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Inspiring learning; nurturing minds;
achieving for life

Assessment, Marking and Feedback Policy

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Assessment Policy

1 Introduction

1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. Specific strategies: whole class questioning (lollipops), peer and self-assessments, observations and detailed discussions. We believe that pupils improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national standards. **Pupils are assessed against age related expectations; the emphasis now being on pupils mastering and thoroughly embedding skills, before moving on to new learning.** Teachers make on-going judgements which culminate in an end of term more formal assessment at which point whole school data analysis is undertaken by the Senior Leadership team [SLT]. Within the foundation subjects, the children will partake in composite tasks at the end of their units of work. These composite tasks will be used by the teacher to formulate an assessment of the children's learning and understanding.

1.4 Children are given regular feedback on their learning so that they understand what it is that they need to do better to empower them to take action towards improving their own performance.

2 Objectives

2.1 The objectives of assessment in our school are:

- to allow teachers to plan work that accurately reflects the needs of each child, thus moving learning forward;
- to enable our children to demonstrate what they know, understand and can do in their work;
- to promote a culture of self-improvement and life-long learning, equipping them with tools needed to improve;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher, SLT and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

3.1 Teachers use the Programmes of Study outlined in the National Curriculum, schemes of work as well as the DfE assessment guidance to help identify each child's achievements.

3.2 Teachers plan lessons with clear learning objectives based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's ability and promote inclusion for all groups.

3.3 Teachers share the lesson's learning objective with the children which is presented in the form of a question. This will form the basis of the success criteria against which the work will be judged.

3.4 Teachers use a range of strategies including; asking probing questions, quick application tasks, scrutiny of written work, right through to formal tests, to find out what pupils know, what they understand, and to reveal their misconceptions.

3.5 Teachers note individuals who do not achieve at the expected level for the lesson. They use this information to plan interventions and next steps.

In order for children to develop cumulative sufficiency, to build on prior knowledge and to promote retention and retrieval we start lessons with flashback questions. These questions do not need to be written and can be asked and answered verbally. The format of these questions are as follows: there needs to be a question about the prior lesson's learning, a question from pervious learning connected to current learning and one question connected to previous year group learning.

4 Target-setting & Reporting to Parents

4.1 Curricular targets are set three times a year and are communicated to parents through termly parent consultations and an annual written report:

- Autumn: Parent consultation – settling in and pastoral care, though core subject books will also be shared

- Spring: Parent Consultation – academic progress and attainment; the role of the parent in supporting learning. Core subjects and topic books will be shared

- Summer – Written reports are given to each child's family

    An open door policy is practised at Rode Heath and parents are encouraged to meet with the class teacher if they have any concerns about any aspect of their child's schooling.

4.2 Progress of each child is reviewed formally once a term, or more frequently for vulnerable groups.

4.3 Children are asked to review their own targets, sometimes with peers, because this encourages collaborative learning and the opportunity to self-reflect.

5 Feedback to pupils

5.1 Feedback to pupils is essential, as it tells them what they have done well, and what they need to do next in order to improve their work. We have an agreed code for marking for each key stage, as this ensures marking is consistent.

5.2 Verbal feedback is given whenever possible. When time does not allow for this, visual or written feedback is given. (We give written comments where appropriate depending on the age and stage of the child).

5.3 When written feedback is given, we relate this to the question posed in the learning objective. In maths, we make clear the areas for improvement. If we consider the objective has been partially met, we identify what the child needs to do in order to move forward in their learning. If we consider that the objective has not been met, the children will work in a guided group during 'Fix It' time * or in the following lesson.

5.4 Children are given time to absorb any comments written on their work, to answer any questions posed by the teacher, to make any amendments/corrections and to engage in a written dialogue about their learning and understanding. Prompts are given on how pupils can improve their work. This ensures that marking has an impact and children take ownership of their learning.

    *This takes place daily from when pupils arrive at school or at the start or the lesson

6 Inclusion and assessment for learning

6.1 As an inclusive school we actively seek to remove barriers to learning. Assessment is used diagnostically to contribute to the early and accurate identification of children with SEND and conclusions drawn as to any support or interventions needed. Pupils recognised with SEND are assessed in all aspects including communication, social skills, physical development, resilience and independence.

6.2 High expectations apply equally to pupils with SEND as well as to other pupils. However, this accounts for the amount of effort a pupil puts in, as well as the outcomes achieved. Assessment methods are adapted for some pupils with SEND for example, using visual stimuli and the use of a scribe to aid communication.

7   Moderation of standards

7.1   Subject leaders study examples of children's work within their subject area. Subject leaders use a variety of exemplification materials to make judgements about the children's achievements. All our teachers have a common understanding of the expectations in each subject and year group so we make consistent judgements about standards in the school.

7.2   It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

8   Monitoring and review

8.1   The SLT is responsible for monitoring the implementation of this policy. We allocate management time for this task.

9   Statutory Assessments

SATs tests are completed in the summer term by children in Year 2 and Year 6.

Year 1 undertake a Phonics Check which will be repeated during Year 2 for those children who did not meet the required national standard.

