths monitor and moderate assessments within their curriculum area. They provide support and guidance to other members of staff.
- **Teachers** regularly assess children and provide feedback and marking. They adapt planning in line with assessments to ensure good progress for all. They provide assessment information for parents and children. They complete pupil progress data for pupil progress meetings.
- **Teaching Assistants** provide feedback to teachers on the progress and attainment of children they work with and mark work.
- **Parents and Carers** support children at home with homework (reading and Learning Logs) and comment on their children's work.
- **Children** to complete their work to a high standard in order to further their learning. For children to self-assess to promote independent learning, helping them to take increasing responsibility for their own progress.

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<u>THE POLICY WILL BE REVIEWED ANNUALLY.</u>
DATE OF REVIEW BY GOVERNING BOARD: April 2023
This policy was reviewed and ratified by the Full Governing Board 25.01.2024 Signed: Chair of Governors _____ Date: _____


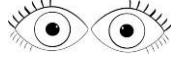


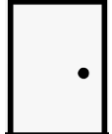

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APPENDIX 1

Marking English and Topic work at Banks Road

For each piece of work/small unit of work your child’s learning objective will be highlighted in green if they have achieved it.

Marking codes	
I	Independent work
GP	Group work
TA	Teaching Assistant intervention group/supported
T	Teacher guided
P	Paired work
V	Verbal feedback
PM	Peer marked

Finger spaces	Check your work	Orally rehearse	Capital letters	Spellings	Sit writing on the lines	Full stops
			ABC	SP	<u>abc</u>	.
Conjunctions	Openers		Question marks	Exclamation marks	commas	Extended noun phrases
			?	!	,	

Your child will receive regular feedback ‘DIRT’ (Directed Improvement and Reflection Time).

Green highlighting/underlining - indicates where your child has met their challenges.

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“Think pink” (pink highlighting) - this on your child’s work indicates something they need to go back to and improve on.

APPENDIX 2

Marking Maths work at Banks Road

For each piece of work/small unit of work your child’s learning objective will be highlighted in green if they have achieved it.

Marking codes	
I	Independent work
GP	Group work
TA	Teaching Assistant intervention group/supported
T	Teacher guided
P	Paired work
V	Verbal feedback
PM	Peer marked

Practical using objects	Check your work	Working with number lines/squares or tracks	Using mental strategies
