

Marking, Feedback and Assessment Policy



2020

## Introduction and Aims

Assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against age related expected standards. Marking is an integral part of the learning process and is crucial as part of assessing achievement, attainment and progress. It also enables a dialogue between the teacher and the learner to ensure that meaningful and rapid progress is being made. The aim of the policy is to give a clear outline of all assessment techniques adopted at The Grange Primary School which is underpinned by the belief that every child can improve and make progress.

Through our assessment and reporting practice, we aim to:

- Support pupil attainment and progress
- Promote high standards and expectations of all pupils
- Deepen pupils' learning experience
- Involve both teacher and pupils reviewing and reflecting upon assessment information
- Clearly communicate pupil's achievement, progress and areas for development to parents
- Prepare pupils to take ownership of their learning, and their next steps.

## Forms of assessment:

**There are three broad overarching forms of assessment, each with its own purposes.**

**Formative assessment:** - Assessment for Learning (AfL) takes place during day-to-day classroom practice and while pupils are engaged in learning. This form of assessment is immediate and it gives pupils an active role in the assessment process. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Some of the strategies for formative assessment are:

- *Teacher questioning;*
- *Flash marking of pupils' work (using green and yellow highlighters);*
- Observational assessment;
- Class discussions;
- Pupils' responses to the teacher's marking/feedback and
- Self and peer assessment of work.

**In-school summative assessment:** Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning and is relative to the learning aims and the relevant national standards. This includes:

- End of term assessments
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities

**Nationally standardised summative assessment:** Nationally standardised assessments will be used to provide information on how our children are performing in comparison to children nationally. These include:

- Phonics screening test (Y1)
- National Curriculum tests at the end of Key Stage 1 (Year 2 SATs)
- National Curriculum tests at the end of Key Stage2 (Year 6 SATs)
- National Curriculum teacher assessments at the end of Key Stage 1
- National Curriculum teacher assessments at the end of Key Stage2 (Year 6 SATs)
- Multiplication Tables Check (MTC in Y4)

## **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. Fortnightly sessions (family fun) are available to parents/carers to provide them with the opportunity to engage in their child's learning and seek support to enable them to help their child. 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 encourage children to reflect on their own next steps through daily reflection 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**

The aim of effective marking is to get students to engage with the feedback and then take action in order to improve their learning and encourage high standards and expectations.

Effective marking should:

- Identify achievements and the next steps in their learning (e.g. 2 stars and a wish)
- Relate to learning objectives (TLCs) and success criteria (WILF) for each lesson
- 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
- Be read by pupils and time should be given for them to improve their work
- Be manageable for the teaching team
- Help teachers evaluate teaching and inform future planning and next steps in learning

- Show consistent codes and procedures throughout the school

**Note: Please refer to the appendix 1 for the codes used for marking and feedback.**

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 and to deepen their understanding and skills.

**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.
- Feedback should be checked at the beginning of the next lesson where pupils will respond in orange pen. This may be done independently, with peer support or with adult support.

**National Curriculum Expectations using OTrack**

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

In Key Stages 1 and 2, pupils are assessed against the National Curriculum objectives which feature on our data package, OTrack. 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.

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. Summative assessments are uploaded on OTrack every half term for Reading, Writing, Maths, SpaG and Speaking and Listening. Science assessments are completed by the end of the year.

Categorisation	Percentage of targets achieved
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.

**Formative assessment on OTrack**

At the Grange Primary School, teachers in Key Stages 1 and 2 use Classtrack (part of OTrack) to support teacher assessments in Reading, Writing, Speaking and Listening and Maths.

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

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 class teacher 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**

National Curriculum objectives for Reading, Writing and Maths have been broken down into ‘child-friendly’ targets for pupils. The target sheets are glued into the front of pupils books, allowing them to regularly refer to their targets (In years 1-3 the Maths targets are in the Power Maths workbooks). Pupils take ownership of their targets by selecting one to focus on depending on the topic/theme being covered in class. Pupils in Y1-5 use post-it notes to write down the target/target number that they are focussing on; pupils in Year 6 have an arrow on their target. Once target has been dated three times/ticked on the target sheet, the child should remove it and put a corresponding coloured bead on their rainbow target in the classroom. The child will then select a new target to focus on.

