

## Assessment and Feedback Policy

At The Bishops' we believe it is important that assessment and feedback is constructive, enabling children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do. Research has shown that consistent and effective marking has a significant impact on raising achievement.

### 1. Assessment is at the heart of teaching and learning

- a) Assessment provides evidence to guide teaching and learning.
- b) Assessment provides the opportunity for students to demonstrate and review their progress and is shared with the pupils.
- c) Assessment celebrate pupils' learning, recognising their achievements.
- d) Assessment needs to be frequent, immediate and supportive.

### 2. Assessment is fair

- a) Assessment is inclusive of all abilities and the age of the pupils.
- b) Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
- c) Assessment is consistent and clear for all pupils to understand.

### 3. Assessment is honest

- a) Assessment outcomes are used in ways that minimise undesirable effects.
- b) Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c) Assessment judgements are moderated by experienced professionals to ensure their accuracy.
- d) Assessment gives the children a clear idea of how far they have come in their learning and what they need to learn next.

### 4. Assessment is ambitious

- a) Assessment places achievement in context against nationally standardised criteria and expected standards.
- b) Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c) Assessment objectives set high expectations for all learners.

### 5. Assessment is appropriate

- a) The purpose of any assessment process should be clearly stated.
- b) Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c) Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d) Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

### 6. Assessment is consistent

- a) Judgements are formed according to common principles.
- b) The results are readily understandable by third parties.
- c) A school's results are capable of comparison with other schools, both locally and nationally.

### 7. Assessment outcomes provide meaningful and understandable information for:

- a) pupils in developing their learning;
- b) parents in supporting children with their learning;
- c) teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- d) school leaders and governors in planning and allocating resources; and
- e) government and agents of government.

### 8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved

## Our Approach to Assessment

- the process of assessment and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child;
- assessment and feedback is the dialogue that takes place between teacher and pupil, usually while the task is still being completed;
- marking should always relate to the lesson objective and, where appropriate, the child's own personal learning targets;
- verbal feedback should be appropriate to the age and ability of the child, and may vary across year groups and key stages;
- feedback will focus on only one or two key areas for improvement at any one time;
- teachers should aim to promote children's self-assessment by linking assessment and feedback into a wider process of engaging the child in his or her own learning. This includes **sharing the learning objectives and the success criteria for the task right from the outset**;
- whenever possible, assessment and feedback should involve the child directly; the younger the child, the more important it is that the feedback is oral and immediate;
- marking should be constructive and formative;
- all staff are regularly trained in our approach to assessment;
- we have a senior leader who is responsible for assessment

## Our Method of Assessment

- assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning;
- we also use the outcomes of assessment to check and support our teaching standards and help us improve;
- through working with other schools and using external tests and assessments, we will compare our performance with that of other schools;
- we assess pupils against assessment criteria, using the National Framework, Target Tracker statements which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do;
- the achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year
  - Teachers use their '**marking outcomes**' sheet to highlight the support that children need. This can be filled out during a lesson when working with a specific group, after a discussion with a TA who is working with a group or when looking through the books of those children who worked independently.
  - The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
  - Quality feedback is vital for effective assessment. It shows where children have been successful in their learning and identifies one specific improvement that will help 'close the gap' between their current understanding and full understanding of the "I can" statement.
  - All learners **must** understand how well they have achieved the learning objective. Adults will use a colour coded system to demonstrate this (see below star stamps)
  - **All learning** is to be stamped. This includes the learning for the children working with an adult (this learning is to be stamped during the lesson)
  - In Key Stage 1 learning objectives will be pre-printed on stickers, in Key Stage 2 children will write the objective as agreed in the subject specific '**Core Values**' documents.
  -  A blue star indicates full understanding of the learning objective
  -  A red star indicates the need for further understanding. This will also be ticked and dated when the barrier to learning has been actioned – either through Verbal Feedback or Intervention.

