Assessment, Marking and Feedback Policy

Part 1 Assessment

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-
- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve all children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of achievement
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

Assessment for Learning
Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must do to help them improve.

To achieve this at Airy Hill Community Primary School we will:
- evaluate pupils learning to identify those pupils with particular needs (including those with barriers to learning and the more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are

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involved in the process
- regularly share these targets with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria (Top Tips) based upon specific, decontextualized, key learning objectives
- mark work so that it is constructive and informative in accordance with the marking and feedback policy
- incorporate both formative and summative assessment opportunities in medium and short term planning
- assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average
- Pass on assessment file to the next class teacher so children can be tracked as they progress through the school
- Use Assessment for learning strategies such as:
  - working walls
  - targets
  - success criteria
  - self and peer evaluation
  - discussion and talk
  - conditions for learning – display
  - learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Airy Hill Community Primary School will include data from:

- Statutory tests – Foundation Stage Profile and End of Key Stage Tests and Assessments
- Optional Standardised Tests at the end the Autumn, Spring and Summer Terms
- Regular writing assessments
- On going teacher assessments in all subjects on a yearly basis, including science and ICT

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

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To achieve this at Airy Hill Community Primary School we will:-
- follow the Assessment cycle and update the data on SIMS Assessment Tracker on a termly basis.
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- set cohort targets for numeracy and literacy and share information with the headteacher, assessment coordinator, SENCO, subject leaders and governors
- work with colleagues to moderate and level writing every term
- analyse data at the end of academic year to track 'value added' progress made
- pass cohort data and analysis to next teacher

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

At Airy Hill Community Primary School we will:-
- provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.

- provide end of year written report which gives information relating to progress and attainment

The assessment co-ordinator will:
- formulate the school's assessment policy in consultation with the headteacher, staff and governors
- review the policy regularly in the light of statutory requirements and the needs of the school
- provide support and guidance with assessment and keep up to date with current information
- resource school with relevant tests and update assessment cycle
- maintain the Assessment Manager Data and consult with all staff about the targets set
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school

meals, gender, vulnerable children and children from an ethnic background
- report to governors regarding the policy, statutory test results and cohort targets

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Airy Hill Community Primary School we will:
- meet termly to moderate writing assessments
- moderate work through planning and book scrutinies, feeding findings back to members of staff
- collate evidence to back up teacher assessments, such as through the use of big books in science and pitch and expectations in numeracy
- participate in moderation schemes in the Local authority for Foundation and KS1and Area Cluster meetings.

Part 2 Marking and Feedback

Outstanding Marking and Feedback;
- ✓ Should provide clear feedback to the children about their success and how they can make their work better.
- ✓ Provide feedback and feed – forward for children.
- ✓ Contain children's self-evaluation.
- ✓ Provide a record of children's progress and achievements.
- ✓ Recognises, encourages and praises effort.
- ✓ Children must be given time to improve their work following marking and feedback.
- ✓ Marking comments relate to the Learning Objective and Success Criteria
- ✓ Marking is clear and legible

The school marking symbols that teachers use in the children's books are shown in appendix 1.

Literacy

Marking in Literacy is intended to ensure that feedback leads to pupil improvement whilst keeping the workload sensible and effective. We will use two books and have two foci –
- 'Literacy Skills Book' (LSB) – will be used for day to day word and sentence level work, handwriting etc. The feedback in these books relates to the LO for that lesson and does not necessarily create a target for improvement. Unit Targets will be stuck into these books at the beginning of each unit so that they can be referred to as part of the AfL process both for pupil and teacher.
- 'Big Writing Book' (BWB) – will be used for recording all 'Big Writing' where the work is marked in more depth with reference to the APP Writing Grids and these will highlight areas for improvement for pupils ,to be included in the next piece of appropriate writing. This is the '**Feedback For Improvement**'. The APP Grids for the appropriate level of the child will be included in these books. This will also inform part of teachers AfL which can lead to follow up work in the Literacy Skills Book. The 'Big Writing Books' will be passed on every year and will therefore create a record of pupil progression throughout the school. If a BWB is completed, it will be filed in the pupils yellow folder.
- EYFS Big Yellow Books will be added to each pupils yellow folder. Pupils will start a BWB in Year 1 when they have completed EYFS.

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Numeracy

Marking in Numeracy is intended to ensure that feedback leads to pupil improvement whilst keeping the workload sensible and effective.

- Non-statutory assessment will take place at the end of each term. Statutory assessment will take place at the end of Year 2 and Year 6.
- Teachers will develop 'Spider Diagrams' for each new maths unit from the learning objectives in the Abacus Evolve Numeracy scheme. The 'Spider Diagrams' will be stuck into the class Numeracy book and used to support self assessment and target time. The child will annotate the 'Spider Diagrams' when they self assess.
- APP in maths will be recorded on a group record sheet. The teacher will look for assessment opportunities by cross referencing the 'Spider Diagram' learning objectives with the APP grids. Within the Numeracy lesson, the teacher will work with a group to monitor and assess at their level.
- Testbase will provide extra evidence to support daily work in their books. A maths targets sheet will provide evidence of coverage.

Assessment and Recording of Foundation Subjects
- Teachers will create a 2 year curriculum plan which includes outline detail for each curriculum area.
- A Class termly medium term plan is created with reference to National Curriculum coverage and possible activities. This is to be done with reference to the Class Recording and Assessment file to ensure curriculum coverage and progression.
- Weekly plans to be shared with any support staff as appropriate on Mondays during assembly time when HT takes whole school assembly.
- Subject Key Skills Grid and Breadth of Study Grid to be updated as appropriate. This to be done electronically (colour coded number to indicate in which year it was covered ie 1,2,3,4,5,or6) and an updated hard copy to be inserted in file at end of year.
- Pupil Level Descriptors to be updated as appropriate – these will be referred to when writing Pupil Reports to Parents at end of year; again to be updated electronically and a hard copy to be inserted in file at end of year.
- Updated Assessment and Recording Folder to be passed on to next class teacher in July. An electronic Class folder will be created and maintained within the Assessment and Recording Folder on Server.

- Literacy (Writing, Reading and Speaking and Listening) and Numeracy APP Grids to be kept in a separate file. These are to be updated as appropriate and passed on to the next teacher in July.

Signed _____ Chair of Governors

Signed _____ Headteacher

January 2015

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