

# Marking, Feedback and Assessment Policy

2016

## Introduction and Aims

To support schools in the development of the new curriculum and assessment amidst 'life after levels', the DfE published a document entitled **Primary assessment and accountability under the new national curriculum**. This document states that:

*Schools will be free to design their approaches to assessment, to support pupil attainment and progression. The assessment framework must be built into the school curriculum, so that schools can check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and so that they can report regularly to parents.*

**Setting the bar higher** (DfE February 2016) states that:

*We want to see all children leaving primary school with a good standard of reading, writing and maths. Previous expectations for children were too low. The new assessment and accountability system - which marks the end of key stages - has been designed to reflect a new, more challenging national curriculum which sets high expectations for every child, setting them up to succeed at secondary school and beyond.*

With this in mind, The Grange Primary School aims to ensure that marking, feedback and assessment:

- supports pupil attainment and progress
- supports the school in promoting high standards and expectations of all pupils
- is integrated within curriculum planning
- allows children to have more opportunity to broaden and deepen their learning and revisit topics in more depth before moving on.
- supports the communication of progress, attainment and targets to parents
- will develop in children a better understanding of their own learning and targets and in turn they will develop a sense of responsibility regarding their own learning.

## Assessment and Feedback in the Foundation Stage

We recognise that parents and carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- ✓ Talking to parents/carers about their child before their child starts in our school.
- ✓ Offering both parents/carers and children the opportunity to spend time in the Foundation Stage before starting school.
- ✓ Operating an open door policy for parents/carers with any queries.
- ✓ Sharing regularly the children's 'Learning Journey' (Tapestry) with parents and valuing the on-going contributions to this from parents/carers.
- ✓ Offering two parent/carer/teacher consultation evenings per year.
- ✓ Sending a report on their child's attainment and progress at the end of their time in the Foundation Stage.
- ✓ Developing a range of activities throughout the year that encourage collaboration between child, school and parents/carers.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. This enables accurate and quality assessment opportunities. Assessment in EYFS is principally carried out through observation and discussions with pupils. These observations are recorded and

assessments made in accordance with the Early Learning Goals on each child's learning journey on Tapestry (online learning tracking tool).

Learning journeys, achievements and next steps are shared with parents and carers through Tapestry. Each parent/carer has access to their child's learning journey and can add their own observations from home to support teacher's in tracking progress and next steps. Weekly drop in sessions are available to parents/carers to enable them with the opportunity to have help and support in using Tapestry. Termly meetings are offered to parents/carers to discuss progress and targets and ensure that parents/carers are aware of where their child is achieving within the Early Learning Goals.

All staff to encourage children to reflect on their own next steps through daily reflection time to ensure progress and through self-assessment set their own targets for development. Children in the Foundation Stage are challenged through weekly rainbow challenges. These are set in line with the Early Learning Goals and are determined based upon ongoing assessments by the adults. Children have the opportunity throughout the week to achieve a target and place a coloured bead on their rainbow, thus enabling children to identify their own achievements and areas for development.

## **Marking and Feedback in Key Stages 1 and 2**

When marking any work, a teacher should ask themselves, *'Is the marking moving the children forwards?'*

Marking should focus on identifying elements of success from the WILF and on one or two areas to improve. This type of marking feedback should be focused to at least two groups a day in a rota system or where misconceptions have occurred.

- Marking is the teacher's day to day / week to week means of assessing child progress and, thereby, of planning work to meet children's needs.
- Work must be marked as soon as possible, and where practical.
- Teachers should mark clearly in a different colour to the child's work - **NOT IN RED but PURPLE.**
- A,B,C should be used to support feedback organization; this should be written in the margin by the side of the pupil's work.  
**A = child needs to talk to his/her TEACHER**  
**B = child needs to speak to a LEARNING ASSISTANT**  
**C = child needs to speak to a PEER COACH**
- The codes of the marking policy need to be used and children need to be familiar with this. Every table should have at least 1 A5 laminated copy of this and groups of tables should have at least 2.

Traditional marking has mainly consisted of a focus on the following four elements: presentation, basic skills (punctuation, grammar and spelling), quality of work and effort. We will use the traditional marking method but will also include:

- Two Stars and a Wish
- Highlighting/ flashmarking
- 1,2,3 Effort system
- Coloured square for children to traffic light in red, yellow or green, how easy or difficult they found the challenge.
- My wish is ..... (stamp)
- Various stamps including Discussion/ Verbal Feedback, This work is good and could be even better if...
- PA, SA (peer and self-assessment )
- Self-assessment against their targets in individual folders; identifying next targets

*Note: Please refer to the Marking Policy for an extensive list.*

Marking and Feedback should be against the learning challenge and related WILF.

These should:

1. Show and explain success
2. Show where there may have been misunderstandings/issues – adult should be mindful of the language used so that this does not portray negativity
3. Indicate improvement
4. Give an improvement suggestion or challenge question/task
5. Pupil makes the improvement
6. WINK – What I Now Know
7. Indicate support eg Teacher Assisted stamper (used by LAs).

