

## **Assessment, Marking and Feedback**

### **1 Assessment**

- 1.1 At Home Farm Primary School 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. It is based on the idea that pupils will 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. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.
- 1.4 We give our pupils regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.
- 1.5 Teachers will use summative and formative feedback to identify gaps in pupils' knowledge and skills, the extent to which they can apply them and how well they progress within the age-related expectations.
- 1.6. At all times, the use of assessment at Home Farm will denote how well pupils have mastered the curriculum they are taught.

### **2 Objectives of assessment**

- 2.1 The objectives of assessment in our school are:
  - to enable our pupils to demonstrate what they know, understand and can do in their work;
  - to help our pupils recognise the standards to aim for, and to understand what they need to do next to improve their work;
  - to allow teachers to plan work that accurately reflects the needs of each child;
  - to provide regular information for parents and carers that enables them to support their child's learning;
  - to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

### **3 Planning for assessment**

- 3.1 We use our school's curriculum map to guide our teaching. In this plan, we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group. In our school curriculum plan, we also identify opportunities for assessment within each broad unit of work.
- 3.2 To support our teaching, we use the National Curriculum to determine what objectives need to be taught, based on the ability of each child and whether they are proficient with each objective of their year's curriculum. Proficiency is seen and recorded in target books.
- 3.3 We plan our lessons with clear learning objectives and success criteria. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are

appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

- 3.4 Teachers always share the lesson's learning objective with the pupils as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged; pupils often have input into this before the lesson.
- 3.5 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- 3.6 We make a note of those individual pupils who exceed or do not meet the expected outcomes of the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.
- 3.7 The context of each lesson is planned to allow pupils to learn, practise and consolidate their knowledge and skills in a variety of different ways to show mastery of learning objectives.

#### **4 Target-setting and pupil / parent ongoing reviews**

- 4.1 We set targets in Reading, Writing and Mathematics for all our pupils, during each academic year. We discuss individual targets where necessary, and communicate these to parents and carers using target books. We review the progress of each child within every half term and in a full standards meeting termly during which assessments are moderated and challenged.
- 4.2 We also set targets for other areas of work in school. We encourage the pupils to set targets themselves, linked to their individual working habits. The pupils respond to these targets and their progress towards them throughout their work in response to their teachers' marking, and the teacher reviews these with each child on a regular basis. Pupils are given time each day to respond to marking.
- 4.3 Every child has a target book. This book contains the expected outcomes for each year of the curriculum and the progress each child has made towards achieving each objective. Pupils in Reception classes have learning journeys that show progress within the EYFS curriculum.
- 4.4 Parents are invited to review their child's work every month and a simple report is prepared each term to highlight the progress and ability of that child, ready for a parents meeting with the teachers every term.

#### **5 Recording**

- 5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning; the records of which are kept by class teachers in a way that informs their assessments of every pupil. Progress of pupils is held to account by the class teacher via the Senior Leadership team and ultimately the headteacher. All pupil assessments in *all* subjects are updated termly in a central data analysis package. ***Pupil data is collected to show progress of groups and the attainment of individuals to ensure each pupils reaches their potential – wherever possible assessment is used to directly affect the child through marking and verbal feedback. The school recognises that data alone does not develop a pupil's learning.***
- 5.2 On our planning sheets, we record only those pupils who do not meet the planned learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives. The foundation subjects are assessed and recorded on a termly basis and recorded on the school system on the server where the records are accessible for all of the subject leaders.

5.3 We take the objectives for individual lessons from the learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these objectives, and planning reflects a developing mastery of these over the year. This enables them to make a judgement about the work of each child in relation to the National Curriculum expectations of attainment within each year group (Levels ceased to exist in September 2014). This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year in a joint meeting.

