
Feedback and Assessment Policy

St. Nicholas-at-Wade CE
Primary School

Headteacher Sept 2013
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To be reviewed September 2023

Introduction

Our policy and arrangements for assessment, have been planned, to take into account the needs of a variety of stakeholders. These include pupils, parents, staff, the Governing Body, Secondary Schools and the statutory requirements of the DfES. At the forefront of our assessment policy is the desire to bring about maximum improvement for all children within the school regardless of ability, ethnic background, age or gender. The procedures adopted are designed to inform staff and children of individual needs and needs for classes. This will therefore inform planning and play a key role in target setting both for individual children and for cohorts. Our assessment procedures will embrace both Formative Assessment and Summative Assessment and will be linked to our recording and reporting arrangements.

Aims

To ensure that best practice for assessment marking and feedback is used consistently across the school to inform planning and improve pupil progress.

Assessment

Assessment is an ongoing process; teachers use their professional judgement and expertise to identify formative assessment opportunities. The techniques of observation, questioning, marking, reporting and evaluating are essential to the teaching/learning process.

Feedback is of vital importance between adults and pupils in school. **It is not to provide accountability to outside agencies.** Written feedback is therefore only used where it will provide encouragement and additional learning opportunities for pupils. This will depend on the age and stage of the children. A great deal of feedback will be verbal through **discussion** with the child this will be noted by **D** in the book.

All work will have an indication of group size and support if children have worked independently this will be marked or adult child ratio, Use of P I T TA (peer / independent / teacher / TA) marked in books with ratio i.e 1:6

For EYFS practice please see EYFS policy

Types of assessment in school

Formative: This is ongoing assessment carried out by teachers both formally and informally during a unit of work e.g. spelling tests, marking of work, discussion with pupils, photographs etc. The results of formative assessment have a direct impact on the teaching materials and strategies employed following the assessment. Results and observations of formative assessments are also fed back to pupils, and recorded by teachers using curriculum maestro curriculum statements after individual lessons and units of work in English, Maths, Science and RE.

Summative: These occur at defined periods of the academic year such as predetermined Statutory tests or at the end of units of work in different subjects. Summative tests help teachers make best fit assessments term by term, year on year. This provides essential information regarding gaps in teaching coverage or weaknesses for pupils this gap analysis then informs planning.

Results of summative and formative assessments are recorded using Essex Target tracker to enable tracking of progress for individuals and groups of pupils across the school. (For Calendar of summative assessments in school see Appendix A)

Self: Pupils are encouraged throughout the school to assess their own work. This is done in

an age appropriate manner and achieved in an informal way. E.g. a teacher may ask a class/group to show by thumbs up, down or in between how confident they felt about the learning objective, faces are used in books for pupils to show their understanding of the LO at the end of a lesson. The results directly feed into the teachers' planning.

Peer: Pupils will also have opportunities to evaluate the work of their peers using both verbal and written feedback. Teachers should always review peer- assessed work.

Marking

Marking is the prime means of formative assessment. Marking **must** take place on a regular basis. English and maths should be marked on a daily basis, work in other subjects must be marked prior to the following lesson. It is only in this way that teachers can be sure that planning is focussed on pupil progress and pupils feel that their work is of value and know what they need to do to improve. A great deal of the marking/feedback with the pupils particularly the younger children is oral and should involve a mixture of praise, constructive criticism and teaching points. Suitably expressed, neatly written comments also provide evidence that marking has taken place and may serve as reminders to the child. Adults to use green pen. Supply teachers, cover staff and teaching assistants should also initial work /comments. All adults should use the school cursive script to mark books. Pink and green highlighters are also used across the school.

Pink – stop and think

Green – for great – achievement of LO and individual targets

Marking should be related to:

- The Learning Objective
- Pupil targets
- An individual's general ability

Marking should have an impact :

- Be informative (a simple good, sticker, tick or cross doesn't contribute to progress)
- Be encouraging (correcting every single mistake can be discouraging and does not encourage editing skills)
- Make it clear where a pupil has been successful and celebrate this success.
- Give an indication of how work could be improved through a scaffolding comment or reminder prompt.
- Give an indication of next steps for learning.
- Show if verbal feedback has been given. (discussed D may show ratio)
- Be related to the age and ability of the child.
- Whenever possible involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.

At end of a piece of work focused marking will include:

A pink / green dash with a reminder / scaffolding/example prompt.

The information must be used and acted on by the children using awesome orange pen if necessary.

Where marking cannot be done in the conventional way, teachers should create opportunities for evaluation to take place through a variety of strategies including performance, displays, photos or sharing time.

Secretarial Features.

Children' should be expected to produce high standards of work and guidelines for presentation are in the school presentation policy.

Appendix A check

- September – Year R** Baseline assessments,
PESE year 6
- October -** Speech and Language link all year R and targeted year 3 pupils.
- December -** White Rose Maths years 1,3,4,5 SATS 2 and 6
Star reading assessments years 3 – 6
Year 1 phonics
- January -** Year R baseline

- End term 4 -** Star reading assessments years 3- 6
Testbase reading and SPAG
White Rose Maths years 1-6
Year 1 phonics
Year R baseline
- May -** Statutory testing in years 2 and 6.
- June -** End of year summative assessments in years 3, 4 and 5.
White Rose maths years 1,3,4,5
Star reading assessments juniors
Statutory Phonics testing year 1 & 2
- Ongoing –** End of unit assessments in Maths, English, Science and RE
Curriculum maestro statements updated after individual lessons/units of work foundation subjects
Reading benchmarking in EYFS and KS1.
Tracker updated termly
Accelerated reader star assessments each season