

Policy on Assessment, Marking & Feedback

1 Introduction

1.1 All children are entitled to regular and comprehensive feedback on their learning.

1.2 We believe that effective assessment provides information to improve teaching and learning through a shared understanding of pupil progress and next steps. We use a combination of formative and summative assessment.

1.2 Formative assessment is built into the learning process. It is continuous and on-going process, lesson by lesson.

1.3 Summative assessment comes at the end of a learning episode and is a measurement of attainment at a given point in time.

1.4 We give our children 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.



2 Objectives

2.1 The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for and to understand what are their next steps in their learning;
- Promote self and peer assessment
- 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
- boost self-esteem and aspirations
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for Assessment

3.3 We plan our lessons with clear learning objectives. 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.

3.4 Teachers always share the lesson's learning objective with the children 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.

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 children who do not achieve at the expected level for 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 in Target Tracker.

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- 4 Target-setting
 - 4.1 We set aspirational targets in mathematics and English for all our children, during each academic year. We discuss individual targets where necessary, and communicate these to children, governors, parents and carers.
- 5 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. This includes: Learning Journals, Home-School Link Books, Parent Teacher Consultations, Annual written report.
- 7 Feedback to pupils
 - 7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work.
 - 7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking.
 - 7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.
 - 7.4 Children should be engaged in their own assessment. Children learn how to assess their own and each other's work because it helps them to clarify ideas and progress to the next step. Teachers always check the work themselves afterwards.
 - 7.6 We allow time at the beginning of some lessons for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We sometimes start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact.
- 8 Inclusion and assessment for learning
 - 8.1 Our school aims to be an inclusive school for all. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 9 Moderation of standards
 - 9.1 All subject leaders study examples of children's work within their subject area. All our teachers discuss these levels, 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.
- 10 Monitoring and review
 - 10.1 Our assessment coordinator is responsible for attending CPD and disseminating to staff.
 - 10.2 All staff and governors monitor pupils' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

Signed: J Barber

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Appendices

Guidance for adults providing marking and feedback

The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities then errors that need to be corrected will not be so numerous as to affect their self-esteem.

A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

Who marks?

- Any adult that works with the children
- Children can peer / self-assess

Codes used:

S = supported

HS = heavily supported

I = Independent work

Does every piece of work need to be marked?

Yes - in some format the work needs to be marked or assessed. Any adult other than the teacher needs to initial the piece of work.

How are the books set out?

All books are to be set out consistently across the school.

Every unit of work must have;

- Date (long in Literacy & Topic and short in Maths)
- 'Can I?' statement
- Title if necessary (all the above underlined with a ruler)
- Pieces of independent writing must have the targets sticker alongside the teachers marking.

Comprehensive Marking

Comprehensive marking is formative, detailed marking designed to assess the child's learning and provide targeted feedback in order to move the child on.

How do we comprehensively mark?

- Tick/stamp the 'Can I' statement if the target is met
- Tick if the outcome is correct
- Dot if the outcome is incorrect. Place a circle around the exact mistake where this level of guidance is deemed necessary
-  = verbal feedback given (ticked once child has actioned feedback)
- Brackets around work that does not make sense
-  = missing word
-  Under a spelling error which would be expected to be achieved
- Level stickers are used in composition writing to show what targets have been achieved
- Next steps are clearly indicated

Marking and Feedback in Writing

- All children from Year 1 upward have target card. This shows how many pieces of writing they have produced at any given level
- Children receive feedback from the teacher via a sticker which shows which objectives have been achieved and next steps

Self & Peer assessed work

Children learn to self-assess first then eventually to peer assess. As they learn the principles of this form of assessment they are expected to adopt the same methods as adults when assessing work.

How often should work be marked?

- Each piece of independent writing is comprehensively marked
- Maths is comprehensively marked daily
- SPAG is comprehensively marked routinely
- Foundation subjects and Early Morning work are viewed by the teacher

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