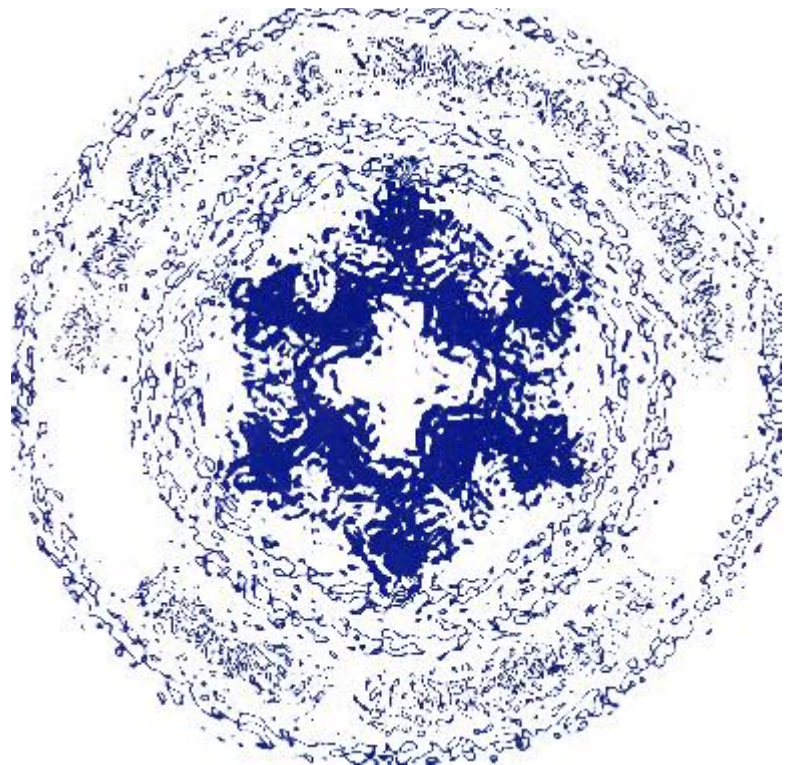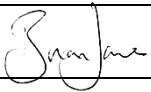# St Mary's Church of England Primary School

Assessment and Feedback Policy

Author (s)	Senior Leadership Team amended – KJ and DB	Date	May 2021
Signed Headteacher		Review	May 2023
Signed Chair of Governors		Committee Review	Curriculum

Our approach to assessment and feedback for our pupils is grounded in research and influenced by the significant move to online provision throughout school. We have grounded our recent thinking about assessment and feedback on research pulling together good practice based on Rosenshines' Principles, research from the Education Endowment Foundation, The Prince's Teaching Institute and The Chartered College of Teaching. Some of the research journals are linked below.

https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/

https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook

https://my.chartered.college/2020/04/assessment-and-feedback-in-an-online-context-self-assessment/

https://impact.chartered.college/article/using-peer-assessment-effective-learning-strategy-classroom/

The cycle of assessment and feedback is grounded in the approach we take based on Rosenshine's Principles of Instruction.

'**Specific, regular, dynamic and supportive**'

Conditions and strategies helpful for effective feedback to take place:

Conditions for Effective Feedback	How they can be Fulfilled
Children understand the learning objective/success criteria	- Children agree the LO at an introductory point of the lesson - Children help construct the SC, using them to know what should/could be included in their work, discuss ways to improve and **'magpie'** ideas
Children are given time to compare their performance with the LO and SC which will be in the form of a question or objective statement	- Children can articulate their understanding of the task with peers and those supporting learning **Mid Lesson stops (pitstops to look at each others' work) to enable children to analyse random examples for success, improvement and to magpie ideas** - Teacher interaction enables pupils to focus on how they are doing in relation to the LO and SC
Children are given opportunities to edit and improve work Time given to respond to feedback	- Feedback from teachers prompts children to edit and improve **Review and improvement is a constant activity** - Children work cooperatively to improve - Children have opportunity to self improve work **Time in lessons is allocated to respond to feedback**

Expectations:

Planning and Teaching Links

- Learning objective/question communicated and explained in age appropriate vocabulary.
- Success criteria formulated with the class/group where necessary
- Work assessed by individuals, pairs or teacher against the success criteria.
- Non-negotiables are not part of success criteria but are high expectations eg punctuation, spelling of tricky words, handwriting and sentence construction.

