ASSESSMENT, MARKING and FEEDBACK POLICY

The Assessment, Marking and Standards policy is intended to support the work of learning in the school by

- Ensuring that the potential of all students is maximised and
- Ensuring that feedback leads to progress in students' learning.

The Teacher Standards

6 Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

The purposes of assessment:

There are four distinct purposes.

a) Diagnostic – to monitor how well a student is learning and to identify difficulties so that appropriate help and guidance can be provided to ensure progress is made.
b) Formative – the on-going process in which students' positive achievements can be recognised, discussed and recorded. It will be used by teachers, together with their students, to plan the next appropriate stage of learning. This is Assessment for Learning (AfL) in practice.
c) Evaluation – to judge the effectiveness of the teaching methods and classroom techniques so that, where necessary, adaptation and alteration can take place
d) Summative – to provide a "picture" of the overall achievement of a student at the end of a particular phase, year or stage. The objective is to use summative assessment in a formative way.

The following points indicate the process to ensure there is AfL.

a) The objectives of the learning/task must be clearly stated and shared with the students. These should be framed as 'you will be able to' and will draw on Bloom's taxonomy.
b) The teacher (often in negotiation with students) must draw up the criteria by which the work will be assessed. This is the success criteria – what the student is expected to do in order to succeed in the task
c) The success criteria **MUST** be shared with the student and the student must fully understand what these entail. Clear success criteria for the most able must be shared with students.
d) Target grades or age related expectations should be shared with the students. If these are not met then this would become apparent through the assessment process and the

natural consequence would be planned intervention at the appropriate level. Interventions may include:

- Additional work to reinforce and practice required skills or knowledge
- One-to-one or small group work for a fixed time period, within class or extracted, to overcome the identified barrier
- Catch-up directly after the lesson in break, lunch-time or after school.

e) The student (with peers if appropriate) should be involved as much as possible in assessing their learning so that they understand how to improve.

Progress

To achieve expected progress over five years, subject leaders will plan their curriculum to ensure students will make age related progress year on year to ensure trajectory towards their target grade. The targets are *challenging* rather than *estimates* of future performance. The distinction needs to be made clear in all communications with students, parents and colleagues.

Data will be collected regularly, usually every six weeks for core subjects. When data is collected for students the ***current working at performance or grade*** should be provided**. This is defined as: the grade or level of performance that the student most commonly demonstrates**. Professional judgements regarding the level of performance will be based upon age related expectations and will be reported as:

Making exceptional progress
Working beyond age related expectations
Working at age related expectations
Working towards age related expectations

For students in key stage 4, Predicted Attainment Grades (PAGs) will also be collected. These are **teachers' predictions of an end of course grade** and should reflect a student's performance on a range of elements of the course.

Half termly, milestone assessments (signalled through the use of yellow paper) should provide regular and accurate information on the students' current attainment. Such information should be recorded by individual teachers and central departmental record and in whole-school data collections and progress reviews.

Subject Leaders are to be informed of any student who does not make satisfactory progress. These staff share responsibility for ensuring all students progress and appropriate intervention is applied, under the coordination of Deputy Head Teacher and Achievement Coordinators.

Responsibilities of individual staff

All teachers are required to keep up-to-date records of their assessment and should be able to demonstrate regular feedback to students and the response from students. It is the responsibility of subject leaders to provide the common practice within their areas of responsibility. This includes opportunities for staff to moderate their assessments and share good practice.

Regular assessment should inform future planning within and across a series of lessons. The school provides Smart Seating via 'Show My Homework' for every class and these should be updated as the on-going assessment informs strategy and teaching.

Assessment for Learning strategies, used successfully and appropriately, could lead to continuous feedback to students. Much of this will be verbal and it is therefore essential that records are kept to show progress, noting areas of improvement and issues still to be addressed. Students should be involved in this as much as possible and therefore alongside teacher records, student notes and responses to feedback should be accessible to all.

Student work should be checked by teachers regularly and a comprehensive written comment indicating progress and/or areas requiring improvement should be provided at least once every 3 weeks or every eight lessons, whichever is sooner. The comment must ensure that the student has a clear understanding of what is required to help move on to the next level and DIRT (Directed Improvement and Reflection Time) should be provided in lessons to ensure students do this.