- Each piece of work must indicate whether the pupil has worked independently, with the teacher or with a teaching assistant.
- A green smiley face =  Worked with a teacher. Adult to initial at end of completed learning.
- A blue smiley face =  Worked with another adult (TA). Adult to initial at end of completed learning.
- A red smiley face =  Worked in a group or pair without an adult
- When Self or Peer marking, ticks are a normal indication that a particular item is correct, for example, a mathematical calculation, or a correct spelling in a test.
- When appropriate, children may review and mark their own or another child's work, but this should be with the **learning intention and success criteria** for the work clearly in mind, and involve peer discussion. The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own. Children should also be given time within a lesson to 'check and fix' their work before finishing. This will support teacher's assessment as unnecessary feedback shouldn't be given.
- Children should be encouraged to self-assess their starting points at the beginning of a lesson, re-assess their progress during, and at the end of a lesson (see below symbols). This process of self-assessment ahead of final marking should be completed using a **shared success criteria**. These criteria will be displayed at the start of each lesson and can remind children of their learning targets, or suggest common checks to perform (e.g. capital letters). This helps the children to self-reflect at each step of the learning process.
- At the end of each lesson children will indicate their perceived progress towards the learning intention by marking one of the below symbols next to it.  
✓ = Indicates full understanding    • = indicates partial understanding    x = limited understanding
- Teachers will use a **green pen** to draw attention to errors within a piece of work and this will be used sparingly and only where the child will benefit.
- A stamp will be placed at the bottom of a piece of work to indicate that it has been read and assessed. This stamp will highlight the achievements of the pupil and praise their efforts where appropriate. This will appear like this:



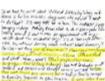
My teacher always checks and stamps my learning. The blue star means I have met the Learning Objective but my teacher may have made some minor corrections.



When I see a red stamp in my book, my teacher is still pleased with me but they want to talk to me about my learning (teachers to record on DM sheet).



- Any feedback given during a lesson to a child who was working independently will be noted in the book as 'VF' (verbal feedback) to show that support was given during the lesson.
- 'SP' in the margin with wiggly line under the word to be corrected for spelling (limit to 3 that are relevant to that child). These should be written underneath the child's learning so that they can be practised x 3. There should be a focus on high frequency words or words with common spelling patterns.
- Teachers will use a Yellow highlighter to indicate to the child one part of their work that is 'super amazing'



When I see that my teacher has highlighted some of my work in yellow, I know that my learning is super amazing.

- When a piece of work has really impressed, it will be marked with a 'Gold Effort' stamp and the child may choose another adult with whom they would like to share their learning.



When I have really impressed my teacher with my efforts, they put a "gold effort" stamp in my book and I may choose another adult to share my learning with.

### Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a written report and 2 termly meetings with parents. Parents and pupils will receive rich, qualitative profiles of what has been achieved and indications of what they need to do next
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

### Additional information - Group work

- Effective differentiation – During a lesson the adults will work with their 'adult-led group' but in addition to this they will check the other groups too in short intervals. Verbal feedback 'VF' may be carried out at this time.
- If the 'independent groups' are finding the learning 'tricky' or have misconceptions then the class teacher will stop for a 'pit stop' to address these.
- Clear, concise and effective modelling at the beginning of the lesson combined with activities pitched at an appropriate level ensure children can work independently.
- A selection of learning aids and resources both on the child's table and on learning walls will aid this.
- Independent work should not be considered a holding activity and not make 'easier' to accommodate unsupported learning.

Any child that has not completed the work correctly has a 'top-up' session in the afternoon with a TA.

Last Updated: **20 March 2018**

Annex:

Page 5 – The Bishops' Church of England Learning Academy Assessment Poster (for display in all Classrooms)

Page 6 – Distance Marking Outcomes Sheet

## The Bishops' C of E Learning Academy



When I work with a teacher, I draw a **green** smiley face in my book. I get feedback during the lesson in **green pen**.



When I work with another adult, I draw a **blue** smiley face in my book. I get feedback during the lesson in **blue pen**.



