

Heather Primary School – Assessment, Feedback and Marking Policy



This policy was approved by Staff	Date – February 2021
Date Ratified By Governing Body	presented to governors in a draft form June 2019 to be finalised and implemented August 2019 - 19-09-24
Signed	Chair– Dawn Guzzetta

Version	Date	Author	Reason For Change
0.2	March 2020	MM and Staff	Amendments of feedback and marking appendix
0.3	February 2021	MM	Change in Assessment Tests used
0.4.	August 2021	MM and Staff	Updated to reflect current practice.
Update	November 2022	MM	Update to reflect the phonic scheme and signatory`
0.6	January 2024	MM and Staff	Update to reflect current practise and signatory
0.7	September 2024	MM and Staff	Assessment paper dates updated

Review Frequency	Next Review Date
Annually	Autumn 2025

At Heather Primary School we endeavour to support all pupils in making the best progress of which they are capable to raise their confidence and self- esteem. We see assessment processes as central to this. These include:

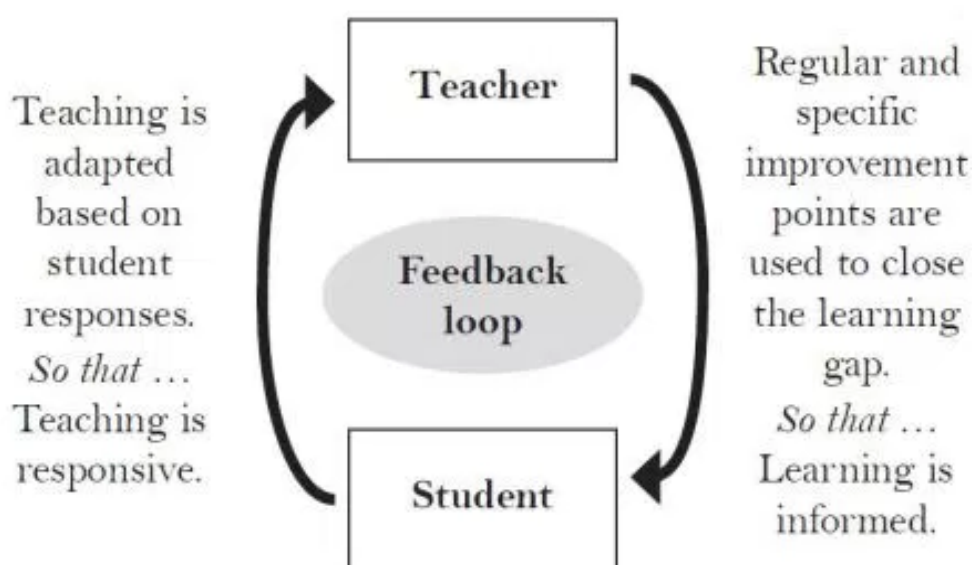
- Teacher marking work and feedback
- Observations and group work
- Formal Summative Assessment (including National Assessments)
- Weekly Tests (spellings, weekly timetables and arithmetic tests)
- Questioning in lessons and small group sessions
- Using Assessment for Learning (AFL) effectively to plan and adapt next steps

This policy is written in line with all subject-based policies, the Early Years policy and the SEN policy.

Aims:

- To ensure children progress, know their achievements and their next steps.
- To track and monitor pupils for attainment and progress throughout the year.
- To ensure teacher planning is adapted in the light of ongoing assessment so that all teaching and learning meet the needs of all children.
- To have a consistent approach that measures school progress against the reference point of National Age-Related standards.
- To inform the Governing Body of the school's standards and achievements.

The diagram below shows the cyclical nature of effective feedback at Heather School.



Principles:

- At Heather, the sole focus of assessment is to enable staff to further children's learning. We believe that:
Effective assessment tells the teacher what to focus on in future lessons and prompts them to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement. - Page 16 - Final Report of the Commission on Assessment without Levels.
- Assessment of children can take different forms including informal observations and discussions as well as the formal assessment of written work and tests.
- Every term the pupils across school are formally assessed and data tracked. This is then used to inform parents' evenings and annual reports.
- As well as the Marking and Feedback policy, formal assessment procedures are carried out in order to support the ongoing teacher assessment of pupils and to inform future planning.
- Questioning plays a key role in the affective assessment work at Heather. The question choices we make allow children to demonstrate, not only, their recall and understanding skills but also their applying, analysing, evaluation and creating in order for them to demonstrate true mastery of the curriculum.