- Pink post it note – writing target (Y1-5)
- Orange post it note- reading target (Y1-5)
- Blue post it note- maths target (Y4-5)

Children should also collect purple beads for their personal targets which can be achievable either in or out of school. Personal targets should be recorded in pupils’ 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.

## **Assessment of Foundation Subjects**

The Grange Primary School have devised their own Foundation Assessment document for Art, Music, DT, Computing, French, Geography, History, PE and RE. Subject leaders have worked with their teams to select three key skills to track throughout school, ensuring that they are progressive and build on previous skills acquired. The three skills have been broken down further into three mileposts: Milepost 1- KS1; Milepost 2 – LKS2 and Milepost 3 – UKS2. Pupils’ progress is measured throughout each Milepost and will range between: working well below, working below working at and mastery.

Child friendly rubrics (I can statements) have been created to correspond with skills being assessed to enable pupils to evaluate their own learning. The data from the Foundation assessment document allows teachers and subject leaders to monitor pupil progress and attainment within their subject and plan their next steps accordingly.

## **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. Any new member of staff needs to familiarise themselves with the schools’ data programme (OTrack) 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 various forms of data, both internal and external; we look at trends and other aspects to support with pupils’ progress and attainment and with school improvement as a whole. 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 O-track. 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 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 termly analysis of the data for English and Maths. This analysis identifies where strengths and areas for development are in progress and attainment across the school. Teachers are then challenged to identify what is having a positive impact, what may be a barrier to learning and how barriers will be overcome.

### **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 the end of June. 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, 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 the Y2 phonics re-take screening week takes place.

### **Key Stage 2**

- During May the KS2 SATs reading, maths and SPaG take place
- During June, there is the deadline for the teacher assessment of writing, reading, speaking and listening, maths and science (TBC).
- In June, Year 4 will complete the Multiplication Tables Check (MTC)

For further details of the school's assessment timetable for both formative and summative assessments, please refer to Appendix 2- assessment timetable (ppt)

## Marking and Feedback

General Marking	
	Teacher marking in purple
	LA marking in green
oa.	Learning challenge not achieved
oa/	Learning challenge partially achieved
oa//	Learning challenge fully achieved
?	This doesn't make sense
	Incorrect or missing punctuation, including capital letters.
	Incorrect spelling - children to write out the correct spelling 3 times.
^	Something missing
//	New paragraph
/	New line
Yellow Highlighter	Incorrect
Green Highlighter	Correct
Pre teaching	Stamp or handwritten
Same day intervention	Stamp or handwritten
Maths	
,	Include in larger numbers, not in a square on its own.
.	The decimal point should be on the line and not in a square on its own.
:	The colon for digital time and ratio should not be in a square on its own and it should not sit on the line.
Feedback	
** Wish	Two stars and a wish. Either use the stamp or write by hand.

(V)	Verbal feedback given. Alternatively the stamper can be used. Key words should be written alongside to summarise the discussion.
A B C	A - Teacher feedback B - LA feedback C - Peer feedback
Sticker, stamp or 1 EP	Effort point awarded

Alternative stamps can also be used to provide children with constructive and challenging feedback.

### Pupil Marking and Feedback

WINK	What I now know KS1 verbal Y3 and 4 WINK wall Y5 and 6 written in books
Effort 1 2 3	1 - Most effort 2 - Could have made more effort but tried hard 3 - Minimal effort made Y2 visual KS2 written in books
Coloured square	Self-assessment of confidence/ difficulty. Y1 - visual thumbs up or smiley faces Y2 onwards - coloured square in books
Coloured cups	Use throughout lesson while completing independent work to indicate when support is needed.
Smiley face keyring	Visual self-assessment of confidence and understanding.
SA	Self-assessment - written in pencil
PA initials	Peer assessment - written in pencil with the initials of the child who assessed the work.
** Wish	To be written in pencil following the WILF.
WILF	To be written in pencil and any ticking/ marking/ highlighting should be completed in crayon.
.....	Unsure of spelling. Use a buddy or bits and bobs to check.
Orange pens	Response to feedback
Polishing pens	Pink pens Y2-Y6