**1. Showing Success** The teacher finds the two best places in the children’s work that link with the learning objective (TLC)/ WILF and shows using **WV**

Key: *TLC – Today’s Learning Challenge*

*WILF – What I’m Looking For*

*WAGALL – What a good answer looks like*

*WABALL – What a bad answer looks like*

2. **Showing where there may have been misunderstandings/issues** for example: ? O or written comment
3. **Indicating improvement** The teacher uses an arrow to indicate precisely where on the work the improvement could be made.
4. **Giving an improvement suggestion or challenge question/task** The teacher writes down or asks for an improvement suggestion to help the children know how to make the specific improvement. This could be oral for SEND/ EAL/ younger children. A **V** can be used to indicate verbal discussion has taken place (or use of stampers).

There are three types of improvement prompts:

- **Reminder** (what the children needed to improve)
- **Scaffold** (providing examples of what they need to do)
- **Example** (giving exact sentences, words or processes to copy)

Challenge questions or tasks can be used to further challenge children to deepen their understanding and skills.

**5. Making the improvement**

- The improvement may be due to a misconception by groups of children and re-planned in or addressed through Same Day Intervention or Pre Teaching.
- It may only need to be addressed with a group which can be carried out by an adult in the classroom through Same Day Intervention or Pre Teaching.
- The feedback may be checked by the whole class at the beginning of the next lesson.

**6. WINK – What I Now Know** This is used to summarise, cement consolidation or re-address learning

**Key features of effective feedback**

- Verbal, instant feedback is the most powerful – acknowledge by using ‘V’.
- Pointing out successes and improvement needs against the learning challenge has maximum impact.
- Children should be the first markers.
- Feedback and marking should focus on the success criteria (WILF and WAGALL).
- Using a “diminishing the gap” prompt to structure improvements (e.g. 2 stars and a wish).
- Limit spelling corrections to those words that the child should know. As a rule (if the focus of the task is not on spellings) a maximum of 5 words should be corrected.

- Children’s peer and self- assessment consolidates their learning.

### **How do we find out if assessment is really helping learning?**

- Observing children – this includes listening to how they describe their work and their reasoning;
- By looking at the responses from children to the teacher’s marking/feedback;
- By questioning, using open questions, phrased to invite children to explore their ideas and reasoning;
- By setting tasks in a way which requires children to use certain skills or apply ideas;
- By asking children to communicate their thinking through drawings, artefacts, actions, role play, concept mapping, as well as writing;
- By discussion words and how they are being used.
- By peer assessment and evidence in subsequent follow-up work.
- Through regular updating of data folders.
- By ensuring children have the opportunity to address any feedback through a similar task – could be cross-curricular.
- Giving children the opportunity to refer at the beginning and end of the lesson to their individual targets and address these.

## **Assessment of Foundation Subjects**

### **Assessment for Learning with the IPC**

The implementation of the IPC has allowed for teachers to successfully assess children in eight different foundation subjects plus international-mindedness. Following the IPC assessment for learning toolkit the children’s progress is measured throughout each Milepost. Children should progress from emerging, developing to secure during this two year period. There are child friendly rubrics to enable pupils to assess their own learning and teacher rubrics which makes assessment easier and more reliable. Data from these assessments are uploaded onto a tracking document which allows teachers and subject leaders to monitor pupil progress and attainment within foundation subjects.

## **National Curriculum Expectations and The Grange Primary School**

In the foundation stage, teaching, learning and assessment follows the early Learning Goals.

In Key Stages 1 and 2, the 2014 Curriculum is organised, in English and Maths, with end of year expectations. With this in mind, we have ensured that each year group has a clear set of targets to achieve. If a child achieves these targets by the end of their academic year, then they are considered to be working at age related expectations and are making expected progress towards the end of key stage requirement. We call these year group expectations ‘stages’. The stages are progressive, building on the knowledge and skills gained in the previous stage. Children who are higher up in the school, who entered Y1 prior to 2014 may find that they are having to back track to earlier stages to fill gaps in their knowledge and understanding to ensure that they have mastered these before moving on. It is vital that this back tracking is carried out to ensure that they can access the higher stage learning.

Stages correspond to the year group expectations set out by the National Curriculum. For example, Stage 1 relates to Year 1 expectations and so on. Children can be categorised as either Emerging or Developing within, Secure at, or Masters of a particular stage.

<b>Categorisation</b>	<b>Percentage of targets achieved</b>
Emerging	0 – 29%
Developing	30 -59%
Secure	60 -89%
Mastery	90% and above

Teachers in Key Stage 1 and 2, particularly Year 2 and Year 6, also use the criteria set out in the Interim Frameworks to assess pupils, gather evidence and guide their teacher assessment.