Editing and Peer Assessment Ideas

- Before editing, children can to reread their work (preferably out loud to a partner/puppet/parent...). It helps them to hear how it sounds and see whether it works.
- Regular opportunities for second chances / redrafts / redo to create excellence.
- Longer pieces of work, use a key and make improvements.
- Teaching editing throughout the learning process – must be taught through shared or whole class activities. Involve the class in editing every time you write with them.
- Above routine used when editing in pairs.
- Peer marking - Important author remains in charge of their writing, making final decisions. Pairs read one piece of work but the author controls the pen.
- Editing works well when done in pairs – it is the discussion about writing that matters!
- Editing modelled through mini plenaries throughout the lesson.
- Only ask for a total rewrite when work is to be published.

Written Feedback:

- Teacher marks in one colour...
  - **Green** picks up errors such as inaccurate spelling of tricky words, basic punctuation errors and poor sentence construction.
  - The children should use a polishing pen/pencil to respond to comments and edit their work. A different colour to their original writing so the improvements are clearly seen.
  - Teachers mark against the success criteria.

  - Children will be praised, for example, "The use of this adjective was really effective" or "that's a powerful idea and is going to make the reader really think hard". This type of praise helps the child to know what to do again.
  - Use sparingly – "You are clever/super" or "Wow!" "Fab!" "Brilliant work!" If every time the child is told they are "Awesome" they don't see a reason to make any changes/improve/develop.
  - At least one peer assessment a week.
  - Appropriate response time should be planned for children.
    (DIRT - Dedicated improvement, reflection time)
  - Recognition (tick and/or initials) from adults that the improvement has been made.

  - Mastery - Marking will, where possible, allow children to explore mastery skills, we have developed a series of stickers, typically in maths, where pupils identify the mastery skill via a sticker and respond to the challenge.

  - Next Step - Staff are encouraged strongly to provide next step marking wherever possible and ensure that subsequent teaching sessions allow response tasks to take place before moving to the next teaching point. (in depth marking should be about once a week)

- o Rewarding whilst marking – In addition, Merit Points and 'Dojos' are given to pupils alongside verbal praise to improve communication with parents as part of the behaviour policy. Pupils may be given Dojos to support the marking process and acknowledging achievement. Please see Behaviour Policy for more details.

- o Where it is appropriate, we provide whole class and group feedback both verbally and in written form. This feedback may be given by the teacher or teaching assistant to support next steps.

Examples of effective marking:

There are three types of closing the gap prompts:

Reminder Prompt

Draws the learners' attention back to the learning intention.

E.g. Say more about…
E.g. Explain why you think this…

Scaffold Prompt

Draws the learners' attention back to the learning intention.

E.g. A question – Can you explain why… more about…?
E.g. A directive – Please check you answers by …
E.g. An unfinished sentence – Suddenly the fierce tiger… The colours in the flag are…
6+4=10 so 4+?=10

Example Prompt

Make suggestions, offer information, give a range of possible answers to choose from.

E.g. Choose one of these statements and/or create one of your own:
George was unlucky because he tipped over Grandma's medicine before she drank it all.
OR
George had a lot of bad luck, particularly when he tipped over Grandma's medicine before she had finished it.

E.g. Choose an adjective to describe the fire in your story – roaring, raging, flaming…

Appendix 1 - Exemplar Marking:

buy

Meetings

Nose

As a school councillors we have to decide how to raise money and organise fun days for the school. We have helped the school to raise money to by equipment for playtime. Meeting are held on Thursdays with Miss Cheetham. We make important decisions. We organised Red nose Day and a non-uniform day. All the school councillors have lunch time duties.

Our classmates decide who will be voted for councillor. Each class votes for a girl and a boy.

CI   *We have helped the school to raise money to **buy** equipment for playtime.*

***Meetings** are held on Thursdays with Miss Cheetham.*

☺

Well done you improved your work and met your objective!