## 6 Reporting to parents and carers

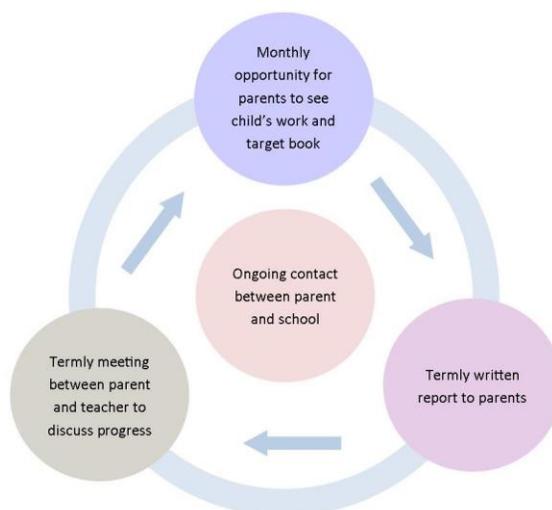
6.1 We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work. From September 2015, we are introducing a new system of reporting which will involve three termly written reports followed by three parent teacher meetings.

6.2 Each term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, and on religious education. In reports for pupils in Year 2 and Year 6, we also provide details of the achievement in the National Curriculum tests. In Year R reports, we give outcomes based on the characteristics of learning and the Early Learning Goals.

6.3 In these written reports, we reserve a space for pupils to give their own evaluation of their performance during the year. We also include a space for parental feedback.

6.4 We offer parents and carers of pupils in the Early Years/ Foundation class the opportunity to discuss their child's Learning Profile with the teacher. The class teacher also sends home a full log of each child's "Learning Journey" on a regular basis throughout the year.

6.5 At the start of the new academic year the year group curriculum is published on the school website.



## **7 Inclusion and assessment for learning**

- 7.1 Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 7.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.
- 7.3 All groups regardless of gender, race, cultural, ethnic, economic and learning backgrounds are monitored to ensure that they are making progress in line with their peers.

## **8 Moderation of standards**

- 8.1 All subject leaders study examples of pupils' work within their subject area. Subject leaders use school, local and national exemplification materials to make judgements about the standard of the pupils' work. All our teachers discuss these assessments, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. We also do this in partnership with other local schools.
- 8.2 It is each subject leader's responsibility to ensure that the samples that they keep of pupil work reflect the full range of ability within each subject. Moderation between local primary schools ensures effective and balanced moderation.

## **9 Monitoring and review**

- 9.1 Our assessment leader is responsible for monitoring the implementation of our approach to assessment. The leader uses this time to inspect samples of the pupils' work, and to observe the policy being implemented in the classroom. This monitoring is supported by senior leaders to ensure a fully objective process.
- 9.2 Teachers monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

## **10 Marking and feedback**

- 10.1 At Home Farm Primary School, we will take a professional approach to the tasks of marking work and giving feedback on it. All pupils are entitled to regular and comprehensive feedback on their learning. We aim to have a consistent marking style for KS1 (and EYFS) and KS2 although there will naturally be some differences in the marking symbols used by individual teachers, and the age of the pupils will have to be taken into account. All teachers will mark work and give feedback as an essential part of the assessment process.

## **11 Aims and objectives**

- 11.1 We mark pupils' work and offer feedback in order to:
- show that we value the pupils' work, and encourage them to value it too;
  - boost the pupils' self-esteem, and raise aspirations, through use of praise and encouragement.
  - give pupils a clear general picture of how far they have come in their learning, and how they can improve their work in the future;

