

Throughout the school:

- All lessons have a clear learning aim and expectations of outcomes so that children can explain what they are learning and why
 - Learning aims are based on assessments so that they are well matched and there is good challenge from the start of the lesson. In Foundation, provision is based around starting points and pupil need.
 - All work* is marked / acknowledged ***in some way*** with detailed marking as agreed so that outcomes from lessons can be used to inform next teaching and learning. In Foundation this is mainly verbal feedback and a symbol system is used with younger children and, where relevant, pupils with SEN
 - We provide feedback against the learning objectives / success criteria
 - Children are given time to respond to feedback / marking and this is checked so that their actions improve learning
 - From KS1 upwards, all children have current targets for writing and math and reading targets are made clear in guided reading sessions so that children know how they have progressed and what the next steps are
 - Only summative tests which have been agreed and are relevant to the needs and abilities of the children are carried out (and the information used) so that the most time possible is spent on learning
 - We involve children in assessment- we develop their skills so that they are able to self-assess and peer assess using a range of strategies
 - We give every pupil regular positive feedback through marking and special mentions
 - Marking should not deface pupils' work – teaching points are made in pink and green pen alongside or under the work- tickled pink is for the positive comments and green for growth indicates where improvement is needed
 - Children carry out self-assessments or improvements in blue pen
- *with the exception of art

Assessment, Feedback and Marking Policy

The purpose of this policy is to improve the quality of learning through effective Assessment, Feedback and Marking.

Research (Black and William 1999) indicates that improving learning through assessment depends on five, deceptively simple, key factors:

- *the provision of effective feedback to pupils*
- *the active involvement of pupils in their own learning*
- *adjusting teaching to take account of the results of assessment*
- *a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning*
- *the need for pupils to be able to assess themselves and understand how to improve*

In addition:

- *sharing learning goals with pupils*
- *involving pupils in self-assessment*
- *providing feedback which leads to pupils recognising their next steps and how to take them*
- *underpinned by confidence that every student can improve*

At Misterton Primary School our core principles are that:

- children should be clear about the purpose and context of their learning and know what they are expected to learn in a lesson
- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning
- children should know and understand their next steps in learning
- feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards
- Whilst summative assessments provide additional information, formative assessment over time is the primary means of assessing a child's knowledge and understanding
- Feedback and marking is effective when good progress is made over time
- Parents know their children best; we value and use their contributions to assessment, particularly on entry to Foundation or school

Aims of learning:

It is important that children know the purpose of their learning. We therefore ensure that all lessons have a clear learning aim which is shared with the children (not always at the start of the lesson) so that children know what they are learning and why. Children are also given clear expectations about the expected outcomes in the form of success criteria so that they are able to reflect on their achievements against the intended aim. Teachers ensure learning aims are matched well to children's ability based on prior assessments.

Individual targets:

In addition, children are able to understand how they have progressed and their next steps in learning through the use of individual targets so that they have ownership of their learning. This is introduced orally in Foundation and from KS1 upwards in written form for Writing and Maths thorough the marking. Targets for reading are kept by the teacher but shared with children during guided reading sessions. It is important that these targets are updated on an ongoing and are therefore current.

ASSESSMENT:

Both formative and summative assessments are crucial to effective learning.

The goal of **formative assessment** is to monitor children's learning, to provide on-going feedback that can be used by the teacher to improve their teaching and by children to improve their learning. More specifically, formative assessments help children identify their strengths and weaknesses and target areas that need work.

The goal of **summative assessment** is to evaluate children's learning at the end of a unit by comparing it against a standard or benchmark. Information from summative assessments can be used formatively when teachers and children use it to guide their efforts and activities in subsequent learning.

