



TRUST·ED
Schools' Partnership

St Leonard's Primary School

Marking, Feedback and Assessment Policy

Frequency of review:- Annually

Date of next review:- September 2022

Approved by:- Headteacher and Governors

Aim

The key aim of marking and assessment is to check if pupils remember the curriculum and to support pupil achievement and progress.

Through our marking, assessment and reporting practice, we aim to

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child knows and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

Principles

Every child can achieve, and teachers are constantly evaluating what they need to do next to enable all children in their class to achieve. The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.

Assessment of pupil's attainment and progress is directly linked to the curriculum, evaluates pupils' knowledge and understanding of subject requirements and is used to ensure that all pupils make appropriate progress.

Children should all understand the Learning Objective in each of their lessons and know what they need to do to achieve it. A 'Success Criteria' or WILF should be shared at the start of each week/session and pupils' work is assessed against these criteria.

Marking and Feedback

There are two main reasons for marking and giving feedback:-

- To motivate the child
- To move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Marking and feedback should be completed by:-

- Using a green pen and should show the pupil where they have achieved and where they need to focus.
- Wrong answers should be marked with a dot rather than a X.
- **All adult marking must be of a good quality setting a good example in handwriting, spelling and grammar.**
- Class teacher marking should be linked to the learning objective
- Staff who are in charge, other than the Class Teacher, must annotate marking with a CS or HLTA.
- In depth marking with questions to extend learning should be evident at least once per week in Maths and Literacy books.
- Learning Objective/ Success Criteria should match the weekly/termly planning.
- Work should be marked daily.

Children should:-

- Traffic light their success criteria as appropriate and use a purple pen to edit and improve their work.
- Purple pens are to be introduced in the final term of KS1 for selected Literacy tasks and then used widely across KS2.
- Be given time to respond to marking, key questions and next steps.

Feedback can be given in a number of ways: -

Immediate

- Takes place during a lesson with individuals, groups or the whole class.
- Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers.
- Often given verbally to pupils for immediate actions and may re-direct the focus of teaching or the task.
- Praises effort and contributions.
- Evidence of this can be seen in Lesson observations and in learning walks.

Responsive

- Takes after the lesson or activity with individuals or groups.
- Addresses knowledge from the lesson or activity or missing prior knowledge.
- Often given verbally with time to rehearse knowledge immediately.
- Can be delivered by a teaching assistant based on guidance from the teacher.
- Evidence of this can be seen in learning walks, observations and book scrutiny.

Summary

- Involves reading/looking at the work of all pupils at the end of a lesson or unit.
- Identifies and addresses key strengths and misconceptions for the class or sub-groups.
- Takes place during the following lesson.
- Allocates time for editing based on feedback given or rehearsal of knowledge.
- May involve some peer support or support from a teaching assistant.
- May be delivered by the teacher or a teaching assistant.
- Evidence of this can be seen in learning walks, observations and book scrutiny.

The following key should be used to identify the level of support a child has received during the lesson and the feedback they have been given.

- S – Full support given
- I – Work was completed independently. (No annotation also assumes totally independent).
- TA – work completed with TA
- CS/HLTA - work was completed with Cover Supervisor or HLTA
- VF – Verbal Feedback given by Teacher

Assessment and Reporting

There are three main types of assessment used at St. Leonard's.

Formative Assessment This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Procedures – Formative Assessment

This type of assessment is embedded across all lessons and in all subjects.

Teachers assess pupils' understanding of individual learning objectives and then make a judgement on what pupils have learnt well and what they still need to work on and identify specific 'corrective' activities to help them do this.

Strategies used will vary according to the subject and learning objective taught but will include:

- Use of rich questioning to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- Observational assessment.
- Reviewing work for pupil attainment and progress.
- Self-assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'.
- Peer assessment with pupils providing feedback to others based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with pupils.
- Marking comments as discussed above.
- End of unit assessments.

Using all of these methods, teachers will then make a termly formative assessment in most curriculum areas and upload to iTrack, the schools chosen an online program for tracking pupils' attainment. This system allows SMT to monitor attainment and progress of children across the school.

Procedures – Summative Assessment

At the end of every term, children complete a National Test Style (NTS) assessment in Maths and Reading with a Spelling, Punctuation and Grammar completed on Key Stage 1.

These test scores are upload to MARK which produces a standardised score (as well as other useful information such as reading and maths age) and gives an indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year.

This data is also uploaded to the Trust Assessment spreadsheet which is used to measure progress of schools across the trust. These results are analysed by the Head Teacher and Assessment co-ordinator to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.

When tracking assessment information, the SMT and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Procedures – Early Years Foundation Stage Assessment

Throughout our Early Years setting, practitioners use Early years foundation stage (EYFS) statutory framework as a part of their daily observation, assessment and planning.

On-going (formative) assessment

This is at the heart of effective early years practice and plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. It is an integral part of the learning and development process and involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.

In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share. Where photographs and observations are attached to a specific learning objective, this will be digitally transferred to Tapestry on a daily basis. These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Summative assessment

At the beginning of the reception year, children will be assessed using the Reception Baseline Assessment (RBA). This is a short assessment, taken in the first six weeks in which a child starts reception.

At the end of Reception, children are assessed against the Early Years Foundation Stage Profile (EYFSP). The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1.

The Profile must reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development must be assessed against the early learning goals and practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

Schools must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. These results are also shared with the Local Authority.

The Profile must be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND must be made as appropriate.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally. These include:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:-

- Reading
- Grammar, Punctuation and Spelling (GPS) - OPTIONAL
- Mathematics
- Writing (teacher assessment)

Year 4 Multiplication Tables Check (MTC)

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:-

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. These results are used to benchmark our school's performance against other schools locally and nationally. The Senior Management Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year and all children are learning the objectives for that year and are initially classed as 'Working Towards' the end of year expectation.

The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria.

In the case of pupils with significant needs, they may follow a highly personalised curriculum that may not be subject based. Assessment methods are adapted for some pupils with SEN and disabilities.

This includes:-

- Adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication.
- Verbal questions or observations rather than asking students to produce a written response.
- Adapted tests are often used with specific pupils using either braille or larger print.
- Readers used where appropriate and pupils are given extended time to complete papers.
- Scribes are used for pupils with particular gross/fine motor control difficulties.