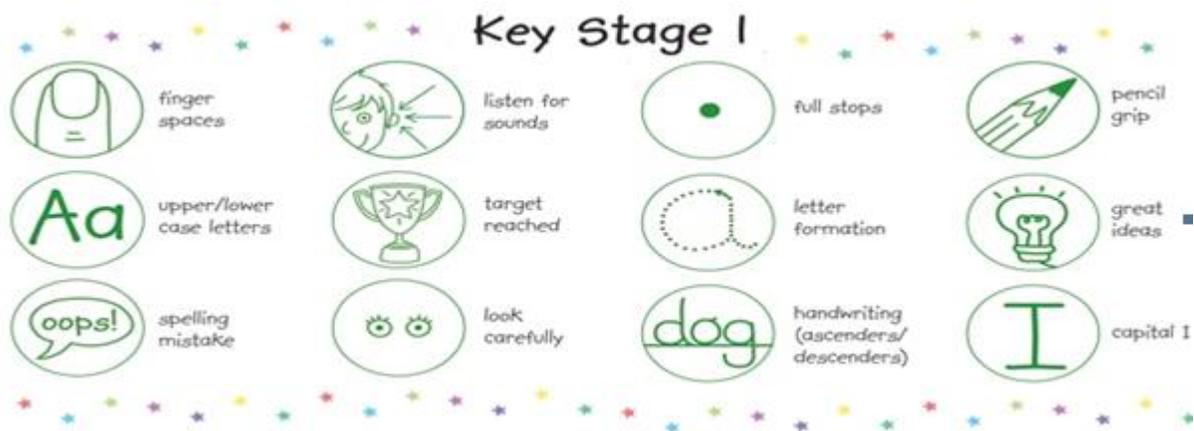
- offer pupils specific information on the extent to which they have met the lesson objective, and/ the success criteria set for them;
- promote self-assessment, whereby pupils recognise their difficulties, and are encouraged to accept guidance from others (age appropriate)
- gauge the pupils' understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the ongoing assessment that should inform our future lesson-planning.

## 12 Home Farm's principles of marking and feedback

12.1 These principles form the basis the approach to marking at Home Farm Primary School:

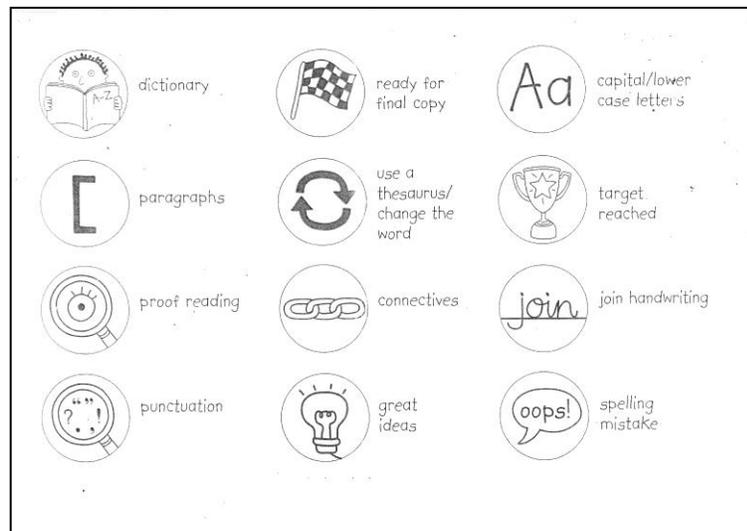
- The process of marking and offering feedback should be a positive one. Comments from staff (or a peer group marker) should have a specific comment that praises an aspect of the work (maybe linked to a past target). Then there will be an imperative instruction such as:
  - o Correct the annotated examples;
  - o Repeat the correct spellings below;
  - o Try this question to show you have learned.
  - o Add to or complete the task
- Dialogue takes place between teacher and pupil, ideally while the task is still being completed, this will be noted that a discussion took place; whenever possible, marking and feedback should involve the child directly and as soon as possible;
- Marking should always relate to the success criteria and/or the child's own personal learning targets.
- The child must be able to show they understand the feedback; older children may comment on it in written form, younger children will need simple wording;
- Pupil feedback consists mainly of:
  - o Praise / confirmation of a positive outcome (specific)
  - o An indication to 'fix', adapt or change issues in the work (spelling, punctuation, incorrect problems)
  - o Or, in some cases guidance to attempt one or two extra problems to prove mastery of the concept in the given context (this may be another mathematical problem, a comment on a book or something specific and directed to show the child understand the concept taught.)
- Feedback may also be given by a teaching assistant, or through peer review;
- Group verbal feedback is provided through plenaries, and in group sessions;
- Marking will always be carried out promptly, and will normally be completed before the next lesson in that subject; it must help children build on current skills and develop confidence in new ones;
- Teachers will comment on spelling and grammar only in the following cases:
  - o if spellings and grammar were part of the lesson focus;
  - o if it is a spelling that all pupils should know;
  - o if it is something related to the child's target.

