New Cangle Community Primary School

Assessment Feedback and Marking Policy

Assessment for Learning

The aim of AfL in our school is to raise standards by focusing on student achievement through the principles of AfL. AfL is central to classroom practice and we want students to know where they are in their learning, where they are going and how to get there. We want our students to be independent and empowered learners who engage in AfL for themselves.

At New Cangle we aim to:-

- Make a judgement about a student's attainment based on knowledge gained through observation, questioning, marking and testing.
- Help students develop self-belief, become independent and have a positive attitude to work.
- Provide an accurate picture of every student's achievement and progress.
- Support students and facilitate them to decide how they are going to make the next steps in their learning.
- Provide assessment information for use with whole class, groups and individuals.

Critique (Feedback)

Critique will be the main form of feedback for students in Literacy and some cross curricular writing and this will be led primarily by the students. Critique will be evident in books. It may be evident in the form of:-

- Formal Critique
- Success Criteria
- Self-reflections
- Peer critique
- Facilitator Feedback

There is no set rule about the quantity of each type of critique that should be evident in learning, however there should be a balance of each depending on the learning that is taking place.

Formal Critique

Formal Feedback can be done by the self, peer and facilitator: feedback must be kind, specific and helpful. Students use their success criteria to find an area of work that they would like to improve and their peers help them to develop this through helpful suggestions. Critique involves drafting and redrafting until a desired outcome has been achieved. It is a very powerful assessment tool that empowers students to develop their own learning whilst the class teacher becomes a facilitator to the process. A critique sheet should be used to scaffold this process when carrying out formal critique. See Appendix 1 for Critique Templates

Success Criteria

Success Criteria is a tool used for self- assessment. Success Criteria is created at the start of a project outcome/writing genre by the students alongside the facilitator using an exemplar to pick out features that will make their learning successful. Success Criteria should be used for all project outcomes and writing genres. Students and Facilitators generate must, should and could statements that they can assess their learning against. Throughout and on completion of a project outcome or writing genre the students assess their learning using the success criteria and then they consider their own strengths and next steps. These next steps are expected to be acted upon in future genres/outcomes if they are applicable. See appendix 2 for writing process

Self-reflections

Developing reflective learners is very important at New Cangle and this is one of the deeper learning skills that are developed throughout the school. Students are always encouraged to reflect upon their learning to celebrate their successes and consider their own next steps. Self-reflections could take place after any learning and these will be evident following the learning in books and class Learning Lines.

Highlighting

In Maths teachers will highlight correct answers in green, and answers for further action in orange and challenge work will be made clearly visible inside a purple cloud.

Assessments

The Assessment Lead will require assessment data to be input into our online system by the end of the penultimate week of every half term so that progress and attainment can be tracked. The dates that data will be input are agreed at the start of the year so that all staff are aware of these (see appendix 3). Teacher's aren't expected to formally test children at the end of each first half term but should enter teacher assessment onto our tracking system. Children will be formally tested throughout the penultimate week of every second half term. Data should be input on to the online system for reading, writing and maths. The descriptors are year group related expectations and students are judged as beginning, beginning plus, within, within plus or secure, secure plus. Following data analysis student progress meetings take place as soon as possible every half term.

Pupil Progress

Data gathered is used for student progress meetings with staff which will be held every half term. These help to ensure all staff maintain an awareness of individuals in their classes who need extra targeting, support or help in the form of intervention. There are always notes taken from these meetings and these are held on file and revisited to evaluate impact of actions every meeting. Literacy and Maths Subject Coordinators also receive a copy.

Reporting to Parents

Assessments are reported to parents formally three times over the academic year. Alongside year group related assessments being reported for academic subjects, suggestions are made for how next steps in learning can be supported at home. Assessments are also shared with parents during parent's evening that take place twice during the year.

Review and Monitoring

This policy will be reviewed by staff, leadership and governors annually.

Last Reviewed:

To be reviewed:

Signed: _____ (Head Teacher)

Signed:_____ (Chair of Governors)