

**FOUR OAKS PRIMARY SCHOOL**  
**ASSESSMENT AND FEEDBACK POLICY**

Including marking, feedback, assessment, recording, reporting and target setting.

### **Principle Concerns**

At Four Oaks Primary School, we believe that assessment and marking / feedback to pupils is an integral part of successful teaching and learning. By this we mean assessing their:

- responses to work and learning
- progress
- efforts and contributions
- behaviour

Marking and feedback will then enable teachers to allocate targets to pupils so that they know what they need to do to improve.

Planning identifies learning objectives and informs success criteria; assessment reveals whether pupils have understood what has been taught and consequently achieved the learning objective; and feedback informs the pupils of their achievements. This in turn determines future planning. Assessment is the way we gain our knowledge of our pupils' needs, achievements and abilities. It is important that we record an appropriate amount of information and also report it to parents / guardians.

### **Aims**

Through pupil assessment and marking / feedback we aim to:

- Emphasise the positive by focusing on what a child knows and can do.
- Provide information that will guide the future learning of the child & achieve continuity of learning.
- Provide constructive feedback to pupils and parents about progress against key learning objectives.
- Provide equality of access to the curriculum for all children.
- Set individual targets for learning.
- Monitor the progress of individual pupils in relation to all aspects of the curriculum.

### **Assessment in Practice**

Learning objectives for each lesson will be directly lifted from Classroom Monitor, our online assessment tool, and displayed in the planning. This ensures coverage of the Early Years Foundation Stage (EYFS) Development Matters and the Programmes of study for the National Curriculum. It is also adapted and differentiated to suit the needs of all pupils including those with Special Educational Needs, gifted and talented pupils and those pupils with any form of disability. Learning objectives for children on an Individual Target Plan (ITP) are lifted from the Audit continuum within Reading, Writing, Speaking and Listening and in some cases Maths. Planning is standardised across the school with separate planning sheets for the EYFS and Key Stage 1 and 2. This planning is placed on the staff shared area of the school network so that it is accessible to all staff. Planning states the purposeful classroom activities to be undertaken and demonstrates how learning intentions will be made explicit to the pupils. Marking and constant observations of learning ensures that planning remains suitable and purposeful throughout the week. Feedback from each lesson is then inputted directly back onto Classroom Monitor to inform the next lessons' planning.

### **Feedback / marking**

Our main purposes of assessment and feedback / marking are to:

- Check that the pupils have gained in knowledge and skills and have achieved the learning objectives for the lesson, therefore tracking any progress made.
- Inform teachers of next steps in a pupil's learning.
- Provide feedback to the pupils about their progress; this can be verbal, through marking stampers, highlighters or written.
- Compare pupils' work with local Trust schools and National standards and expectations
- Be able to report to parents on individual achievements and progress.

Our standardised marking policy means all teachers use:

- A green pen to complete comments
- 3 coloured stampers (Brilliant, Got it/You've done it and Getting there) to feed back to children about their achievements, progress, attitude towards the task or effort.
- A 'My Target' stamper with pedagog stampers (if appropriate) or a concise written explanation on how to move the pupil's learning forward.
- An 'Adult Assisted' stamp to show if they have worked with a staff member. In Reception an 'Independent' stamp will also be on any independent work the child has produced.
- Pink and green highlighters to 'tickle pink' good parts of their work, and 'growth for green' to identify corrections to be made (this starts in Summer term Year 1 onwards). Key Stage 1 a maximum of 3 green highlighted skill set amendments, and KS2 a maximum of 5. Any green highlighted amendments can then be corrected by the child using a red pen to ensure they know their target and how to make progress.
- A dot next to maths questions incorrectly answered if it has been marked in class and the child has a chance to make amendments in the lesson. After that time a cross is used to demarcate incorrect work. If a child has misunderstood all of the work the teacher would not cross it all, they would just make an appropriate comment.

#### **Expectations of marked work:**

- Literacy books, Creative Curriculum books and One books will be marked with a coloured stamper, and coloured highlighters, a 'My Target' and a challenge question if needed.
- Maths books will be marked with a tick, dot or cross, a coloured stamper, a 'My Target' stamp if needed, a challenge question if needed.
- Assessed writing will be marked with a coloured stamper, highlighted with a 'tickled pink' highlighter to show evidence of key assessment features and assessed on the year group pertinent writing levelling sheet.
- When using coloured stampers teachers will make it very clear to pupils as to what the stampers mean.

#### **On-going achievements for the children:**

In Infants a smiley face is stamped in their achievement book for good work or other achievements. When a whole page has been completed they will receive a Head Teacher Award. A new page is started each term.

- Weekly "Super Star" certificates for Infants and "Acorn" certificates for Juniors are awarded for achievement in any area of the curriculum or area of school life. These are awarded in our weekly Celebrations Assembly and can be awarded by any adult in school.
- Junior children collect House Points for their achievements. These are recorded and the House Points Cup awarded to the winning House during the weekly Celebrations Assembly. 4 house points will receive a Deputy Head sticker and 5 house points will get a Head Teacher sticker. Over a term 50 house points = Bronze award, 75 = silver and 100 = gold.