When I work in a group or pair without an adult, I draw a **red** smiley face. My teacher checks and stamps my book.



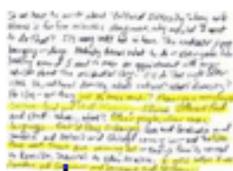
My teacher always checks and stamps my learning. The blue star means I have met the Learning Objective but my teacher may have made some minor corrections.



When I see a red stamp in my book, my teacher is still pleased with me but they want to talk to me about my learning (teachers to record on DM sheet).



An adult has spoken to me about my learning



When I see that my teacher has highlighted some of my work **in yellow**, I know that my learning is super amazing.



When I have really impressed my teacher with my efforts, they put a "gold effort" stamp in my book and I may choose another adult to share my learning with.

Week beginning:

Day	Genre: <b>English</b>	Unit of Work: <b>Maths</b>	Topic/Subject <b>Other</b>
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

**Presentation of work**

We expect all staff to encourage children to aim for a high standard of presentation by following these guidelines.

- Where appropriate, depending on the age and need of the child, all work should be dated and titled with LO as title and this should be underlined. Titles start at the margin. Children should underline in pencil, pen as directed by the teacher.
- In maths, from Year 1 onwards, work should be set out using the squares i.e. one digit per square and numbering should be consistent with the set exercise.
- Written work should be done in pencil or pen – as provided by the school. **Children should not use biros or multi-coloured pens unless directed to do so.** Children who demonstrate that they can join their writing consistently, at the discretion of the class teacher, should use pen for all writing. We recognise that one type of pen is not suitable for all children.
- Diagrams in science books should be in pencil and should always be labelled.
- There should be no drawing / doodling on or in any exercise book.
- The use of rubbers should be discouraged, and children should be encouraged to use a neat line through a mistake.
- Children should be given time to correct errors made or respond to teachers' marking in e.g. maths when they get their work back. Repeated / selected spelling mistakes should also be corrected in the same way. The use of wordbooks, dictionaries and thesauri should be encouraged to enable the child to correct their own mistakes. Teachers may feel that individual spelling books for practising corrects maybe appropriate.
- Handwriting should be in line with school policy. Letters should be even with clear ascenders and descenders, and letters joined. All staff handwriting should serve as a model of good practice for pupils and reflect the agreed handwriting policy.
- If paper is used, the appropriate size for the task should be chosen so the child is not put off the task to begin with or paper is not wasted.

## How we can ensure that we have consistent quality

- We need to look at the learning tasks we are setting. We need to think about PROCESS, CONTENT and PRESENTATION.
- Be specific in the aim of the learning task. The teacher must also be clear about what they expect of the child/group. **Children must be clear of the learning objective.** They should be written on the board in 'child friendly' language at the start of each lesson and be given verbally early into the lesson and throughout. Be aware that writing these objectives out is not always the best use of time for children with special needs or younger children.
- Learning tasks need to be set at the right level for each child. Will they stretch the child or are they open ended so they can be extended for the more able? Is the child going to be able to complete the learning and so gain a sense of achievement?
- We need to improve self discipline by demanding that learning set are completed. We should have high expectations of all the children, especially the more able. The learning of multiplication tables and other homework should always be completed. Incomplete learning should be challenged and dealt with appropriate e.g. child owes learning time or learning is sent home to complete.
- We should not accept work of an inferior standard. This can be done in many ways but we need to make more use of the children's own evaluation of their work.
- Use our agreed school Marking and Feedback policy when we conference with children or check work. Children need to know their work is valued – we do not want to destroy morale.
- Time should be taken with display. It reflects what you think of the children's work and the value you put on it. Pieces should be mounted and marked clearly with the child's name.
- Promote / teach the correct use of equipment – including getting out and putting away. Have strategies for dealing with misuse that the children are well aware of.
- As teachers we should have planned for individual needs and be well prepared. All the materials needed should be available at the start of each lesson.