Monitoring and Evaluation

Teacher assessments and formal assessments are regularly moderated by all teaching staff and senior leaders and through teaching networks with FWTSA, Collaborative 360 and Unity regularly.

Following assessment, data is analysed in detail by the HT and Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. Point in Time Assessments (PITAs - see appendix) are also completed as a way of tracking children mid-term, between summative assessment points. Formal lesson observations, drop-ins and work scrutinies include a focus on these pupils to ensure accelerated progress is a priority within teaching.

Discussions following observations always include discussions about strengths and areas of development linked to AFL and questioning in order for staff to develop their practice even further.

Teacher Assessment

On-going teacher assessment is central to pupils making good progress. All pupils' progress is tracked on online tracking system INSIGHT. These are updated four times a year - twice in the Autumn term and then Spring 2 and Summer 2 - and are used to inform planning of next steps and targeting intervention. Marking of work, discussions, use of differentiated and challenging questioning and observations inform the ongoing assessment of pupils. Each term and at the end of each year, teachers share this information and moderate together to ensure end of year data is accurate.

Assessment with in the Early Years Foundation Stage

On-entry baseline assessments are carried out during the first six weeks of pupils entering school. Daily observations are carried out across all areas of learning. These are filed in each pupils' Learning Journey and are used to inform base line Autumn 1, same as everyone else assessments. Pupils are given regular opportunities to review their learning by looking at their Learning Journeys with an adult in class to support self-assessment and reflection. At the end of June, pupil progress is reported to parents and the LA record children working independently at emerging, expected or exceeding levels in relation to the Early Learning Goals.

Statutory Assessment

EYFS Profile at the end of Reception Year

National Assessment SATs tests are carried out at the end of Year 2 and 6 * (see appendix 4 for more info)

Year 1 National Phonics Screen

Year 4 Multiplication Tables Check

Assessment within Curriculum Subject Areas -

Along with ongoing teacher assessment, more formal assessments in mathematics and reading using Rising Stars NTS tests are carried out each term in Years 3-5 in reading and 1-5 in maths. These are analysed using RM MARK and the data is tracked on INSIGHT to inform teacher planning for their class and any intervention that needs to take place. Year 6 and Year 2 children are assessed using old SATs papers. EYFs, Year 1 and Year 2 children's reading is assessed through our Success for All phonics scheme - Reading Assessment Program

Roles and Responsibilities

Governors: Monitor whole school progress data with support HT

Head Teacher / SLT: Moderate assessments regularly; provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress through the use of pupil progress meetings and Performance Management to address underperformance and set targets.

Teaching Staff: Provide feedback and use assessment for learning to inform next steps. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils, parents and school leaders as specified in Professional Standards document section 2 and 6- see below taken from Teachers' Standards.

Preamble: *Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.*

PS2: Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

PS6: Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Teaching Assistants: Provide feedback for the teaching staff on the progress and attainment of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress. To discuss and support strengths and areas of development with class teachers.

Pupils: Complete all work to the highest standard in order to make good progress in school.

Marking and Feedback: Appendix 1

Introduction

Marking and feedback is an important and valued part of the school's wider assessment processes, which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. At Heather, we believe in focusing on the positive achievements children make and this belief is reflected in our policy. Feedback will take the form of both oral and written communications.

Our policy is based on the beliefs that effective feedback should further children's learning by:

Aims

- To redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- To be specific, accurate and clear so that it is meaningful
- To provide specific guidance on how to improve and not just tell students when they are wrong.
- To give feedback orally and in writing that focuses on positive achievements.
- To give feedback that reflects the learning outcome and success criteria.
- To use feedback as a tool to improve teaching and learning.
- To use feedback to motivate and encourage learners
- To involve children through peer assessment
- To allow time to read feedback and make improvements.