Information related to children's learning can be gathered in a range of different ways and it is important that all these are used in building a picture of the child's progress. These include:

- Observation of children individually and in group learning activities
- Questioning through lessons
- Discussion with parents
- Discussion with children
- Work outcomes (including homework)
- 'tests' including SEN screening

Assessment prior to learning:

Prior to beginning a topic or sequence of lessons, a range of strategies may be used to:

- To assess existing children's knowledge
- To 'orientate' children i.e. 'tune' them in to the area
- Pre-teach where children may require further support
- Establish children's interest and enable them to identify their own questions so that planning can incorporate and build on children's interest

This may involve:

- A 'wow' launch – an immersive experience – a visit/visitor/staged situation etc

- Class discussion and questioning
- Using an example to stimulate discussion and identify success criteria
- Role play
- Group activities
- Homework
- Preparation discussion between parents / children
- A more formal 'test' although this should be minimal

Assessment at the point of learning:

Priority is given to assessment during a lesson so that no time is wasted in moving learning on. Formative assessment takes place throughout learning using a range of methods:

- Critique of existing / previous piece of work – 'What a good one looks like'
- Questioning / discussion / 'Show me' activities
- Observing children in carrying out their learning practically- questioning, intervening, extending and supporting
- Monitoring recorded outcomes throughout the lesson – intervening, questioning, extending and supporting
- Mini-plenaries to establish progress, address mis-conceptions, review, provide more challenge
- End of lesson review / plenary – questioning, discussion, demonstration
- Exit pass / ticket
- Use of TAs targeted at groups / individuals
- Homework
- Activities that involve application of skills to a different context

Summative assessment:

Summative assessments should be kept to a minimum and the information should be used for teaching and learning.

We have agreed the following summative assessments **(in addition to the Foundation entry baseline and end of Key Stage tests)**

Reading:

Rising Stars during the last 2 weeks of each half term

In addition, running records/miscue analysis as appropriate

GPS:

Weekly spelling tests

Read, write, inc during the last week of each half term

Writing:

Writing assessed based across 3 pieces of independent writing each term using the 'I can statements' and EAZMAG statements

There should be evidence of how this information has been used to inform teaching across a term through improvements over time.

Maths:

Big Maths weekly

Headstart termly tests

Summative tests in Y6 and Y2 may relate to past or practice SATs tests.

Assessment for pupils with individual needs:

Additional assessments may be carried out for pupils with individual needs:

- Dyslexia screening
- BPVS
- Working memory
- Dyspraxia
- B squared assessments
- PIVATS

These assessments will be used to identify specific need and set individual learning aims. Children will then be assessed against these aims.

FEEDBACK AND MARKING:**Feedback and marking should:**

- Be manageable for teachers
- Give children opportunities to become aware of and reflect upon their learning needs
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Be accessible to children
- Use consistent codes throughout the school
- Ultimately be seen by children as positive in improving their learning
- Encourage and teach children to self-mark wherever possible

FEEDBACK

It is essential that pupils are given feedback on the progress they have made against the intended outcomes so that their efforts and achievements are recognised and they understand the next steps to improve further. Feedback has been shown by research to be the most powerful single moderator that enhances achievement (Hattie, 1992).

"In order for improvement to take place, the child must first know the purpose of the task, then how far

this was achieved, and finally be given help in knowing how to move closer towards the desired goal or ‘in closing the gap’ between what they have done and what they could do”

(Sadler, 1989)

Use of feedback:

Feedback is a crucial part of the learning process as it lets the child know how they have progressed against the intended learning aims and how they can improve further. In order for feedback to be effective it needs to:

- Be based on learning aims and success criteria
- Be specific focusing on success and improvement and does not make comparisons between children
- Involve the children – improvements that the child has made compared to his or her earlier work
- Be instant wherever possible (specific skills, knowledge or concepts need instant feedback during lessons or children can reach the end of a lesson feeling frustrated and having wasted time)

Types of feedback:

- Individual oral feedback
- Whole-class oral feedback
- Group oral feedback
- Work simply ticked or initialled
- Closed exercises marked by the child while the teacher goes through each question
- Quality marking by teacher
- Quality marking by children
- ‘Test’ marking for application learning objectives
- Marking every error (copy editing)
- Marking against the child’s target
- Combinations of the above

MARKING:

Assessment at the point of learning is most effective, however marking is also an important tool so that teachers can assess progress against the intended objectives and use this to inform teaching of the next lesson.

