



Assessment, Feedback & Marking Policy

Issue number	4
Date approved by Governors	November 2020
Date to be reviewed	November 2021
Changes Made	
<ul style="list-style-type: none"> • Updated the Assessment timeline • Removal of the word 'often' from this sentence to reflect embedded practice. Addition of info re type of pen. <i>We use 'Pink for think' and 'Green for good'. This may in in a highlighter pen or a biro</i> • Spelling information added in Expectations and responsibilities. • EYFS section added in Expectations and responsibilities. • Removal of accelerated reader in use of assessment. Replaced with PM Benchmarking. • Removal of examples of self-assessments. • Removal of 'Write on the line' and 'Read your work back' from KS1 marking code. 	

Rationale

Assessment, feedback and marking are central to children's learning and are an integral part of the education process. They help teachers to identify, plan for and meet the needs of children, promoting effective learning. Assessment, feedback and marking should enhance motivation, reinforce the children's confidence and self-esteem by recognising and giving credit for their achievements as well as offering strategies for improvement.

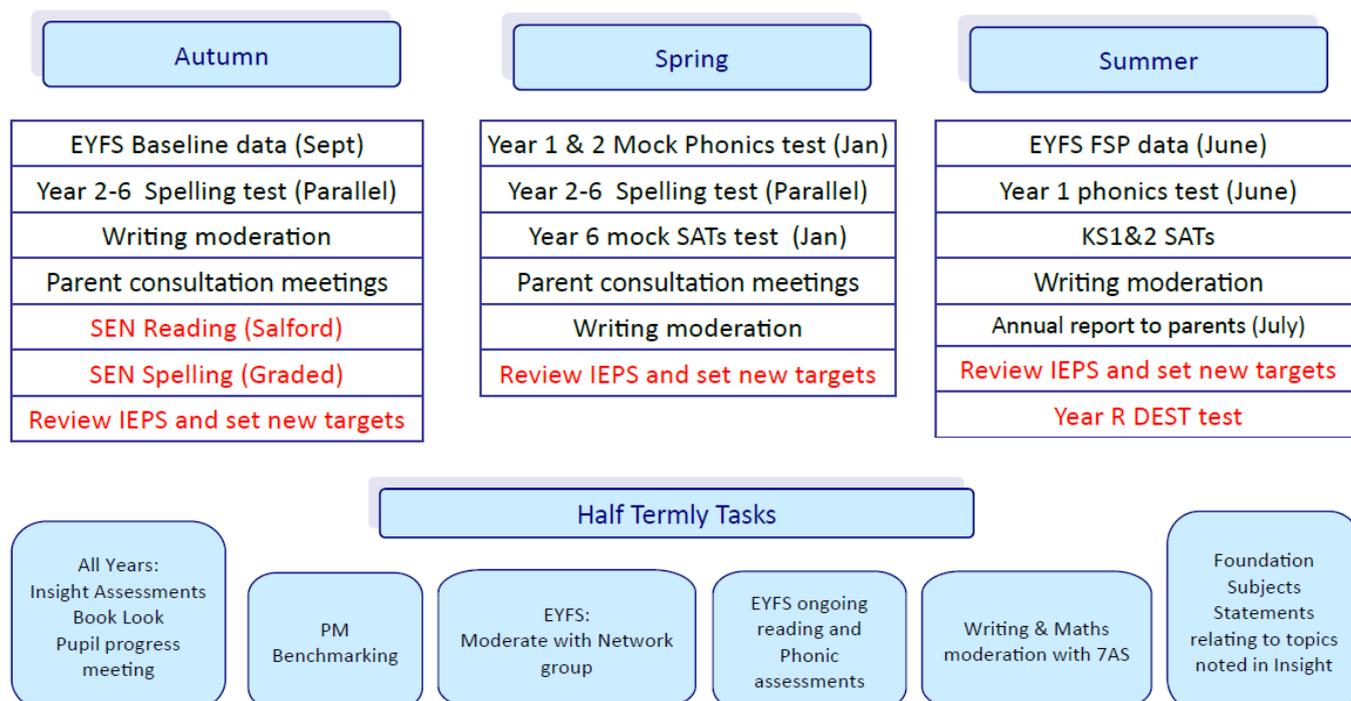
At Ropley C of E Primary School our Assessment, Feedback and Marking Policy promotes our school ethos where:

- *Achievements are linked and build further confidence in future goals*
- *Self-esteem is recognised as a significant factor in being a successful learner*
- *Children see learning as a continuum which, given time, anyone can master*
- *Children are able to readily identify achievements and proud moments*

Forms of assessment

Summative assessment provides a 'snapshot' of attainment at a particular point in time whereas formative assessment provides information which can be used to determine the next steps in learning. Both summative and formative assessments of the children's learning are made during each key stage.

Assessment Timeline



Planning for assessment

Opportunities to assess the children's learning against agreed criteria need to be identified in the medium term planning. This will enable regular monitoring of the children's learning, as well as the opportunity to discuss and monitor parity of entitlement and achievement across classes with mixed cohorts.

Methods of assessment & interventions

To assess the process of learning we need to:

- observe children as they work
- discuss and question their work with them
- Discuss individuals and cohorts at Pupil progress meetings

To assess the work produced we need to:

- compare it with earlier work to determine progress
- consider the extent to which learning objectives have been achieved
- consider the children's self-assessments

Marking

The 'marking' of children's work should involve both the teacher and the child in discussion and evaluation. The most valuable kind of marking is 'live marking' and takes place alongside the child whilst work is in progress and when completed. It is important that the children develop an understanding of the criteria which will be used in marking. This can be achieved by sharing learning objectives with the children and focusing the discussion of a finished piece of work around these. Comments should be as positive as possible and/or indicate how work can be improved in the future.