EYFS children complete an initial baseline assessment during the first half term of school as well as and end of year assessment against the Early Learning Goals.

Year 4 undertake multiplication screening checks.

Rode Heath Primary School - Marking

Contents

Introduction

We believe marking should provide constructive feedback to every child, focusing on success and improvement against learning objectives. Marking should help children to become reflective learners and to close the gap between current and desired performance.

Aims

Marking should:

- Move children forward in their learning by giving clear strategies on how they can improve their work
- Be accessible to all children
- Use consistent codes throughout the key stages (See Appendix 1)
- Provide a tool for teacher assessment – diagnostic, formative or summative, therefore helping the teacher to evaluate teaching and inform future planning
- Be sustainable for teachers
- Encourage children to take ownership of their own learning

Marking could:

- Answer the question posed in the learning objectives of the lesson
- Give children recognition and appropriate praise for the success of their work
- Encourage children, by demonstrating the value of their work, thought and effort
- Where possible, work should be marked alongside the child, for example, through writing conferences, during class monitoring and as part of guided work sessions

General Marking Objectives

Teachers need to be clear and concise when explaining the learning objective so that the *success criterion is fully understood by pupils.* The learning objective will be displayed and discussed during specific points on the lessons.

- The learning objective will be displayed at the start of a piece of work.
- Marking will be consistent by marking to the success criteria set for the task.
- Marking must focus on *improvement* not 'correction'. It should have a positive effect on the next piece of work produced by the child.
- Exhaustive indication of every mistake is not appropriate for all children, particularly SEND pupils. Marking should be sensitive to the abilities of the child and his/her capacity to benefit from it. Marking should balance the desire to improve with the need to encourage.
- The teacher's response to written work can be aimed at developing a dialogue between pupil and teacher.
- Ideally a child should be with his/her teacher when work is marked so that the marking has the greatest possible meaning, both for pupil and teacher. However, the constraints of time mean that this is not always possible and 'distance' marking is sometimes necessary.
- Children must be encouraged to acknowledge marking of all forms, read written comments and respond in writing, verbally, individually or in a group activity.
- The children will benefit from marking if they understand the marking system. A simple and consistent marking scheme will be used throughout the school.
- In all work and in all books, In KS1 the lesson objective must be stamped. If a red stamp has been used then a tick can be used afterwards once an intervention has taken place. In KS2, the lesson objective will be ticked if achieved.
- Work in core subjects must be quality marked in line with the Marking Code. If verbal feedback has been used as a form of marking then this needs to be signposted.

- Work in foundation subjects' needs be marked, but with a lighter touch. It must demonstrate to the child if they have achieved the Lesson Objective (this can be in the form of stampers/ a tick or dot if a correction is needed). In order to establish consistency, we must also use the marking code.
- Work will be signposted if the child has received support or guidance from an adult.
- Unstamped work will be assumed to be independent.

Marking Strategies

A variety of marking strategies may be used including;

- ***Focused marking by the teacher*** concentrates entirely on the success of the task in relation to the lesson objective. The emphasis should be on success and the improvement needed so that gaps are closed between achievement and potential achievement.

- ***Self-marking*** of tasks should take place if appropriate. Children may mark their own or each other's work against an answer key e.g. maths, SPAG and certain aspects of writing. If self-marking has taken place, it is imperative that the teacher ensures self-marking is accurate. Children should also be trained to self-evaluate, identifying their own successes against learning objectives and looking for points for improvement. Where appropriate, most often in maths, KS2 children will use the happiness codes to indicate their successes in regards to the lesson objective (can do it, no sweat, mastered) – see appendix 2.

- ***Peer-marking*** pupils should be trained to evaluate a partner's work identifying successes against learning objectives and looking for points for improvement when peer marking. Teachers need to comment or acknowledge work when it has been peer-marked.

Frequency of marking
- Where possible marking should take place before the next lesson
- Marking can take place during the lesson – providing immediate feedback
- 'Distance' marking should be returned before the next session of that subject
- Long-term projects may be marked on completion – children need to be told this in advance

Marking of writing
- Writing must be re-read by the pupil first, with any errors or improvements made. When possible, areas of weakness or areas to be amended, should be indicated by visual stampers in EYFS and KS1. Marking codes will be used in the margins in KS2. Year 3 will use both the visual stampers and the marking codes (see appendix 1). If necessary, constructive written comments can be included at the bottom of work.
- Specifically in Year 6, verbal feedback is used as the most effective marking strategy when it comes to the marking of extended pieces of writing. If this has taken place, it must be signposted.
- Comments should be related to the lesson objective. Additional comments may focus on: quality of content, quality of expression, technical accuracy, punctuation, presentation and effort.
Spellings

- Common practice should be that pupils have the opportunity to use dictionaries or writing frames (can be electronic) to identify, check and self-correct own spelling errors.
- The child ideally should identify incorrect spellings. Blanket marking of errors is not acceptable for some children as it demoralises the child. Teachers will focus on the correct spellings of high frequency and those that include spelling rules appropriate for that year group or stage. Correction of spelling should not inhibit pupils' experiments with more adventurous vocabulary.
- **KS2** tick the learning objective