When students respond to marking it is advised that they do so using the "green ink strategy" i.e. student response to marking (during DIRT), self and peer assessment is done on work using green ink.

Marking

Each faculty area should have a consistent approach to the correction of work and subject leaders are expected to ensure high standards and consistency by regular training and monitoring. However, there are certain things that as a whole school should happen.

1. As previously stated, student work should be marked every three weeks or every eight lessons, whichever is sooner.
2. Poor literacy must be addressed in every subject using the agreed marking codes
    a. Illegible or hard to follow work should be highlighted and students should correct it
    b. Specialist subject words should be corrected
    c. Basic spelling punctuation and grammar should be corrected in line with the whole-school literacy marking policy (attached)
3. Feedback is likely to be in the form of WWW and EBI, with the EBI being an action or a target for the student to complete
4. Opportunity for student response (using green pen so to make the response explicit)
5. Appropriate intervention should be planned by the class teacher and referred to the relevant line-manager if progress is still not being made.

It is generally understood that "comment only" marking is more effective in securing progress than marking that provides a numerical indication of progress. This is so students focus on their specific feedback and areas to improve. It is found that when grades or a numerical mark is given students note that and do not access the feedback. Therefore,

teachers should be able to justify the use of numerical marks or grades with students, but otherwise should only provide comments on student work.

Efficient marking

Good practice in this area includes:

- Using WWW (What Went Well) and EBI (Even Better If…) is the required way of giving feedback to students. EBI comments in the form of questions or actions regarding the aspects or subjects that students have not understood, so that students have to go back and answer, so that progress can be seen clearly.
- "Marking by numbers" is when a pre-prepared bank of statements, some generic, some specific to the work being marked, is used by the teacher. Each statement has a number or letter and these are written onto the work. The bank of statements can be copied to students or displayed on a screen and they write out the ones relevant to themselves. Providing a bank of statements like this would support peer marking.
- Any use of peer or self-marking where this is given appropriate to the ability and maturity of the student. Advice on improvement would need to be verified or given solely by the teacher but should be in-line with the assessment criteria.

Assessment in the Early Years Foundation Stage
Assessment in the EYFS takes various forms. Children are assessed through a variety of activities against the Developmental Bands and Early Learning Goals.

Baseline Assessment

Baseline assessment in the EYFS typically occurs after the child has spent a maximum of 15 sessions in school. The purpose of this assessment is to establish a starting point against which to assess progress during the year.

Day to day assessment
Staff observe children and this supports them in planning for next steps in learning.
The interactions adults have with children also gives staff a snap shot of where children are in their learning. This information is taken to phase meetings/ planning meetings.
Staff are in the process of developing their daily assessments to improve a more accurate assessment of children

Summative assessment
The class teacher is expected to submit assessment information in line with the EFYS assessment calendar that records the child's development against all areas of learning; this includes the submission of assessment information for the Early Years Foundation Profile which is submitted in June.
A pupil progress meeting will be scheduled with the class teacher and EYFS lead as soon as practically possible following the submission of assessment information.

Reporting to parents/carers
Parent/carers will receive assessment information on their child's progress towards the Early Learning Goals at the following times:

- During an open day in summer term in which parents/carers will be invited into school to see their child's progress folder;
- During a parents' evening in the autumn term.
- At the end of the academic year in the form of a formal report which will detail the results of their child's EYFS profile;

Autumn term 5 minute meeting with parents
Spring term 5 minute meeting to share progress

Open day in the summer
End of year report
There are gaps.
This is an area that will be developed through the tapestry electronic assessment system . Realistically this won't happen until Autumn as not purchased yet and staff ned to get used to the system as well as having training in observation and assessment.

EYFS Marking and feedback
Feedback occurs daily and is an integral part of daily teaching and learning
Feedback can be verbal or written
When given feedback to a child whether written or verbal the following principles should apply:

- The positive comments must link to the learning objectives and/or success criteria
- Positive comments should outweigh progress comments
- Progress comments should advise the child how to improve

For example:
Where appropriate, evidence is regularly recorded against all areas of learning in the child's folder. This can be captured via the school iPad (please see safeguarding policy)
This should be evident in their observations and interactions with children…sustained shared thinking. This is not happening presently.
Adults should be planning with children

Key Stage One Assessment and Marking Policy.

