Assessment, Marking & Feedback Policy

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Assessment, Marking and Feedback

Rationale

The purpose of assessment is central to helping all pupils make rapid progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and targeted support.

The Fundamental Principles of Assessment we are committed to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the use of resources.
- Communicate with parents/carers about pupils' achievement.
- Provide continuity for transition between phases.
- Comply with statutory requirements.

Roles & Responsibilities

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments (See Appendix 1) with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with them about their learning progress. The outcomes of summative assessments are reported to the federation senior leadership team. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Executive Headteacher, as Assessment Co-ordinator, is responsible for ensuring that:

- each class teacher uses Pupil Asset (the pupil tracking system) to record and analyse the performance of individuals and vulnerable groups. This information is used to set individual pupil progress targets.
- summative assessment tasks are carried out and that this data is up-loaded to Pupil Asset.
- teachers are held to account for the progress of individual pupils towards their end-of year targets during pupil progress meetings (usually termly).
- all staff are familiar with the Assessment, Marking and Feedback Policy and practice.

The Federation SLT is responsible for:

- monitoring standards in core subjects.
- analysing pupil progress and attainment, including individual pupils and specific pupil groups in English and maths.
- identifying pupils who are vulnerable to underachievement in relation to age expectations and prior attainment.
- prioritising key actions to address underachievement of individuals and groups
- reporting to Governors (SICC), in a meaningful way, on all key aspects of pupil progress and attainment, including current standards and trends over time.

English and Maths Subject Leaders are responsible for:

- ensuring that assessments of individual pupils are being carried out within the timescales given.
- data received from teachers via Pupil Asset is analysed and shared with SLT and SICC governors.
- monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Marking and Feedback

Effective marking and feedback should:

- be: **meaningful, manageable** and **motivating.**
- redirect or refocus either the teacher's or the learner's actions to achieve an objective.
- be specific, accurate and clear.
- encourage and support further effort.
- be given sparingly so that it is meaningful.
- put the onus on pupils to correct their own mistakes, rather than providing correct answers for them.
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.

Key Principles:

- The sole focus of feedback should be to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification.
- Feedback should empower children to take responsibility for improving their own work; it should not be the adults doing the thinking/work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.

Reporting to Parents

The Federation sends mid-year short progress reports during the Autumn and Spring Terms. These reports are given to parents during parents' evenings to enable the report to be discussed. In July, annual reports are produced which combine detailed comments on a child's general

progress with information from the teacher showing whether the child is working towards, meeting or exceeding objectives for their year group.

Monitoring, Moderation and Evaluation

EYFS, KS1 and KS2 (writing) assessments are moderated every three years by the LA. Staff take part in formal and informal moderation sessions across the Federation, Cluster and the wider area. Some KS2 moderation sessions for writing involve local high schools. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.
Writing assessments, for all year groups, will be moderated across the federation during the year and within the local cluster.

Assessment Policy – Appendix 1

Summative Assessment

What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time.

Strategy	Purpose
Statutory Assessments: Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils in Reception are assessed throughout the year using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage (http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf) At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.	To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance.
National Non-Statutory Tests (In-Year Teacher Assessments) Commercially Produced Tests (e.g. Rising Stars, NFER, Twinkle, White Rose): Tests administered following the timetable provided by the SLT for attainment in Reading, Writing, Mathematics and Science.	To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage.
Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the assessment toolkit provided by Nfer	To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
End-of-Year Teacher Assessments: Teacher assessments are made for pupils in all year groups at the end of Yr. 1, 2,3,4,5 and 6. Assessment against Key Objectives (working towards, expected, greater depth), informed by commercial tests (summer term) in Reading and Mathematics.	This provides information to parents and to the next year's teaching team.
Class Tests:	To improve pupils' skills and establish what they have remembered or learnt so far.

Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).	
End-of-Key-Stage Teacher Assessment: In Years 2 and 6 teachers decide a level for each pupil's attainment in the core subjects (English, Maths and Science), using the criteria of the level descriptions to make their professional judgements.	To provide information to parents and for their next phase of education.

Formative Assessment/Assessment for Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning.

Strategy	**Purpose**
Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers 'achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
Feedback: This must be meaningful, manageable and motivating.	Tracks progress diagnostically, informs the pupil of successes and weaknesses, provides clear strategies for improvement and is mainly **oral.**
Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.	Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.
Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

Appendix 2

Marking and Feedback

Staff consultation has taken into account the recommendations of the DFE's 'Eliminating unnecessary workload around marking' Report of the Independent Teacher Workload Review Group March 2016.

After our own action research we advocate a 'no marking' policy adopted by many other successful schools.

Marking will be minimal and extended comments on books have been replaced with an AFL (Assessment for Learning) centred approach which encourages teachers to review books regularly and adapt their teaching to the children's needs.

Marking MUST show:

Annotation to the right of the Learning outcome (LO) of each child's book at an opportune time (i.e. when there is sufficient work to make a judgement on whether a child has achieved the LO) will show whether the child is 'working towards', 'working at' or 'working above' the LO/sequence of work.

The following codes are to be used:

WT = Working towards

EXS = Expected standard

GDS = Greater depth

As custom and practice teachers should review progress in books before the next session in the teaching sequence. After reviewing books they should produce 2-5 specific teaching points and/or amend their subsequent plan to reflect the misconceptions or next steps needed to make rapid progress. This should be evident in monitoring by middle and senior leaders. Pupil Asset Multi-tick should be updated regularly for Science (and completely up-to-date when summative judgements are entered on Pupil Asset) reflecting the attainment for relevant LO or LOs. DNA ticks can then be used to form a secure summative judgement.

Non-core subjects should be marked in the same way although multi-tick is not a requirement.