Assessment, Marking & Feedback Policy

1   Assessment

1.1   We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners.

1.2   We use two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

1.3   Assessment *for* Learning (AfL) is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning intentions with pupils is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. This principle applies equally to the most able learners and those with additional needs.

1.4   Assessment *of* learning refers to summative assessment and involves judging pupils' learning and attainment against national standards. Teachers may make these judgements at the end of a unit of work, at the end of each term, and at the end of a key stage. Tests are a straightforward form of summative assessment, though teachers' ongoing assessments of pupils' progress in terms of National Curriculum levels, or sub-levels, will also be mainly summative in nature.

1.5   We give our children regular feedback on their learning so that they understand what it is that they need to improve or to learn next. Such feedback will be both oral and written (marking). Research has shown that pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement.

2   Aims and objectives

2.1   The purpose of assessment in our school is:

- to enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
- to enable teachers to record the attainment and progress of pupils;
- to increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
- to help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
- to enable teachers to provide regular information for parents and carers about their child's progress in learning and enable them to support their child's education;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

3   Planning for assessment

3.1   As teachers plan their lessons, so they should plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning. Teachers will also, of course, plan to assess pupils' understanding more formally through the use of tests.

3.2   The school uses the Mount Pleasant Assessment System (MPAS) in which each class has a subject planned overview of assessment expectations. These are assessed by teachers and children. The on going teacher assessment is used for an end of year progress and attainment summary while pupil assessment is used to encourage children to be reflective on their work and next steps in learning.

3.3   Teachers in the Early Years Foundation Stage (EYFS) will plan and assess children's learning against the Early Learning Goals, and use the EYFS Profile to assess children's achievements and progress.

3.4   We use our school's curriculum plan to guide our teaching. This long-term plan follows National Curriculum guidance. Teachers understand the age-related expectations of the National Curriculum and MPAS and will plan their lessons to enable the maximum number of pupils to be working at age-related expectations or above. For those pupils working significantly below age-related expectations, teachers will plan additional support, sometimes together with the special educational needs coordinator (SENCO).

3.5   We plan our lessons with clear learning intentions. These may differ for groups of differing ability or for individual pupils. Where necessary, teachers' short-term planning will make clear this differentiation. This is based on the teacher's detailed knowledge of each child. Our lesson plans make clear the expected outcomes for each lesson.

3.6   Teachers always share the lesson's learning intention with the children, either at the beginning of the lesson or, in some cases, as the lesson develops. They also share with pupils, or, indeed, often agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning and that of their peers. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons.

Teachers strive to ensure that learning intentions and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that children from the very youngest age in school have a good understanding of their learning and are able to talk about it.

3.5   Teachers ask well phrased and carefully directed questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings, which they can then plan to address.

4   Target-setting

4.1   Target-setting is used by the school in a number of ways and at a number of levels. We have targets for the percentage of pupils making good progress and attainment. We expect 85% of our children to reach the Expected Level for their year group as defined using MPAS.   Each child is set an end of year target in MPAS and these targets will seek to ensure that each individual makes good progress from their starting point at the beginning of the year.

Pupils' progress towards their targets is reviewed termly, and targets revised where necessary.

4.2   We set learning targets for particular areas of the curriculum. These are listed at the start of a unit of work in Maths and English and at the start of each term in other subjects. Children can see at a glance what we are targeting and the expectations of learning over a set period of time.

4.3   We encourage all our pupils to review their targets using the self assessment system in MPAS. We also encourage them to involve their parents and carers in this process.

5   Recording

5.1   We use various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. All assessments are kept in childrens books. A central file of assessment data is kept by the Head Teacher.

5.2   On our planning sheets, we note only those pupils who do not achieve the planned learning intention, or who excel by achieving more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning intentions.

5.3   Using the assessment guidelines referred to above, teachers record the progress of each child against age-related expectations. This involves making a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Teachers record this information, at the end of each term, on progress tracking grids, allowing judgements to be made, over time, about each pupil's rate of progress. At the end of each year, each teacher shares and discusses this information with the pupils' next teacher.