Principles

- Feedback delivered during lessons is more effective than comments provided at a later date.
- All pupils' work should be reviewed by teachers at the earliest opportunity so that feedback given can impact on future learning.
- When work is reviewed, it should be acknowledged in books.

Pupil Self- Assessment

We will encourage learners to reflect on their own learning against the learning objective. This may include using traffic light or smiley faces. Assessment for Learning Questions (Owl Questions), where appropriate, may be used for the children to comment on their learning.

Peer Assessment

Peer Assessment will take different forms and be a valuable contribution to the feedback process. Children may record positive comments and an area of development on other children's work, where appropriate children will use give peer assessments grids as an aide to give constructive comments on the work. Peer assessment encourages children to be reflective about theirs and the work of others.

SEN

Children who are assessed at being consistently significantly below their chronological age for either reading or maths will be given an IEP outlining targeted support and intervention.

Provision

We will keep our marking **as simple** but as purposeful as possible.

Using the Learning Objective (LO), which is shared with the children, and **written on the board**, during the lesson we will mark and give feedback against identified success criteria and use this to focus attention on the key skills/ideas and understanding.

E.g. LO: to use a range of conjunctions

LO: to find $\frac{1}{2}$ of a number

NB the LO will not be recorded in books if a title is deemed to be more appropriate.

The method we will use to identify strengths and weaknesses consists of:

- Green highlighting where work meets or exceeds the success criteria/lesson objective.
- Pink highlighting to draw attention to where improvements can be made.
- In key stage 2 the pink highlighting/symbols are indicated in the margin for the children to identify their error - symbols are readily available to children either in books or on desks
- In maths ticks for correct calculations and pink dots used for incorrect calculations.
- When the children have achieved the learning objective the LO is to be highlighted green:
LO: to use written methods of division
- When the children are working towards the learning objective, this is shown by a dash next to the LO:
LO: to use written methods of division -
When a child has failed to fully understand the learning that day, this is shown by a pink dash next to the LO:
LO: to use written methods of division -
- In Creative/Factual books the LO will start with the subject name then the LO:
LO Literacy - to use figurative language
LO Science - to create a working circuit
- Improvements may consist of:
 - Reminder/Scaffold - reminding of key skill/providing examples of what they should do.
 - Next step to develop learning further.
 - Comments such as - can you see where you have gone wrong?- write an explanation as to what error you made and how you can correct it
- Suggested improvements are, written in pink and indicated by a pink bubble.
- Success Criteria grids may be used to support self-evaluations and teacher marking but not recorded in books.
- Where possible 'drive through' marking will be used within a lesson to give children immediate written/verbal feedback on their work
- Written comments should only be used where they are accessible to students according to age and ability.
- Sometimes verbal feedback will be given - this may be indicated by a CAT ("Come And Talk") stamp/picture.
- All misconceptions/errors are not expected to be picked up/corrected by teachers however, these will be noted and work will show that it has been addressed in subsequent lessons
- Some children may rephrase/make notes in response to verbal feedback.
- The following symbols are to be used -VF (verbal feedback), G (Guided - teacher), S (Supported TA/LSA)
- Spellings are marked and annotated at the discretion of the teacher considering the ages and ability of the children - however staff are expected to pick up on non-negotiable errors as specified in the writing scheme of work.
- Pupils will be asked to write misspelt common words and year group words several times to encourage memory and shape of the words in order to spell it correctly. Common words x20, previous years' and current year group words x10, other words, they may be asked to write up to 5 times. (these numbers are suggestions and may depend on the age and ability of the child).

- Age appropriate marking symbols to be used to direct children to their errors. Depending on the child's ability, these will generally be in the margin encouraging the children to find and correct their own errors.
- More confident spellers will be asked to identify and correct their own errors.
- Teachers record all comments in green, Headteacher in black, Support Staff in blue and Supply Teachers in red.

Response to Marking

We believe it is vital that children have a planned opportunity to follow up the marking and feedback and the teacher will build this into a day. Children will respond using 'Purple Pens'. When completely reediting a piece of work, the children will write in pencil/black pen. Drafting slips to be used where appropriate to show improvements made.