Expectations and responsibilities

- EYFS assessment and feedback will predominantly be verbal feedback, in the moment. Assessments will be recorded on 'Tapestry' alongside teacher judgements.
- It is the responsibility of all adults working with the children to ensure that this policy is implemented.
- Children will be given the time to read the feedback and respond to the feedback.
- Supply teachers and Student teachers will initial their marking.
- Generally, work will be marked by the next lesson in that particular subject.
- Marking to be completed in a contrasting colour to the children's work. We use 'Pink for think' and 'Green for good'. This may be in a highlighter pen or a biro
- Detailed feedback and marking will be given when appropriate in English and maths.
- The learning objective must be visible for the children to see and refer to. This may be accompanied by success criteria. Both should be shared and understood by pupils as part of the lesson.
- The agreed codes are used to show whether work has been done with support or during a group session. This will help when work is used for summative assessment. If there is no code evident it means the work has been completed independently.
- All marking codes and symbols are displayed in the classrooms.

- Spellings to be marked according to the age and stage of the child. Not all spellings will be picked up for every child for every piece. Staged approach is as follows :
 - The teacher underlines the word and writes it correctly. The child will then copy the correct word out.
 - The teacher underlines the word. The child finds the correct spelling and writes it out
 - The teacher puts a dot at the end in the margin to indicate a spelling error. The child finds the error and corrects it.
 - The teacher asks the child to check their work for spelling errors and the child finds and corrects errors.

Self-assessment

Children can assess and evaluate their own learning if the purpose of the activity is shared with them. Each Key stage has agreed a range of strategies for children evaluating their own learning which build in complexity as the children move through the school. (Appendix 1)

Recording assessment

Recorded assessments are vital for monitoring a child's progress, reporting this to others and producing evidence to inform target setting. As well as regular marking, assessments against the National Curriculum need to be recorded on the online tracking system Insight. EYFS will track their progress on tapestry and Insight.

Moderation

We will regularly moderate our judgements as a school, across Key stages and in our 7AS partner schools.

Retaining evidence

A sample of exercise books are retained at school each year for evidence and reference. The rest are sent home with the children at the end of the year.

EYFS

In the Early Years Foundation Stage the teachers will use a planning and assessment cycle of Planning, Observing and Assessment. Through observations the teacher will analyse what the children understand so that judgements can be made about their development and progress. Observations will be recorded on Tapestry, linked to the Early Years Framework, and data will be analysed regularly then transferred onto Insight to support data analysis across the school. Parents will have access to their child's Tapestry account throughout the year so that they have a clear understanding of their child's development. Parents are encouraged to include observations about their children's successes at home. A sample of the children's Tapestry accounts will be downloaded and kept for evidence and reference.

Reporting

Parents are encouraged to liaise with their child's teacher as and when the need arises. Parent consultations are held in the autumn and spring terms to review children's progress. Targets in English and Maths are set at the Spring term meeting. In the annual written report to parents' comments are made on children's achievement in all National Curriculum areas in accordance with current DFE reporting requirements and targets are reviewed. In addition to comments made by the class teacher, the report includes the child's self-assessment of their achievement in a format appropriate to their age.

Using assessment data

Assessment information is used in the following ways:

- **Baseline information** - used to set targets for the children within their first term of school.
- **I.L.P. (Individual Learning Plan)**– used to set targets and provide clear evidence of progress for children with SEN.
- **Work assessed against the learning objective** – used to inform short-term planning.
- **Work assessed against NC age related expectations** – used to support judgements for teacher assessment at the end of each year.
- **End of Key Stage assessment data** – analysed by comparison with National / LEA and self-referenced group data to identify significant differences by cohort and gender.
- **SEN interventions** – analysed regularly to assess impact and adapt as necessary.
- **Spelling and reading assessments** – analysed individually and by year group to identify whether children / cohorts have made appropriate progress during the year since the last test and to put in further interventions if necessary.
- **PM Benchmarking** – used to identify children's reading level and comprehension of text.

Pupil Self Evaluation/Assessment

Reception children will have much of their learning documented in Tapestry. They will also receive verbal feedback that encourages them to talk about their learning.

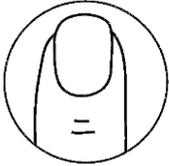
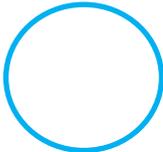
KS1&2 Pupil Self Evaluation/Assessment includes:

- Verbal Feedback
- Learning Objective recorded at top of each piece of learning in children's books.
- Success criteria for key pieces of work. Children can identify the features of success criteria as an ongoing feature for the end of the unit.
- Children respond to feedback and marking in books

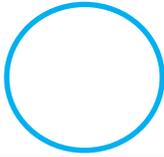
Other Strategies may include

- Self-evaluation smiley-face stickers
- Traffic lights
- Two stars and a wish
- A review of learning linked to success criteria
- Brief comments e.g. what they have learnt, what they found hard/easy, next steps and why?
- Longer self-evaluation sheets which require certain aspects of the learning to be graded out of 5 with space for the children to comment on 'best bits of learning' and 'even better if's' before teacher marks their learning.

Marking & Feedback Symbols

Key Stage 1		
Adult use	I	Independent work
	S	Supported work
	P/G	Paired or Group work
	VF	Verbal Feedback
	Finger space	
	Punctuation missing	
	Capital Letter	
IHP	House Point	

Marking & Feedback Symbols

Key Stage 2		
Adult use	I	Independent work
	S	Supported work
	P/G	Paired or Group work
	VF	Verbal Feedback
		Punctuation missing
	^	Word missing
	//	New Paragraph
	Sp	Spelling error
	IHP	House Point