Appendix 2 - Monitoring:

Book Check Success Criteria Focus	Requires Improvement (3)	Good (2)	Outstanding (1)
F1 **Literacy across the curriculum**	Marking for Literacy is evident in exercise books and grammar, spelling and punctuation are commented upon. There may be sparse evidence of the use of the school's Literacy Marking Code.	Marking for Literacy is clearly evident. There is some evidence of the use of the school's Marking Codes.	Marking for Literacy and reviewing errors is clearly evident in work. The school's guidelines on marking for Literacy are used consistently and subject-specific vocabulary is acknowledged.
F2 **Timely Feedback**	Work is marked within the agreed period.	Work is marked within the agreed period and there is at least one example of marking in detail (see F4) within the agreed period of time.	Work is marked within the agreed period and there are several examples of marking in detail within the agreed period of time.
F3 **Home Learning**	Home work is set and unmarked or ticked.	Children clearly benefit from feedback which provides next steps.	Marking of homework provides useful dialogue between pupil and staff.
F4 **Next Step Marking**	There are examples of written feedback which also include praise and may suggest areas for improvement. Comments may be brief or generic/unspecific.	Feedback it is written in a clear and constructive manner. Learners are praised for their work and are challenged where work is deemed inadequate. Teacher comments may question understanding of concepts.	Feedback is written in a clear and constructive manner. Teacher feedback allows progress to be seen in response to comments; there is evidence of learners acting on feedback in order to demonstrate progress. Learner responses are well-thought out and evident in the vast majority of books.
F5 **Verbal Feedback supports learning**	Verbal feedback is evidenced in learners' work through the use of the school stamp.	Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback.	Verbal feedback is evidenced in learners' work and there is evidence that learners respond to the verbal feedback. There is evidence that learners clearly know where to go in their next stage of learning as a result of verbal feedback.
F6 **Pupil engagement in assessment**	Superficial peer- and self-assessment may be evident is learners' books/work.	Peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning.	Peer and self-assessment are evident in learners' work and as a result, learners can evidence that they clearly know where to go in their next stage of learning. Learners are able to evidence that they respond to their peers' feedback
F7 **Pride in work**	Little evidence that presentation and organisation are rewarded/challenged.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate.	Presentation and organisation are rewarded/challenged and there is evidence that work improves, where presentation and organisation were previously inadequate. Learners clearly take pride in how work is presented.

Regular monitoring of a cross section of books will be conducted on a regular basis and staff will be given feedback on the quality of feedback linked to the above criteria. This may also occur informally during class drop ins, observations as well as in INSET/PDMs .

Evidence of Monitoring may include photographing examples of children's work.

Key Principles:

Marking of children's work is a fundamental part of the process of teaching and learning in school. It is an essential part of the assessment process and ensuring children make progress.

Principles:

- Children have the right to feedback on their achievements and to be given advice for the future learning
- Feedback informs all participants in the learning process and feeds into the next cycle of planning
- Regular marking keeps the teacher well informed about children's needs within the class and is essential in raising standards
- Quality feedback ensures pupils take actions and ensures a visible record of a child's progress over time
- Teacher/pupil dialogue ensures pupils respond to advice and progress in their learning
- Feedback values children's work and celebrates achievement
- Feedback identifies

Assessment

Regular formative assessment of our pupils is integral to our teaching pedagogy. We also support this with summative assessment.

This includes:

- Moderated observations within the Early Years
- Statutory assessment eg Y1,2,4,6
- Unit and termly assessments in English and Mathematics
- End of Term assessments using
  Phonics Assessments – Read Write Inc.
  Headstart and White Rose in Mathematics
  Rising Stars – English Comprehension
  Schonell Spelling Ages and Assessments
  Grammar and Punctuation Assessment – Rising Stars
  Unit Assessments for History/Geography
  Moderated Writing Assessment – TA

  We may use other assessment materials from time to time depending on the individual needs of the pupil.

  We use Scholarpack to collate and analyse our pupil data which is followed up with termly Pupil Progress Meetings.