- Not every piece of work will be thoroughly marked but in each subject, each week, at least two pieces will be marked in depth to give feedback and targets to improve on;
- Targets for improvement cannot build up – the pupil should show development against prior targets before more are given;
- Pupils in KS2 will be given the opportunity to respond with written corrections or comments back to the teacher – this should be done regularly to show pupils are actively engaging with the marking; peer and self-evaluation linked to a colour coded “RAG” system will inform the marker where the pupil found difficulties or great successes.
- In KS1, pupils will use a colour coded system to show how effective they felt their work was. In EYFS and Year 1, stampers will be used to indicate guidance for marking as follows:



NB The 'target reached' stamp is used if evidence is seen from a previous target.

- In Year 2, the following stampers are used:



- The stampers are used as a target stamp to work on. The children colour the stamps to acknowledge that they have seen them and are acting on them.

- For English, Maths and Topic work, the date (short date in maths), LO and SC are recorded in books – these may be through prepared statements or written in the child's own hand, dependent on age.

**Reviewed – October 2015**

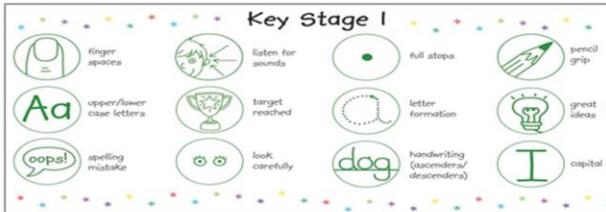
**Ratified by Governors – November 2015**

**Next Review Date : Autumn 2017**

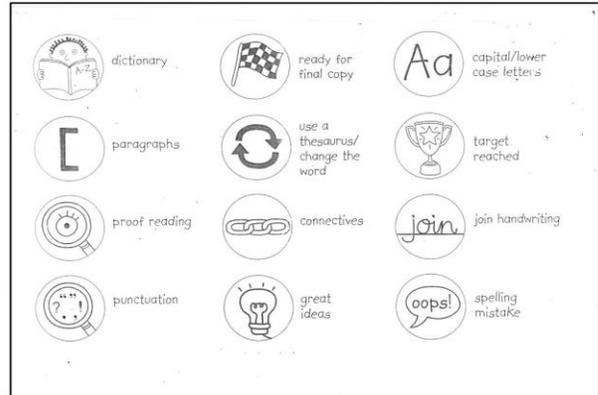
# Home Farm Primary School—Marking and Feedback

## EYFS and Key Stage 1

These stamps are used in Class R and Class 1 ,  
sometimes with extra comments to help me

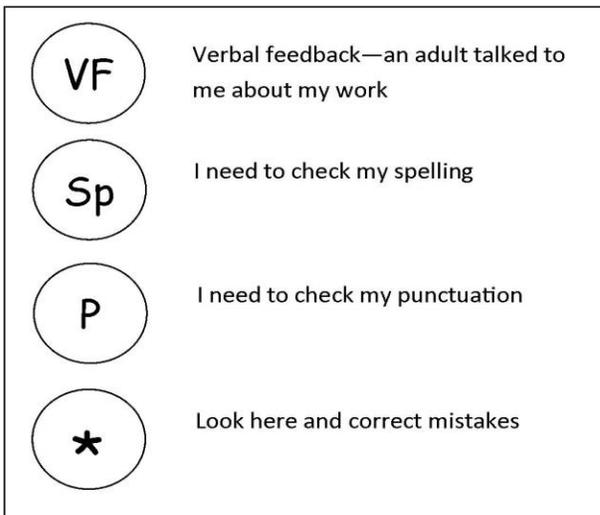


These stamps are used in Class R and Class 1 ,  
sometimes with extra comments to help me



## Key Stage 2

When an adult has marked my work I will see



When I mark my work I can use:



I may also see feedback  
from an adult like this:

Well done for (something I did well)

Now: ..... or

Try: ..... or

Correct: .....