Appendix 2 – PITA (Point In Time Assessments) Descriptors

In order to gain an overview of children's progress and potential, teachers will complete termly PITA assessments (twice in the Autumn Term) on our INSIGHT tracking system. These are a teacher judgement identifying where children are working, who is on track and those that need extra support to reach age related expectations.

Red - working below national standards

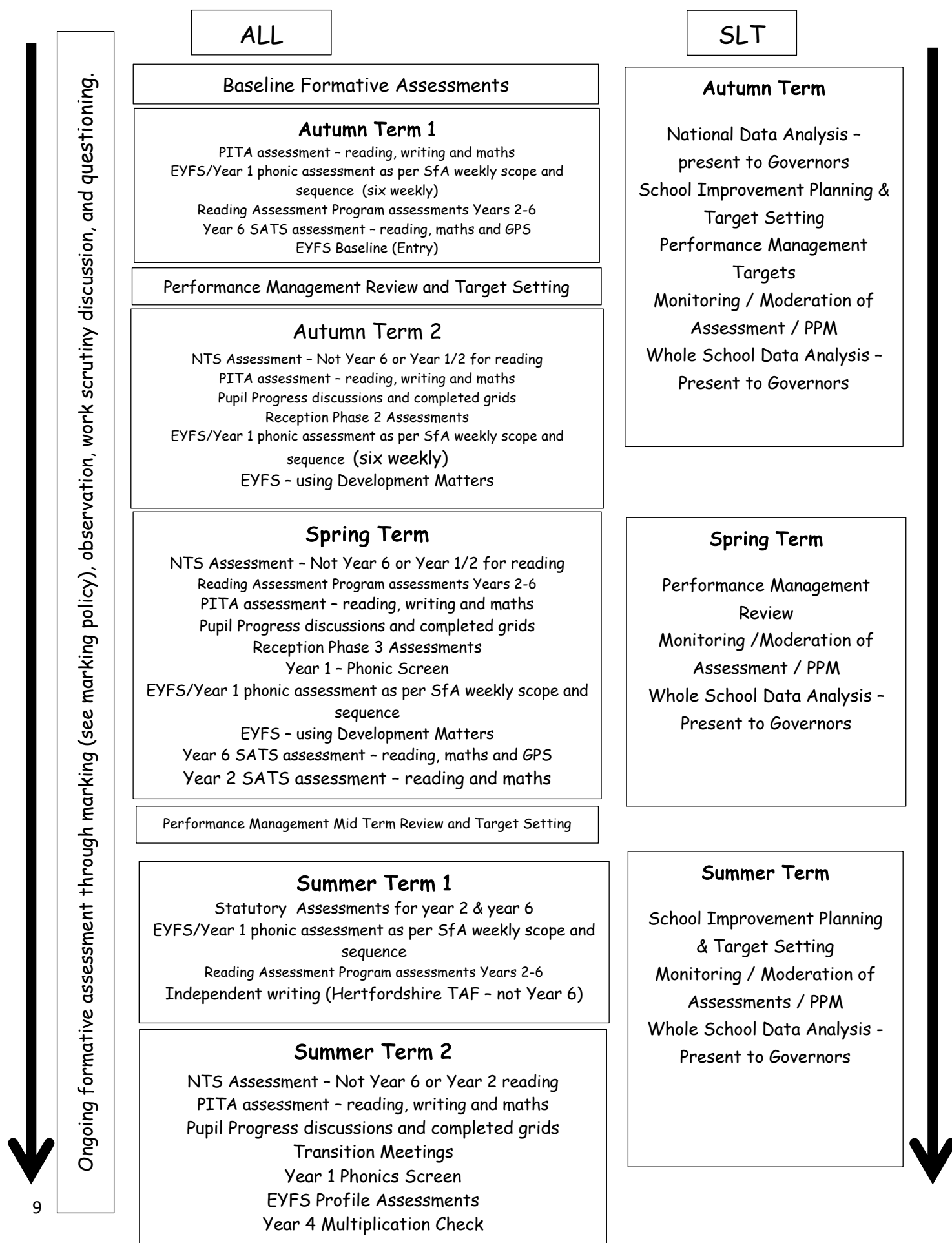
Orange- working towards national standards (working within but not secure