Summative Assessment.

Every term a formal standardised test is taken by all pupils in KS1 relative to their Year Group. In Bournville Primary Provision, PIRA Reading Assessment and Puma Maths Assessment is used. These tests measure a child's performance through age-related standardised scores across the national cohort. The class teacher is responsible for administering these tests and marking them. The input of data will be administered by a member of the Senior Leadership Team.
The assessment is monitored by the Senior Leadership team through Pupil Progress meetings once a term with the class teacher.
The assessment data is shared with parents once a term with a parent's evening in the Autumn and Spring terms and a formal written report in the Summer term.

Formative Assessment.

In all aspects of assessment, children are taught and assessed
Formative assessment will be carried out verbally on a day to day basis and through light marking for all pupils and in-depth developmental marking for when the pupils are ready depending on their SEND and EAL needs. In –depth marking will be carried out for Maths and English and only by the class teacher.

Non-negotiable Procedures for Marking.

- All marking is to be carried out in red pen.
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed in all cases. (see Appendix 1)
- The marking code should be accessible to all pupils in the learning environment.
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff.

In English and Maths at least 1 piece of work per pupil should be developmentally marked in-depth per week.

In addition to this in Maths, books should be marked on a daily basis as the concepts in Singapore Maths move on per lesson. Books can be marked whilst working with the pupils in lessons to provide immediate feedback and improvement. Developmental feedback should only be given if it is needed to move the pupil on before the next lesson.

Developmental marking:

Green for great!
When identifying specific success in relation to the learning objective, the respective work in the pupils' book (English or Maths) will be identified in green highlighter. The corresponding comment will also be signified by a green dot.

Please see example below:

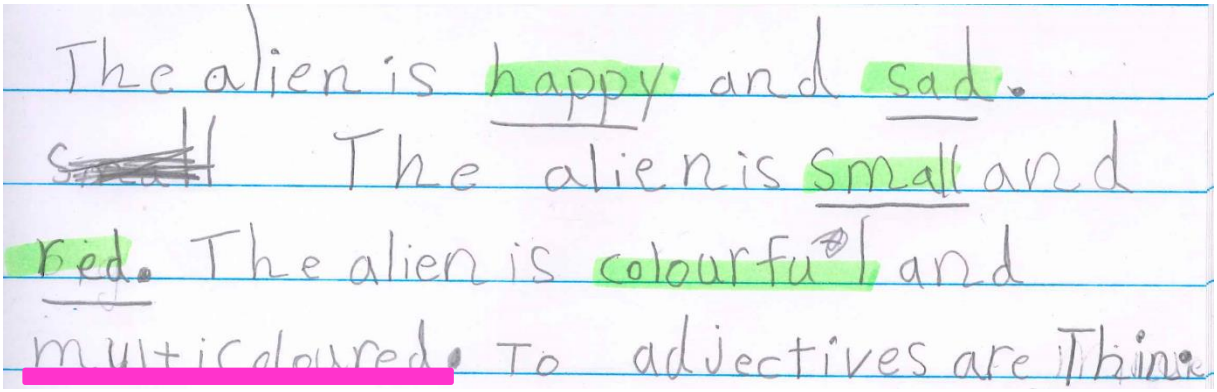
Well done Jack. You have successfully included full stops in your work.

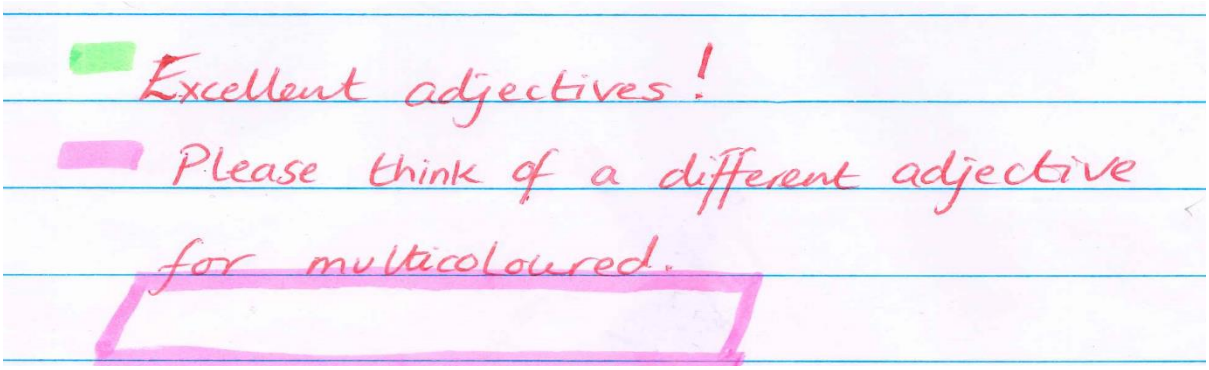
Pink for Think!