#### **Assessment tasks and activities**

- Reception classes complete a Baseline entry booklet within the month of September (this will change in Sept 2020 with the start of Government's new Baseline entry regulations). The current booklet was written by the Learning Trust of Excellence (LTE) and is used to compare and moderate data across the Trust. The outcomes of this booklet are entered onto Classroom Monitor within the month of September to give each individual child a Baseline entry level.
- A foundation stage profile is created at the end of the year to track Reception pupils' individual achievements; this is based on recorded evidence, observations and teacher knowledge. This is inputted into 'e profile' and data is submitted to the Local Authority (LA).
- Year 1 complete a Phonic Screening test in June of each year, alongside any Year 2 child who was unsuccessful the previous year.
- Year 2 and Year 6 complete the Government's end of key stage assessments: Reading comprehension, SPAG, Writing, and Maths.
- All year groups within key stage 1 and 2 take a summative assessment at the start and end of the academic year to track progress.

- A piece of writing will be entered into children's "Writing Progress Folder" once every half term. This will build up a portfolio of evidence on each individual child's progress in writing over their duration of time in school.

### **Classroom Monitor and Target Tracker**

- Classroom Monitor will be used to track progress made by each individual pupil on a daily basis in all areas of Development Matters in EYFS and the National Curriculum in Key Stages 1 and 2 (\*), in all subject areas.
  - \* Classroom Monitor's weighting of B, A and D was altered in January 2016 to balance out errors in the data as it was deemed the B weighting was set too high. This may explain a plateau in children's learning for the following few months. In Sept 2018 the curriculum was altered on Classroom Monitor to spread out the learning objectives over each year group in the foundation subjects, therefore data may alter in these areas from this point onwards.
- Each individual learning objective will be demarcated with T (Taught), B (Beginning), A (Achieved) or D (Deep) when the teacher has taught and assessed it. This will be used to track pupils' progress throughout the key stages. This will then be used to feedback to pupils and parents; make comparisons between year groups both within the school and Trust, and with National standards; and to track progress.
- The pupils are allocated a percentage target to aim towards for the end of the year. This is a challenging target based on their individual prior year's achievement to ensure they make outstanding progress. Tracking is then completed every half term to identify whether each child is on track to hit their end of year target within Reading, Writing and Maths Number. If off track the class teacher will put into place intervention work to get them back on track.
- Every term an analysis of pupil data is completed by the Assessment Co-ordinator to analyse any group trends (boys v girls, disadvantaged v non-disadvantaged, and EAL v Non-EAL) in data in Reading, Writing and Maths for every year group. This helps to inform SMT and Governors about the attainment of the school.
- Biannually (Feb and July) all subject co-ordinators complete a data analysis of pupil data to identify trends and monitor progress and attainment within their subject. This data is then fed back to class teachers to ensure a well-rounded curriculum is being taught to a high standard.
- Children who have a learning difficulty or disability or experience significantly greater difficulty in learning than the majority of others of the same age within Reading, Writing, and in some cases Maths, are entered onto an ITP (Individual Target Plan). The ITP is made up of objectives directly lifted from the Audit Continuum, covering all of the different strands and bands of learning. The ITP is tracked on an online system called 'Target Progress Tracker'. This breaks the objectives up into small, manageable chunks and should help to close the gaps and get the children back on track for their age-related expectations. It will also be used for Special Educational Needs (SEN) children with Educational Health Care Plans (EHCPs). Some children on ITPs will be tracked on both Classroom Monitor and Target Tracker to ensure a well-rounded curriculum is being taught and they catch up with their year group expectations.

### **Reporting to Parents**

- Parents' Evenings are held once a term, when the children's work is available for parents to peruse and teachers meet with the parents and discuss their child's progress and general well-being.
- Staff are usually available after school each evening for parents to discuss any issues or concerns.
- Parents are allowed access to their child's Classroom Monitor tracking at any point throughout the year, they just have to make an appointment to meet with the class teacher.
- As of July 2018 annual reports are both written and available online. The written report along with attitudes to learning, attendance, any extra-curricular reports (e.g. French, instrument lessons...) and any ITP reports are printed and distributed to the parents towards the end of the Summer Term. The online report with the details on their child's attainment against all learning objectives throughout the whole curriculum is available for a one-week period online. Parents can access this secure online site (Classroom Monitor) through an individual password link through their e-mail. Parents are then asked to complete a proforma with comments in relation to the report and also identifying additional activities in which their children are involved outside of school. In addition as of Oct 2018 parents will be given a summary report online on their child's achievements in Reading, Writing and Maths.

### **Additional Information**

- Meetings are held with Playgroups and Nurseries prior to the entry of the child who will be transferring in September. Their profile is attained and baseline knowledge gained to ensure continuous learning is achieved.
- Records of previous learning and attainment is gained from other schools of any child joining our school in Years 1-6, with prior key stage attainment data entered onto Classroom Monitor to ensure progress is made.
- Exercise books are continued between year groups to achieve consistency.
- Trust moderation meetings are held to ensure consistency of year group expectations.
- Purple card folders of individual pupils information are stored with class teachers to help build up a profile of the all-round child. These include; school reports, instrumental reports, ITPs, absence request forms, end of key stage results, and any information from previous schools.

### **Resources**

An annual budget is allocated to assessment and this provides materials for assessment. We also have a rewards budget that provides a variety of differentiated stickers and certificates to reward pupil progress.

### **Roles and Responsibilities**

Infant and Junior Managers are responsible for the progress of pupils within their department. Each subject co-ordinator monitors progress within their own curriculum area, in line with the school's monitoring and evaluation policy and reports to the Head Teacher. Class teachers are responsible for assessing and feeding back to individual children and for contributing towards any moderation procedures within the school. The Assessment Co-ordinator will monitor the progress of the school as a whole and draw comparisons with School, Trust, Local and National data.

This policy was reviewed in the Autumn Term 2018

It will be due for review in the Autumn Term 2019