

All Saints' CE VC Infant School

'Building the bridge to success'



Assessment, Marking and Feedback Policy

(to be read in conjunction with the Learning and Teaching Policy)

The Governing Body of All Saints' CE VC Infant School adopted this policy on 11 March 2015. It will review it in July 2016.

All Saints' CE VC Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and the well-being of every young person are paramount. All children have equal access to all aspects of the school curriculum regardless of gender, race, religion or ability. Our Christian values of Respect, Responsibility, Friendship and Forgiveness underpin every aspect of school life.

RATIONALE

At All Saints' CE VC Infant School we aim to ensure that each pupil achieves their potential in all areas of the curriculum, and that they leave the school as independent, confident learners with the skills and knowledge they will need to continue on their journey in education and later in the wider world.

Therefore, pupils need to know, on a regular basis, where they are succeeding in school and what their next steps for development are. Teachers need to know how effective they are in developing their pupils' understanding and skills. Parents have the right to know how well their children are progressing and developing.

AIMS

At All Saints' CE VC Infant School we believe that assessment underpins every aspect of learning.

We aim to provide marking, feedback and dialogue of a consistently high quality to ensure that pupils understand, in detail, the strengths of their work and how to improve it. Effective assessment should be systematic and embedded in learning and teaching to enable all pupils to make excellent progress.

Pupil progress is recorded consistently and systematically and records are used to track pupil progress to identify strengths and areas for development. This information informs our planning. Data is analysed to identify progress of individuals and groups of pupils and to inform areas for improvement and where short term intervention measures may be necessary.

ASSESSMENT PROCEDURES

Teachers, teaching assistants and pupils are all actively involved in the assessment process and this information is shared regularly with parents, carers and governors.

Our procedures are outlined as follows:

Daily:

KS1

- Continuous Assessment for Learning (AfL) e.g. questioning, observations, feedback and marking take place both during and after sessions, enabling the teacher to address any misconceptions and move learning on rapidly.
- There are frequent opportunities for talk for learning and time spent reviewing key learning points and how these link to prior and future learning (during plenaries and 'Tell me time')
- During the guided group sessions, teachers and teaching assistants provide valuable feedback so that children can improve their work during this time. Verbal feedback will be indicated by 'VF' in the book and therefore response to this feedback should be seen in the child's work from this point.
- If marking writing and maths after the session, teachers use 2 stars and a wish in Years 1 and 2 for guided or independent work directed by the teacher. This highlights the strengths of the piece of work (stars) and gives an area for future development (a wish) against the success criteria. Marking symbols may be used rather than words so that the children clearly understand (see attached). Some work will have a written comment, identifying strengths and next steps. Children may be asked to do a short task to improve a section of their work or the teacher will expect to see the improvement in the next piece of work.
- Self-assessment within sessions - The children in Y1 are encouraged to show traffic light cards to evaluate their learning. Green suggests that they understand, amber that they are nearly there but need more practice and red indicates that they feel that they need more support to understand. Children in Y2 may also colour in traffic lights in their own books against the success criteria (WILF) to indicate learning.
- In Year 2, some lessons may involve 'self' or 'peer' marking where children determine their own stars and wishes for a piece of completed work. They may be asked to find and highlight strengths and areas for development – 'Go Green' and 'Think Pink'.

EYFS

- Continuous Assessment for Learning (AfL) e.g. questioning, feedback and observations take place throughout the day which are responded to, where possible, at the time in order to move learning forward.
- Tell Me Time takes place at least twice a day; this provides opportunities for talk for learning which links to prior and future learning (verbal version of the 'two stars and a wish' used in KS1)
- Key points from adult-led whole class sessions eg Little Big Maths and Phonics are noted within planning and used to inform future planning.
- During the guided group sessions, teachers and teaching assistants/nursery nurses provide valuable feedback so that children can improve their work during this time.
- Marking of adult focus activities in maths is in the form of handwritten notes which detail what the child did, the level of support needed and their next steps which are discussed with the children. In FS2, children start to write in books during the Autumn term and teachers will add written comments, indicating the level of support a child needed and commenting on strengths/areas for development as appropriate.

