



HUNTINGTON PRIMARY ACADEMY

ASSESSMENT FOR LEARNING, MARKING AND FEEDBACK POLICY

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|---------------------------------------|---|
| Signature of Chair of Trustees | <i>Paul Gething</i> |
| Signature of Headteacher | <i>Kim Bailey</i> |
| Date Approved by Trustees | Curriculum & Standards Committee 8 th March 2017 |
| Review Date | March 2020 |
| Review Period | 3 Years |

ASSESSMENT FOR LEARNING, MARKING AND FEEDBACK POLICY

Introduction

This policy has been agreed with staff and Trustees and is intended to ensure consistency across Huntington Primary Academy in terms of assessment for learning practices.

Aims and objectives

Assessment for learning is the process of finding out where learners are, where they need to go and how best to get there. Two types of assessment take place in Huntington Primary Academy: formative and summative.

Formative assessment is on-going and takes place throughout lessons and from day to day. It provides the basis of communication between the teacher and the pupil.

Summative assessment provides a 'snapshot' of what a pupil knows, understands and can do at a given point in time.

Assessment for learning should raise attainment through:

- Allowing and motivating pupils to demonstrate what they know
- Developing pupils' ability to self and peer assess
- Developing pupils' understanding of what they need to do to improve
- Informing planning for individual pupils and groups
- Tracking progress of individual pupils and groups in order to target resources /support or to evaluate interventions
- Ensuring challenge is available for all pupils

Principles and procedures for Formative Assessment

The aims will be achieved through the following practices:

1. Planning and Teaching

- Effective planning which includes learning experiences that are stimulating, varied, meaningful and challenging
- Learning Objectives (WALT- We Are Learning To) and Success Criteria, linked to end of year expectations.
- Learning Objectives and 'I can statements' are shared with pupils either on the IWB or classroom whiteboard and support and focus the assessment for learning process.

2. Questioning and Dialogue

- Whole class, group and paired dialogue should be an integral feature of lessons with 'teacher talk' kept to a minimum. All pupils are encouraged to be actively involved.
- Teachers should encourage more complex dialogue by asking open ended questions and giving time for pupils to think and respond.
- Pupils should be encouraged to be active listeners and respond to each other in discussions.

Marking needs to be effective.

3. Written Feedback (see Appendix 'A')

Teachers will not mark every piece of work in detail. These pieces of work should either be:

- i) Marked quickly with ticks and crosses and stickers or raffle tickets as rewards (NO SMILEY FACES OR COMMENTS ARE REQUIRED), **OR**
- ii) Marked at the end of the lesson by pupils or their peers using ticks and crosses, with an opportunity to make improvements.
- iii) Discussed in the lesson using 'Oral Feedback' techniques and marked with a D.
- iv) Marked and evaluated by pupils using 2 Stars and a Wish with feedback checked by the teacher.

- For certain focused pieces of work across the curriculum eg from 'Big Write' or with a particular assessment focus, the Marking Scheme, as outlined in the Marking Policy, will be used by all staff. All pupils will be expected to correct, reflect upon and improve their work.
- Increasingly the use of planned peer and self assessment, using 2 Stars and a Wish, will require the pupils to take ownership of their work and to identify both their achievements and areas for improvement. The teacher will acknowledge the pupils' evaluation of their work with appropriate comments eg 'I agree' or 'Your wish should be to put in the capital letters at the beginning of 3 first three sentences.' All marking should ensure the children's learning is moving forward.

4. Oral feedback

- The whole school system of 2 Stars and A wish may be used for oral feedback.
- Oral feedback should take place routinely and be supportive, constructive and informative.
- Supportive teacher feedback must be used as a model for peer assessment.
- As in written feedback, oral feedback needs to be linked to the success criteria.
- All teachers must ensure that they provide opportunities for regular oral feedback from adults and peers.

5. Self and Peer Assessment

- Pupils are encouraged to evaluate their own achievements and areas for improvement through whole school self or peer assessment techniques.

Principles and procedures for Summative Assessment

The aims will be achieved through the following practices:

- Attainment and progress will be measured in national standards for Foundation pupils and in National Curriculum standards.
- The Foundation Stage Profile provides an overall summative picture of what each child knows, understands and can do by the end of the Foundation Stage but is based on observations and recording throughout the year.
- Summative Assessment for Years 1 to 6 is in the form of regular assessments in reading, writing, SPAG, Maths and Science (these are bought in external tests).
- Statutory end of key stage tests will be taken by pupils in Years 2 and 6

RECORDING

Information about pupils' achievement is recorded in a variety of ways:

- Teacher records
- Pupils' workbooks
- Informal jottings, eg on weekly planning, by teachers and TA's
- Pupil tracking system 'O Track'.

REPORTING

Pupils' achievements, progress and targets are reported to:

- Pupils through oral and written feedback.
- Parents (orally) through formal parent consultation evenings 3 times per year
- Informal consultation with parents on specific issues, as the need arises.
- Annual written report.
- Colleagues through staff meetings, review meetings and informal discussions.
- SLT at Pupil Progress Meetings.
- Trustees at both Curriculum and Standards Committee and Full Board meetings.