Green - working at national standards

Blue - working at greater depth within national standards

<u>Insight</u>	<u>Description</u>	<u>Standardised Scores / Writing Teacher Assessment</u>
P Scales	Is working within the P- Scales	
Well Below - working more than one year group below their chronological age	Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to having an EAL or barrier to learning. The child may be doing different tasks to the rest of the class and may be receiving, or needing significant intervention.	<70
<u>Below Expected</u> Working securely in the year group below objectives and objectives within their year group with support	Is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.	70-84
<u>Just Below Expected (WTS)</u> Working within their year group but not secure	Is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently but not consistently. May make errors but usually able to improve work following feedback and support. May have some small gaps in their learning.	<u>85-95</u>
<u>Expected (EXS)</u>	Is on track to meet age related expectations. Is successful at learning many new concepts and is starting to apply their skills independently but not consistently. May make occasional errors in applying their learning in other contexts	<u>96-115</u>
<u>Just Above Expected (EXS)</u>	Just exceeding national expectations. Is almost always successful in understanding the key learning objectives. Is able to apply their skills in a range of contexts, making few errors and can often explain and justify their ideas.	
<u>Greater Depth</u>	Is on track to exceed national expectations showing signs of greater depth within the curriculum. They are almost always successful their understanding the key learning and are able to apply their skills, in a range of contexts making few errors. Can explain and justify their ideas. They can increasingly apply their high level of skills and knowledge to a wide range of contexts,	<u>120-130</u>

Appendix 3- Assessment Flow Chart



Appendix 4 - Across Year Data Expectations of 'Practice' Statutory Assessments

Year 1 Phonic Screen

Phonics		Well below	Below	Ontrack	Exceeding
2019	Sep	<18	18-23	24-29	30
2022 screen	Nov	<19	19-24	25-30	31
2023 Screen	Feb	<20	20-25	26--31	32
2024 screen	April	<21	22-27	28-32	33
Actual Screen	June	<25	26-32	32-40	

KS 1 SATs


YR		Scaled Scores			
		Well below	Below	ARE	GDS
2023 paper	Jan	<90	91-95	96-105	106
2024 paper	March/April	<93	95-98	99-108	109
Actual Sat	May	<94	95-99	100-109	110

Papers from 2018 and 2019 - can be used as part of a guided group activity.

KS 2 SATs


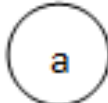









YR		Scaled Scores			
		Well below	Below	ARE	GDS
2019 paper	Entry	<88	89-93	94-103	104
2022 paper	Nov	<90	91-95	96-105	106
2023 paper	Jan	<95	93-97	98-107	108
2024 paper	March	<93	95-98	99-108	109
Actual Sat	May	<94	95-99	100-109	110

Marking Symbols - What on earth does it all mean ??

Symbol	Meaning
∩	Finger space
CL	Capital letter
a	Lower case letter
FS	Full Stop is missing
QM	Question Mark is missing
EM	Exclamation Mark is missing
SP	Spelling mistake
↑	Improve word choice
[]	Doesn't make sense
^	Word missing
	Not enough
KS 1 Marking Symbols	


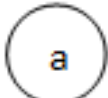


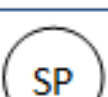






Marking Symbols Year 3/4 -

What on earth does it all mean ?

Symbol	Meaning
	Capital letter
	Lower case letter
	Punctuation is missing
	Tense is wrong
	Improve word choice
	Spelling mistake
	Add detail/description
	Doesn't make sense
	Word missing
	Finger space
	Not enough

Marking Symbols - Year 5/6

What on earth does it all mean?

Symbol	Meaning
	Capital letter
	Lower case letter
	Punctuation wrong or missing
	Tense is wrong
	Spelling mistake
	Improve word choice
	Re- write—lacks sense
	Add detail/description
	Word missing
	New paragraph
	Finger space