Weekly/Fortnightly:

KS1

- Children are continuously assessed against their own personal learning targets which are attached to the cover of their writing and maths books or in a Guided Reading folder. These are assessment grids written in 'I can', child-friendly statements. Teachers indicate with ticks/dates when targets are achieved.
- Judgements made about progress in reading are made during both guided reading sessions (at least twice a week) and individual reading time (at least once per week). Strengths and areas for development are noted in a home school reading record so that a dialogue can develop between parents / carers and school staff. Separate records about guided reading are also kept by the teacher.

EYFS

- Observations made during the week are collated in the children's Learning Journeys and referenced against the Development Matters statements and used to identify next steps in learning.
- Judgements made about progress in reading are made during both guided reading sessions (once a week) and individual reading time (at least once per week). Strengths and areas for development are noted in a home school reading record so that a dialogue can develop between parents/carers and school staff. Separate records about guided reading are also kept by the teacher.

Half Termly:

KS1

- Teachers assess children (KS1) in reading, phonics, writing and maths on a half termly basis and make a judgement. Evidence is taken from a range of sources including books, observations and discussions with pupils. This data is entered into a whole school data tracking system (O-track) which allows teachers and the School Leadership team to get a clear picture about how much progress pupils are making toward their own personal end of year target. It also clearly identifies pupils who may require some intervention strategies to be put in place to address underachievement. Science is assessed termly and recorded on individual sheets for each child.
- Foundation subjects are assessed according to subject specific criteria. Levels are recorded on whole class sheets that are kept in assessment files. A copy is also given to the subject leader in school.

EYFS

- Teachers' continual assessment of children in phonics is recorded half termly on a tracking grid which gives a clear picture about how much progress pupils are making.

Termly:

KS1

- All teachers meet with the Maths and English leads plus the SENCo in Pupil Performance Meetings where individual pupils' progress and attainment are scrutinised.
- Termly Parent/Carer Evenings are offered in Autumn and Spring in Year 1 and 2, with an opportunity to discuss the end of year report in the Summer term if parents wish to do so.

EYFS

- Teachers assess children in all areas of the Foundation Stage, from evidence taken from a range of sources including long and short observations, discussions with pupils and work in their writing book (as appropriate during the year). This data is entered into a whole school data tracking system (O-track) which allows teachers and the School Leadership team to get a clear picture about how much progress pupils are making toward the Early Learning Goals. It also clearly identifies pupils who may require some intervention strategies to be put in place to address underachievement.
- All teachers meet with the Maths and English leads plus the SENCo in Pupil Performance Meetings where individual pupils' progress and attainment are scrutinised.

- Termly Parent Evenings are offered in the Autumn and Spring Term, with an opportunity to discuss the end of year report in the Summer term if parents wish to do so.

Yearly:

KS1 – statutory assessments. Summaries of these become available on-line as part of the Ofsted Data Dashboard (see link on our website)

- End of Key Stage Assessment tasks and tests take place in the Summer term for children in Year 2. Outcomes are reported to parents/carers at the end of the Summer term and shared with the Junior school.
- Year 1 national Phonics Screening Test takes place in the Summer term. Outcomes are reported to parents/carers at the end of the Summer term and shared with next year's Y2 teachers.

EYFS

- Assessments are made against the Early Learning Goals at the end of FS2 and this information is shared with parents and Y1 staff. **These are statutory assessments and comparisons can be made of summaries of these with local authority and national data.**
- FS2 staff report to Year 1 teachers with regards to children's preferred learning styles and this year will not only pass on the Development Matters records, as with previous years, but also will look at starting points for the National Curriculum with the Y1 teachers.