Equal Opportunities & Inclusion

We are committed to inclusion and equality of opportunity for all pupils and staff. This policy will be applied fairly to all individuals/groups in school with reasonable adjustments made for pupils or staff with disabilities as required.

Key Personnel

ALL teaching staff, including teaching assistants, are expected to follow this policy.

Assessment Leader: ANGELA RUSSON

Monitoring and Evaluation

Is this working?

- Do work trawls/lesson observations suggest that teaching staff are applying the policy and using Assessment for Learning techniques with pupils?
- Do work trawls/observations suggest that pupils understand what they do well and what they need to do in order to improve?
- Have children been given time to carry out peer or self assessment?
- Have pupils responded to focused marking by making improvements to their work?
- Are pupils challenged to demonstrate their skills, after self or peer evaluation?
- Have 'wishes' comments made led to evident progress in children's work?
- Have staff received feedback after monitoring and evaluation?



MARKING YOUR WORK

YOUR TEACHER WILL MARK YOUR WORK USING SOME OF THE SYMBOLS BELOW AND/OR 2 STARS ** AND A WISH

| Symbol | What does it mean? | What do I need to do? |
|----------------------------------|--|---|
| // | PARAGRAPH (Your work needs paragraphs!) | Mark where the paragraphs should be in my work. |
| Sp (1) Sp (2) Sp (3) | 1-3 INCORRECT SPELLINGS | Find the correct spelling and write out 3 times. |
| Λ | WORDS, NUMBERS OR PUNCTUATION MISSING | Add the missing word, number or punctuation. |
| O | BADLY FORMED JOIN, LETTER OR NUMBER | Write out the letter or number correctly. |
| X | INCORRECT ANSWERS | Write the correct answers. |
| I | IMPROVEMENT/CORRECTION | Write 'I' when I have improved my work. |
| / | WORD NOT REQUIRED OR DOES NOT MAKE SENSE | Write a word that does make sense. |
| (D) or (D)(Peer's name) | DISCUSSED | Write D when I have talked about my work with someone else. |
| (RT) ✓ or sticker | THIS PART OF YOUR WORK WAS CORRECT | Feel proud! |
| → | HOW TO IMPROVE YOUR WORK | Improve my work. |
| IND | INDEPENDENT WORK | Feel proud! |
| WS + initials | WITH SUPPORT | Try to complete some work on your own next time! |

MAKE SURE THAT YOU IMPROVE YOUR WORK AFTER YOUR TEACHER HAS MARKED IT.

Huntington Primary Academy ~ Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

| Policy Title | The aim(s) of this policy | Existing policy (✓) | New/Proposed Policy (✓) | Updated Policy (✓) |
|--|---|---------------------|-------------------------|--------------------|
| Assessment for Learning, Marking and Feedback | To establish where learners are, where they need to be and the best ways to get there | | ✓ | |

| This policy affects or is likely to affect the following members of the school community (✓) | Pupils | School Personnel | Parents/carers | Trustees | School Volunteers | School Visitors | Wider School Community |
|--|--------|------------------|----------------|----------|-------------------|-----------------|------------------------|
| | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |

| Question | Equality Groups | | | | | | | | | | | | | | | Conclusion | | | | | | | | | | |
|--|-----------------|---|----|------------|---|----|--------|---|----|-----------------|---|----|------------------------|---|----|------------|---|----|--------------------|---|----|--------------------|---|----|---|---|
| Does or could this policy have a negative impact on any of the following? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'yes' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | | |
| | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ |
| Does or could this policy help promote equality for any of the following? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'no' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | | |
| | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | | ✓ |
| Does data collected from the equality groups have a positive impact on this policy? | Age | | | Disability | | | Gender | | | Gender identity | | | Pregnancy or maternity | | | Race | | | Religion or belief | | | Sexual orientation | | | Undertake a full EIA if the answer is 'no' or 'not sure' | |
| | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | Y | N | NS | | |
| | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | | ✓ |

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|-------------------------------------|---|------------------------------------|-------------|
| Conclusion | We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. | | |
| Preliminary EIA completed by | Date | Preliminary EIA approved by | Date |
| | | | |



HUNTINGTON PRIMARY ACADEMY
ASSESSMENT FOR LEARNING, MARKING AND FEEDBACK POLICY
HISTORY OF CHANGES

| <u>Date of changes</u> | <u>Details of changes</u> |
|------------------------|--|
| September 2010 | |
| C&S 27/01/11 | |
| Reviewed 17 April 2013 | Various changes made (original kept in Governors box in School Office and then will be archived) |
| November 2015 | Amended with references to HPA and Trustees Page 2 - additional wording added and references made to challenge, Page 4 - removal of the wording 'target books' and replaced by the wording home school diaries, removal of wording making reference to optional QCA or NFER tests |
| February 2017 | The Assessment for Learning Policy and the Marking and Feedback Policy have been updated and merged into one document. Amendments made to the body of the policy to take account of changes with marking, levels etc. |