Teachers in the EYFS will record summative assessments, termly, in the school's e-profile system.

6   Reporting to parents and carers

6.1   We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

6.2   Each term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we share and discuss the MPAS system. At the second and third meetings of the year (held at the start of term 2 & 3) we review progress against the previous terms MPAS expectations.

6.3   At the end of term 3, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write comments covering all subjects of the National Curriculum, and on

religious education. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also include invite parental feedback.

6.4   In reports for pupils in Year 2 and Year 6, we provide details of the levels achieved at the end of the key stage. At the end of Year 2, these are based primarily on teacher assessment, informed by formal assessment tasks in reading, writing and mathematics, and at the end of Year 6, on National Curriculum Tests (NCTs), in reading, spelling, grammar and punctuation and mathematics. Where Year 6 NCTs results differ from teacher assessments, this will be reported to parents. Test results do not always demonstrate accurately the levels at which a pupil is working.

6.5   We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual learning journal with the teacher. This will be based on children's achievements against the Early Learning Goals in the Early Years Profile.

6.6   We administer the National Phonics Screening Check to all children in Year 1 and report results to parents. Where children do not meet the required standard at the end of year one the test is readministered at the end of year two.

7   Marking and Feedback

7.1   We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed procedure for marking, as this ensures that we all mark in the same way, and the children are taught to understand it. *(See Appendix 1)*

7.2   We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages, appropriate to the child's age, thereby getting them accustomed to reading and responding to teachers' comments. It is important that teachers' handwriting in pupils' books is entirely legible and models good handwriting for the pupils.

7.3   Most written comments in pupils' books are intended for the pupils. Occasionally, however, teachers may annotate a piece of written work with notes intended for their own, or another teacher's, future reference, for example, indicating the degree of independence with which the work was completed. This happens more frequently with younger pupils. Pupils are taught to distinguish between annotations of this kind and proper feedback to them.

7.4   When we give written feedback to a child, we relate this to the learning intention or the success criteria for the lesson. Comments may also relate to the MPAS targets. We make clear whether the learning intention has been met, and we point to evidence to support our assessment. If we consider that the learning intention has not been met, we make it clear why we think so and what the pupil needs to do to improve. In either case, we identify what the child needs to do in order to produce even better work in the future. In this way, we intend marking comments to be instructional and formative.

7.5   It is important to note that not all 'errors', for example, every spelling inaccuracy, will be corrected when a piece of work is marked. Rather, marking will focus on the particular intended learning involved in the task in question.

7.6   Having children reflect on and assess their own or each other's work can be very effective, because it enables them to apply the shared success criteria and to clarify their ideas on progressing to the next step. However, this must be carefully managed to avoid pupils

being overly critical of themselves or their peers, and simply wanting to 'play the teacher'. Self and peer assessment, a central part of assessment for learning, should always support the intended learning. Teachers always mark the work themselves afterwards.

7.7   We take care to allow time, perhaps at the beginning of the next lesson, for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to respond with any comments or questions of their own. There may also be improvements they can work on during this time. We often start lessons in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8   Inclusion and assessment for learning

8.1   Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

8.2   We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are at promoting, for example, racial and gender equality, and including pupils with disabilities or special educational needs.

9   Moderation of standards

9.1   All subject leaders study examples of children's work within their subject area. There are currently no national exemplification materials to make judgements about the levels of the children's work but we join where possible with other SCE Rest of the World schools to moderate judgements. All our teachers discuss levels in planned CPD time, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

9.2   External moderators, organised by SCE visit our school every few years to moderate and confirm our assessment judgements in the EYFS and at the end of Key Stage 1. Similarly, the proper administration of Key Stage 2 SATs is moderated every few years by SCE, as part of statutory regulations. Such visits are unannounced.

10   Monitoring and review

10.1   The Headteacher is responsible for monitoring the implementation of this policy. The Headteacher will scrutinise samples of pupils' work, teachers' marking and assessment records and use lesson observations to observe the policy being implemented in the classroom.

10.2   Senior staff monitor pupils' overall progress on a regular basis so that possible under-achievement can be identified and addressed as soon as possible.