GUIDELINES FOR ASSESSMENT

Planning for assessment

- A yearly assessment timetable ensures balanced, fair and consistent opportunities for assessment
- Our tracking system allows pupil progress to be monitored through the school
- Key objectives for assessment are identified in medium term plans for all subjects
- Marking and feedback against success criteria ensure teachers evaluate outcomes and determine next steps. Teachers use this information to inform planning

Pupil involvement in learning and assessment

- Learning objectives are shared with the children (WALTs) in every teacher-led session so that they are clear about the intended learning that will take place
- Success criteria (WILFs) are shared with children in every guided group session so that they are clear about all of the things they need to do in order to achieve the learning objective
- Individual targets are shared with pupils and are evident in their maths/writing books

Consistency in standards

- Subject leaders and the Assessment Co-ordinator monitor assessment records.
- Subject leaders carry out book and planning scrutinies and pupil interviews, as outlined in the monitoring timetable set by the Head teacher.
- Subject leaders maintain their subject portfolios to provide evidence of attainment and progress in their subjects.
- Class teachers meet half termly to moderate judgements made about National Curriculum levels in reading, writing and maths. Moderation also takes place between our school and neighbouring primary/infant schools to ensure consistency. EYFS staff moderate judgements against Development Matters each term. Moderation also takes place with other schools and settings.
- All assessments are contained in a class assessment file. EYFS assessments are recorded in a child's Learning Journey.

RECORD KEEPING

Assessment uses a common agreed system of recording. Records will be maintained for all pupils in each subject in a class assessment folder. EYFS record children's progress against the statements in Development Matters for all areas of learning.

Details of pupils' progress and attainment are recorded on a half-termly basis in phonics, reading, writing and maths using O-track. These records are then used to inform the end of year report and termly target setting.

In the EYFS Development Matters record sheets are updated at the end of each term.

REPORTING

- Each parent/ carer will receive one full written report each year, detailing their child's progress throughout the core curriculum, clearly indicating targets for improvement. In the foundation subjects, teachers will comment on each child's knowledge and understanding, quality of work, attitude to learning and progress, indicating whether it is 'emerging', 'expected' or 'exceeding' that which is expected for a child their age.
- Parents/carers of Nursery children will receive an end of year written report, detailing at what age and stage of development in each area of learning their child is at. Parents of children in FS2 will receive a written report at the end of the year based on the EYFS Profile. This report will be discussed at a parents meeting in the Summer Term.
- Parent Interviews in the Autumn and Spring terms provide an interim opportunity to review progress and share targets.

USE OF DATA IN THE TRANSFER PROCEDURE

When children transfer from one setting to another, or across classes, appropriate records need to be forwarded. This information varies at all levels and is listed below:

From All Saints' Nursery, other nurseries and pre-schools to All Saints' CE VC Infant School:

- Evidence of pupil attainment through Development Matters
- The child's learning journey from their previous setting
- Liaison between pre-school settings and FS2 teachers regarding each individual pupil's needs.

From one year group to another:

- Individual pupil reports for past and current year
- Foundation subjects and science assessment tracking sheets
- Latest writing and maths books
- Relevant SEN documents (Termly Support Plans/professional reports etc)
- O-track data for reading, writing, phonics and maths
- Big Maths/Little Big Maths summary data
- From EY to KS1 – a copy of each child's Development Matters statements/achievement regarding Early Learning Goals and report on learning styles

From All Saints' Infant School to parallel settings / junior school:

- Personal details and assessment data sent by common transfer form
- Current work books
- Reading information regarding book bands
- Individual pupil reports for past and current year
- Relevant SEN documents (Termly Support Plans/professional reports etc)

FEEDBACK AND MARKING

At All Saints' CE VC Infant School, we believe that effective feedback, which is specific, accurate and clear, is a key factor in supporting children to make progress with their work. The best feedback is that given when the child is undertaking a task, as it allows suggestions for improvements to be acted on straight away. We consider that the purposes of marking are to:

- Value and reward pupils efforts and achievements and thereby encourage and motivate them
- Aid pupils accuracy and extend their understanding
- Help pupils to set and meet development targets
- Monitor how far learning objectives are being met and identify next steps in learning
- Evaluate teaching and learning, to inform planning in order to raise standards

Marking should take place at the end of each school day so that children receive prompt feedback. Within a group activity, the adult can build in time for discussion with the children. Although teachers should plan to work with specific groups of children within each session, and indicate this on planning, they should also ensure that they briefly check on children who are working independently to give feedback on their work and provide support, if necessary, to enable all children to make progress during every session.