When identifying an area for specific improvement the respective work in the pupils' book (English or Maths) will be identified in pink highlighter. The corresponding comment will also be also be signified by a pink dot. There should only be one area for improvement per piece of work.

To improve Jack please include an exclamation mark.
An example is – The dog barked!

A pink box then needs to be drawn underneath the improvement comment for pupils who are able to, to respond to. Pupils must be given appropriate time the next lesson to complete these 'pink for thinks'. If a pupil can only respond verbally, this should be recorded by a member of staff.





Lower Key Stage Two Assessment and Marking Policy.

Summative Assessment.

Every term a formal standardised test is taken by all pupils in LKS2 relative to their Year Group. In Bournville Primary Provision, PIRA Reading Assessment, Puma Maths Assessment and Rising Stars Writing Assessments are used. These tests measure a child's performance through age-related standardised scores across the national cohort. The class teacher is responsible for administering these tests and marking them. The input of data will be administered by a member of the Senior Leadership Team.
The assessment is monitored by the Senior Leadership team through Pupil Progress meetings once a term with the class teacher.
The assessment data is shared with parents once a term with a parent's evening in the Autumn and Spring terms and a formal written report in the Summer term.

Formative Assessment.

In all aspects of assessment, children are taught and assessed
Formative assessment will be carried out verbally on a day to day basis and through light marking for all pupils and in-depth developmental marking for when the pupils are ready depending on their SEND and EAL needs. In –depth marking will be carried out for Maths, English and Science and only by the class teacher.

Non-negotiable Procedures for Marking.

- All marking is to be carried out in red pen.
- All marking is to be done in a clear legible hand aligned to the school handwriting script.
- The marking code is to be followed in all cases. (see Appendix 1)
- The marking code should be accessible to all pupils in the learning environment.
- All pupils' work is to be at least 'light' marked by Teacher or Support Staff.

In English, Maths and Science at least 1 piece of work per pupil should be developmentally marked in-depth per week.

In addition to this in Maths, books should be marked on a daily basis as the concepts in Singapore Maths move on per lesson. Books can be marked whilst working with the pupils in lessons to provide immediate feedback and improvement. Developmental feedback should only be given if it is needed to move the pupil on before the next lesson.

Developmental marking:

Green for great!
When identifying specific success in relation to the learning objective, the respective work in the pupils' book (English, Maths or Science) will be identified in green highlighter. The corresponding comment will also be signified by a green dot.

Please see example below:

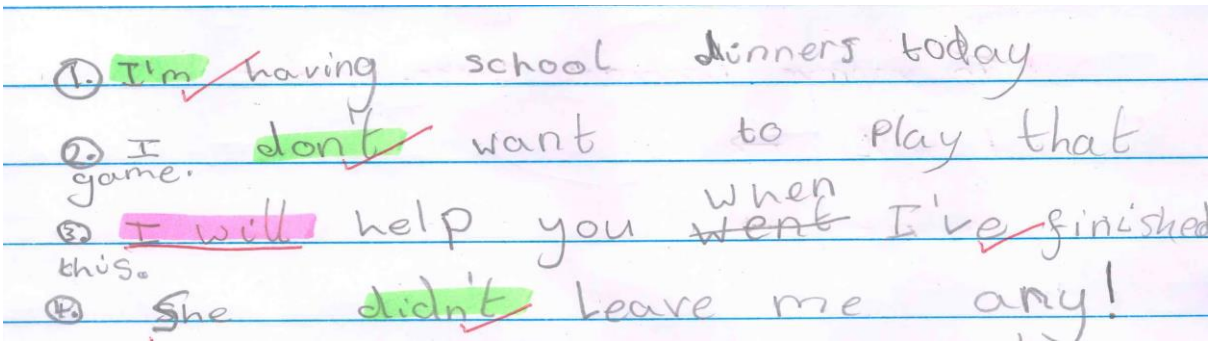
Well done Jack. You have successfully included full stops in your work.