10.3   This policy will be reviewed every three years or sooner if necessary.

Signed:

Date:

Appendix 1
Marking and Feedback Procedures

The following procedures have been agreed:

- MPAS sheets must be produced for each unit in English and Maths and termly for other subjects and placed in children's work books.
- Clear Learning Intentions should be recorded at the start of every piece of work in the form of a number from the related MPAS sheet.
- Children should be reminded of the agreed non-negotiable, criteria (handwriting, basic punctuation etc) and all children should self-assess their work against MPAS at the end of the session.
- Children should be encouraged to peer assess their work on a regular basis.

- Thumbs up and down (or a similar AfL strategy) should also be used to judge progress during and at the end of the sessions. We will always follow up on a thumbs down or middle.

English

- Teachers should mark the work of their guided group either within or following the session and when guided reading has taken place the teacher must stamp and date the Home Reading Record to indicate this.
- Independent work should be acknowledged and brief comment made where necessary.
- Where children have demonstrated that they have achieved elements of the success criteria the following should be used indicated with a smiley face:

> o – Make a brief comment about the achievement
> e.g. "This is an excellent use of an adjective" – and this can be highlighted if necessary.

- Where the success criteria **have not** been met the following should be used indicated by either a cloud for thinking or steps for next steps:

> o – Make a "closing the gap" comment to prompt the child to improve one area.
> E.g. "Say more about how you feel about this person" (**reminder prompt)**
> E.g. "Why do you think your character was feeling like this?"
> OR "Can you complete the following sentence about your character?" (**Scaffolded prompt)**
> E.g. "Choose one of these examples, or make one of your own, to develop your character further." (**example prompt)**

- An arrow can be placed next to the area for improvement to show the child very clearly what needs to be changed
- Time should be given to the children at the end of the session, or at the beginning of the next session, to allow them to read the marked comments and respond either verbally or in the written form. Whilst the children are focussing on the improvements the teacher can carry out any face to face discussion that may be needed.

Maths

- Numeracy work books: **Open ended tasks (**e.g. problem solving/ using & applying)
    - o Positive comment linked to the success criteria or learning intention.
    - o Next step comment with illustration of how to improve.
- **Closed Questions:**
    - o Tick for correct answers and cross for those to be corrected.

- A smiley face, cloud and/or steps can also be used in the same form as English markng,

Handwriting, Spelling and Grammar& Punctuation

- A comment should be made on all marked pieces of work where common errors are occurring or when children are not producing work appropriate to their target level.

Marking Code

sp or arrow	Spelling error – Check it
√ next to work	Correct
// NP	Paragraph
Smiley Face followed by text	Positive and encouraging comment on work completed and indication of meeting expectations
Cloud followed by text	A thought point for children that may have improved their current work or help them to move in in the future
Picture of steps or "Next Steps"	next steps for child

Assessment timeline

Month	Activity
July	Class teachers are given an up-to-date class tracker showing the previous performance of the children in their class and targets for the coming year.
Early September (Or as children arrive in school)	Individual pupil performance targets are established these are set in agreement with the Head Teacher.
Mid October	Teacher self assess children check progress towards the child's targets. Raise individuals causing concern to head teacher.
Term 1 Activity	Quality Assurance and CDP sessions– assessment, marking & feedback.
December	Term one reports are written and shared with parents. Teacher assessments in reading, writing, mathematics are recorded in MPAS.
Term 2 Activity	Quality Assurance and CDP sessions– assessment, marking & feedback.
Mid February	Teacher self assess children check progress towards the child's targets. Raise individuals causing concern to head teacher.
March	Term one reports are written and shared with parents. Teacher assessments in reading, writing, mathematics are recorded in MPAS.
April or before the Easter Break	Pupil Progress meetings with Head Teacher.
May	Y6 NCT
June	Year 2 NCT

	Y1 Phonics Check Teacher self assess children check progress towards the child's targets. Raise individuals causing concern to head teacher. Pupil Progress meetings with Head Teacher.
Term 3 Activity	Quality Assurance and CDP sessions– assessment, marking & feedback.
July	End of year reports to parents.