Marking of Maths Work

- *Maths work* must be marked to show whether each element/answer is correct. Incorrect answers should be shown by a dot rather than a cross in KS2. The child will amend their correction in red pen. In KS1 a 'dot' will be used to indicate a correction. Once the child has amended the correction, then a 'dot' will then be changed to a C which circled to indicate that the child has corrected the question.
- *A* comment may also be added which tells the child how well he/she has met the lesson objective. The teacher may model how to address errors which have arisen or give children further questions to support additional practice.
- *KS1 and Year 3* – colour coded stampers are used to indicate whether a child has met, partially met or not met the learning objective.
- **KS2** tick the learning objective

Marking of all other written work

Marking will be against the lesson objective. Pupils are encouraged to take an active role in the learning process. When appropriate, features such as errors in processes, misunderstanding or concepts, mis-spelt vocabulary, accuracy or quality of presentation will be commented upon.

Reward Systems

Rewards must be used for good effort, not only excellent work. We use a range of rewards such as
- Praise
- Stars

Children's Response to Marking

Children may be asked to respond to written comments by:
- Rewriting a word, phrase, sentence or group of sentences demonstrating the desired improvement/s
- Re-calculating a maths answer
- Attempting support or deepening understanding questions

General Presentation – consistency is the key

All work in all books must be dated.

The long date will be used for English work, unless for a continuation of a long piece of writing – the numerical date will be used. The numerical date for all other pieces of work

The lesson objective must be signposted in all books. This needs to be in a form of a question (can I….?). If a piece of work is continued over a number of days then a new lesson objective is not necessary but a date is

Green pens for marking

Children to use red pens for self-marking

Children to use purple pens for peer assessment

Marking codes must be used across subject to ensure children are clear with their corrections

KS1 and Year 3: stampers to be used to show if a child has met or not met the learning objective. Not necessary in Y4 – 6. A tick will be used instead. The expectation is that for those who haven't achieved the lesson objective, immediate intervention will follow

In KS2 children make corrections in red pen. In KS1 a 'dot' will be used to indicate a correction. Once the child has amended the correction, then a 'dot' will then be changed to a C which circled to indicate that the child has corrected the question.

If verbal feedback is the sole marking strategy, for that lesson then this needs to be indicated

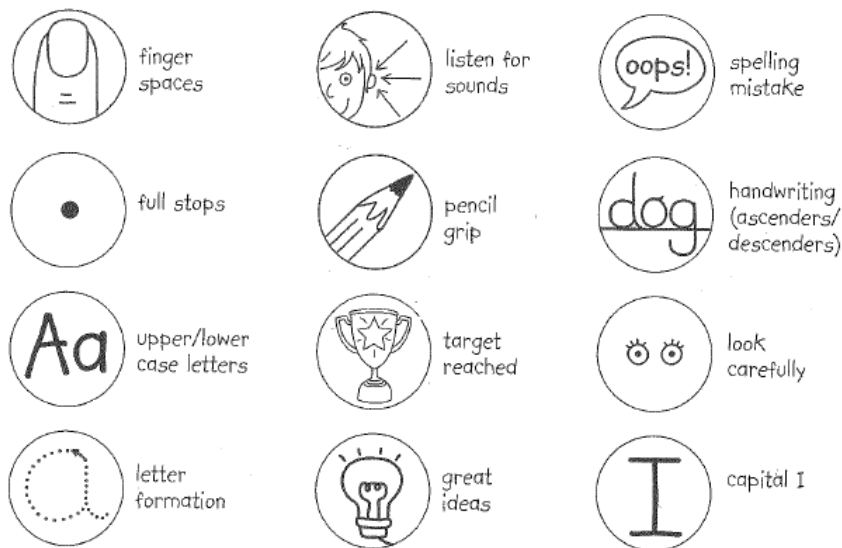Happiness codes to be utilised in all subjects in KS2

Presentation of children's work is to be of a high standard. Writing expectations should be the same across all subjects. Use of rules in maths. One line to demarcate a mistake – not a scribble

Independent work presumed unless indicated otherwise

Rode Heath Primary School Marking Code

Work will be marked in green in both Key Stage One and Key Stage Two. When children are ready, they may be introduced to marking codes that are relevant to them.

Marking Code for EYFS and Year One

finger spaces	listen for sounds	oops! spelling mistake
full stops	pencil grip	handwriting (ascenders/descenders)
Aa upper/lower case letters	target reached	look carefully
letter formation	great ideas	capital I

Marking Code for Year Two and Year Three

dictionary	ready for final copy	Aa capital/lower case letters
paragraphs	use a thesaurus/change the word	target reached
proof reading	connectives	join join handwriting
punctuation	great ideas	oops! spelling mistake

Marking Code for Year 4, 5 and 6

O = missing punctuation

/ = new line

// = new paragraph

__ = capital or lower-case letter used incorrectly

h = wrong homopone

Th = use a thesaurus and select a better word

sp = spelling mistake

r = letter reversal

? = lacks meaning

t = wrong tense

Rode Heath Primary School KS2 happiness code