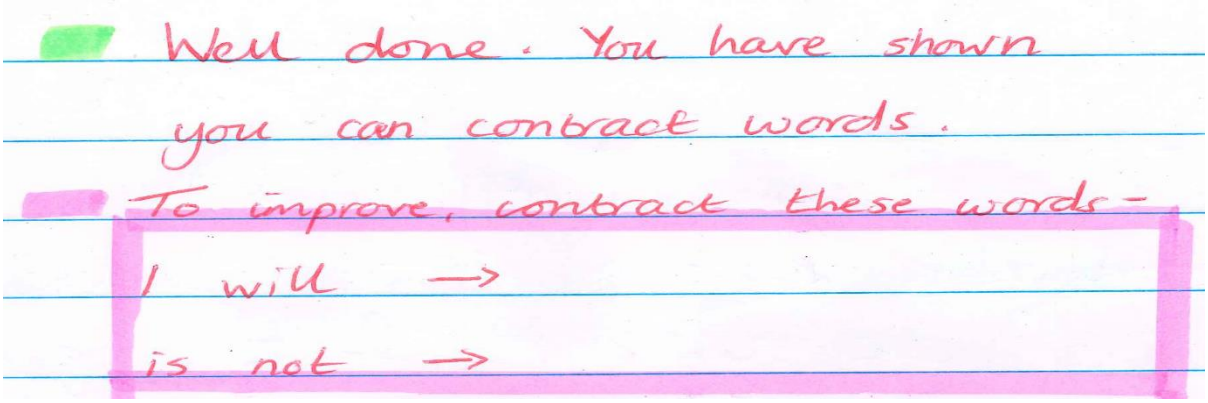
Pink for Think!

When identifying an area for specific improvement the respective work in the pupils' book (English, Maths or Science) will be identified in pink highlighter. The corresponding comment will also be also be signified by a pink dot. There should only be one area for improvement per piece of work.

To improve Jack please include an exclamation mark.
An example is – The dog barked!

A pink box then needs to be drawn underneath the improvement comment for pupils who are able to, to respond to. Pupils must be given appropriate time the next lesson to complete these 'pink for thinks'. If a pupil can only respond verbally, this should be recorded by a member of staff.





When self and peer assessment have been successfully introduced, pupils in LKS2 should self or peer mark a piece of work in English, Maths and Science once per week. This should be against the learning objective. Pupil are to use a red pen as the teacher and mark using the marking code. Where appropriate, pupils can give themselves or their peer a 'green for great' and a 'pink for think'.

Spelling –

If pupils continuously spell a key word or a high frequency word wrong, mark according to the policy and write the correct spelling underneath the piece of work. Pupils should copy this out three times in the next lesson.

Non – negotiables in expectations from books –

- Pupils should attempt to use cursive handwriting.
- In Maths pupils should write the short date.

- In all other subjects, pupils should write the long date and underline it.
- Pupils should write the learning objective and underline it.
- Pupils should correct spellings.
- Pupils **must** be given the opportunity to respond to feedback.

Marking code for Key Stage One and Key Stage Two.

Content prompts:

Correct

Capital letter – circle the letter which should be a capital.

FS Full stop needed

Word underlined – think again

Word with a squiggle underneath – spelling mistake

SP – put at the end of the pupil's work with the right way to spell a word.

FSP – finger space

L – start a new line

// - new paragraph

Assessment Prompts –

LO – learning objective

I – independent work

S – supported work

VF – verbal feedback

ST – supply teacher

Marking code for Key Stage One and Key Stage Two for EAL pupils.

Content prompts:

✓ Correct

ABC Capital letter – circle the letter which should be a capital.

Full stop needed

– think again

Squiggle – spelling mistake

– finger space