Guidance for marking by teachers:

Teacher marking is only effective if:

- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read / respond to the marking and ***teachers check this***
- it is informing the teacher of learning needs which can be incorporated into future planning
- it is related directly to the learning intention / success criteria
- all teachers are consistent

Remember that:

- marking is most effective in the presence of the child
- children should be given time to read/reflect on/respond to marking and ***this is checked by the teacher***
- effort should be acknowledged alongside achievement

Marking and feedback by teachers should take some of the following forms, as appropriate to the work:

- use of agreed symbols across school. These symbols should be shared with the children and displayed in the classroom. Symbols should continue to be used for pupils with individual needs where appropriate.
- the use of **pink pen** to promote positive aspects and **green pen** to draw attention to errors or areas for development within a piece of work
- positive comments and guidance to pupils to moving their learning forward
- pose an open question specifically related to the learning aim to think about next steps
- a correct example given by teacher
- a request to do some corrections- children correct in green pen
- verbal feedback to be acknowledged in books and evidence that children have taken this on board
- use of a teacher line drawn where intervention has taken place so that impact is evident in subsequent work
- use of continuous oral feedback
- use of the visualiser through Apple TV and mini plenaries to model and share good examples
- asking children to check their work again referring to success criteria (with time given to do so)
- drawing attention to how children have moved on by reviewing against previous criteria
- TAs working with groups can mark their work
- time allocated for conferencing with children

Notes:

Teachers' handwriting needs to be legible and follow the handwriting policy, as a model for the child.

Teachers should not write over children's work but alongside or underneath the piece of work.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning. Where children have corrected spellings or completed additional rehearsal of spellings the impact of this should be seen or picked up on in future work.

It is very important that where marking requests further actions from the child i.e. correcting spellings or additional maths calculations, the class teacher needs to check that these have been done correctly.

Guidance for Peer / Self Assessment:

Peer and self-assessment have a key role to play in marking and feedback. They empower children to take control of their learning. Before children mark each other's work they should focus on their own so that they are confident in reflection.

In line with AfL strategies, within most lessons children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful. It also acknowledges the need for clear modelling and training of children in how to peer and self assess meaningfully, and that time is planned into lessons to make improvements. It is important that teachers consider and eliminate any possible barriers e.g legibility of work of dyspraxic pupils.

Some successful peer / self-assessment strategies include:

- Traffic lights systems
- Thumbs up / thumbs down (limited usefulness)
- use of pink (positive) and green (growth/ development)
- line of confidence or face to indicate how they feel they have achieved
- +ves and 'even better if' comments against a peer's work
- 'Before you go show what you know!'
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Expectations

All pieces of work in books should be acknowledged in line with the approaches listed above: ie either through teacher marking, peer marking or self-assessment.

Detailed marking:

- For English and Maths, there should be a fair balance of teacher and child marking and acknowledgement of pupil self-assessment
- Teachers should also be conscious of checking the quality of peer and self assessments made by children
- There should be evidence when a teacher has worked with a group or individuals (marked with an 'V' for verbally supported) - e.g. children recording what they 'now know'
- For foundation subjects there should be evidence in Topic Books of teacher, peer and self assessment. Children should be given opportunities to feedback their comments about other children's work in the topic books throughout the year.
- Independent / extended writing should be marked in accordance with the English Policy.
- Cover/Supply teachers need to mark and initial all work in line with this policy

Relevant elements of detailed marking will be introduced during Reception, in preparation for KS1, although it is expected that children will be given more oral feedback at this stage.

Sharing/Celebrating a Child's Success

We recognise that the impact of 'external rewards' is limited as they are focused on attainment and competition rather than effort and persistence and therefore do not promote a 'learning culture'.

We aim to reward based on the celebration of the learning achieved or the effort expended:

- openings of lessons
- mini-plenaries eg Why is this good? (Refer to success criteria)
- plenaries and use of visualiser/ camera device
- achievement Awards
- Display

We ensure the achievements of ALL pupils is valued and celebrated through all pupils having work displayed in some way in the classroom. We enable all pupils to succeed by promoting a growth mind-set and ensuring we understand barriers to learning and implement strategies to overcome this.

Monitoring:

This policy has been agreed with staff and governors and will be reviewed annually. We expect every member of staff to adhere to its contents (including temporary and supply staff).

The implementation of this policy will be monitored through:

Observations
Learning walks
Pride prowls
Work and planning scrutiny
Analysis of progress data including summative outcomes
SENCo observations / scrutiny

Equality Statement

At Misterton Primary School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of age, race, gender, gender identity, disability, sexual orientation, religion or belief and socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

This policy has been agreed by staff and governors and will be reviewed annually