## **Use of Classtrack**

At the Grange Primary School, teachers in Key Stages 1 and 2 use Classtrack (an online assessment tool) to support teacher assessments in Reading, Writing, Speaking and Listening and Maths.

Classtrack contains curriculum target statements taken directly from the National Curriculum 2014.

Teacher assessments should be uploaded onto Classtrack weekly following teaching to enable teachers to monitor the progress and the impact of learning. Teachers should regularly use Classtrack to plan and teach. Children can be assessed against the National Curriculum content using the following colour coding:

- Red – Not yet understood
- Amber – Beginning to and showing signs of understanding
- Green – Understood securely by the child
- Purple – Mastered by the child, showing evidence through mastery at greater depth

Assessments made in Classtrack are passed on to the next classteacher to enable a smooth transition of assessments and target setting for children from one year to the next.

## **Pupil Voice and Targets Key Stages 1 and 2**

Classtrack reports of attainment within stages should be used in pupil target folders and shared with children to enable them to identify their targets for development, thus developing independent learning. Children should use the report to identify their target for development and write this on a post it note to put inside their book.

- Pink post it note – writing target
- Orange post it note- reading target
- Blue post it note- maths target

Once the post it note has been dated three times and signed by the teacher, the child should remove it, place it in their target folder and put a corresponding coloured bead on their rainbow target in the classroom. The process should then begin for a new target.

Children should also collect purple beads for Investors in Pupil targets, which are personal goals which can be achievable either in or out of school. Children should record these targets in their target folders.

Reports, assessments and targets are shared with parents/carers on parent meeting days, which are offered three times per year, to discuss attainment and progress.

## **Analysis of attainment and progress**

We use data analysis to inform our understanding of where children are in terms of yearly stages and end of key stage expectations and improve the teaching and learning to move our children forward and broaden their knowledge and skills, for example using attainment trackers. Any new member of staff needs to familiarise themselves with the schools data programme (O-track) and Classtrack (to ensure they are targeting the gaps in pupils' knowledge). Any Learning Assistant running an intervention programme also needs to be knowledgeable in the use of data as they will be held accountable for the progress children make in the interventions they deliver/are responsible for by completing an intervention monitoring summary sheet.

The Grange Primary School analyses data trends through the use of Raiseonline Data. We also ensure that we track specific groups of children throughout school. To enable this, we hold regular pupil progress meetings.

## **Pupil Progress Meetings**

Each half term, teachers assess pupils and enter the stage that they are working at onto Otrack. This enables us to monitor the attainment and progress of pupils. We carry out termly Pupil Progress Meetings to discuss the attainment and progress of cohorts, groups of pupils (e.g. Pupil Premium, Low, Middle and High prior attainers, SEN-D and so forth) and individuals. During these meetings, provision maps are updated to ensure that all children are supported in making progress. Staff are challenged by members of the SLT within these meetings to ensure that *all* children are receiving appropriate support, intervention and challenge.

## **Performance Management**

Teachers and Learning Assistants are held accountable for pupil attainment and progress through rigorous and challenging Performance Management targets. Data is used to identify targets for the attainment and progress of class cohorts, specific groups and individual children. Data is reviewed during the teacher and Learning Assistant mid-year performance management review and again at the end of the year in the final review.

## **Subject Leader Scrutiny**

Subject leaders carry out a half termly analysis of the data for English and Maths. This analysis identifies where strengths and areas for development in progress and attainment. Teachers are then challenged to identify what is having a positive impact and what may be a barrier to learning.

## **Governor and SIP Meetings**

Data analysis and scrutiny findings are regularly communicated with Governors. Governors are assigned to different subjects. SIP meetings challenge the SLT to ensure that a comprehensive summary of data findings, impact and actions are in place and communicated.

## **End of Key Stage Summative Assessments**

At the end of each Key Stage, children are formally assessed through a combination of teacher assessment and external testing procedures. It is the results from these end of key stage assessments that allow us to track children's progress throughout school.

## **Foundation Stage**

EYFS Profile to be completed by 30<sup>th</sup> June 2017. This assesses children using the Early Learning Goals and identifies which children have achieved a Good Level of Development:

- 1 Indicates a child who is at the 'emerging' level at the end of the EYFS
- 2 Indicates a child who is at the 'expected' level at the end of the EYFS
- 3 Indicates a child who is at the 'exceeding' level at the end of the EYFS

## **Key Stage 1**

- During the summer term in Year 1, the phonics screen takes place.
- During May 2017 the KS1 SATs testing takes place and there is also the deadline for the teacher assessment of reading, writing, speaking and listening, maths and science.
- In June 2017 the Y2 phonics re-take screening week takes place.

## **Key Stage 2**

- During May 2017 the KS2 SATs reading, maths and SPaG take place
- During June 2017 there is the deadline for the teacher assessment of writing, reading, speaking and listening, maths and science (TBC).

For further details of the school's assessment timetable for both formative and summative assessments, please refer to the 'Summative Assessments 2016-2017' document.