Children will be involved in the marking process and encouraged to begin to evaluate and correct their work.

Further details of feedback and marking are in Appendix I.

APPENDIX I – FEEDBACK AND MARKING

FEEDBACK

Effective feedback should:

- Focus on what is being learnt (the learning intention) and how pupils should go about it (success criteria)
- Happen as the pupil is doing the learning
- Provide information on how and why the pupil has or has not met the criteria
- Provide strategies to help the pupil improve

Feedback can be **evaluative** or **descriptive**.

Evaluative feedback involves a judgement by the teacher or TA. ‘You read really well.’ This can make pupils feel good about themselves but if a child is told something is not good enough, this leads to low self-esteem and the thought that he/she will never be able to succeed.

Descriptive feedback:

- Focuses on success criteria and makes specific reference to the pupil’s achievement
- Looks towards improvement

‘The way you have described the troll is really good because you used these adjectives – huge, angry, hairy. Do you think you could describe how he moved now? At the moment you have put that he “went to the bridge”.’

How we provide suggestions for improvement is critical in ‘closing the gap’ for pupils: we need to consider feedback prompts.

Types of descriptive feedback prompt

Shirley Clarke (2003) suggests three types of prompt for providing feedback, depending on the needs of the pupil:

- Reminder prompts
 - How could you make the description of the troll more interesting?
 - Remember the strategy for adding two numbers in your head.
- Scaffold prompts
 - Why don’t you try using a simile to describe how quickly the boy ran away?
- Example prompts
 - Why don’t you use a simile to describe how the boy runs? I’ve got one to start you off: ‘The boy ran as fast as a runaway horse’.

Involving pupils in the learning process

It may be appropriate to ask the pupil what support he/she needs. 'Is that enough, or do you need an example?'

Check that the feedback you have given is enough:

- Do you know what to do next?
- Is that enough help?
- What will you do if you get stuck again?

Feedback sandwich

1. Positive comment/Explanation of how to improve/Positive comment
2. Contextual comment 'I liked.....because...../ Now/next time try...../Interactive statement e.g. a question based on the child's work

Time and follow-up

- Allow time for child to act on feedback and make improvements
- Check that this is happening and praise for improvement attempts

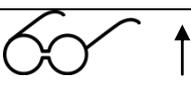
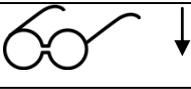
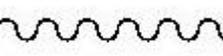
MARKING

Symbols are used to indicate the level of support given to pupils during each activity, as follows:

- ' I ' : To indicate that work was completed independently
- ' T ' : To indicate that the work was undertaken as part of a guided session led by a teacher
- ' A ' : To indicate that the work was undertaken as part of a guided session led by a TA or other adult

Literacy and Mathematics

- When marking, teachers should identify 'two stars and a wish': aspects of the work that have met the criteria (stars) and a target for development (wish).
- Symbols will be used to represent different aspects of writing, as indicated below.
- Additional symbols for maths appear below the table.

Marking Symbol	Meaning
CL	Use capital letters
•	Use full stops
	Sound out carefully to spell
	Use finger spaces between words
HW	Improve your handwriting
Sp _____ (UNDERLINE INCORRECT SPELLING)	Check your spellings
//	New paragraph needed
	Make letters bigger
	Make letters smaller
 (UNDERLINE INCORRECT GRAMMAR)	Check your grammar
	Too short! Please write more.

Maths

- ✓ : To indicate correct answer
- . : To indicate incorrect answer
- : Next to an incorrect response to enable children to record another attempt at the answer