

Feedback, Assessment, and Marking Policy

Foreword

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate the progress made at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account.

Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.

(Final report of the Commission on Assessment without Levels)

At Orchards C of E Academy we use a combination of formative and summative assessment.

Formative Assessment

Formative assessment is used to precisely identify gaps in learning, and to inform future planning and teaching. To be effective, this needs to be underpinned by a principle of accurately delivered feedback alongside active pupils who are challenged by their learning. Children should understand that questions in class and the marking of their work enables adults to help them to move on with their learning, filling gaps and preparing them for extension. Adults will watch children while they work, intervening to correct misconceptions and asking probing questions that encourage either further development of their understanding or direct them toward the next step in their learning. Plenaries are used at various points during an activity to help children to consolidate their understanding or reshape the lesson to ensure that intended outcomes are met.

Formative assessment is always focussed on the individual child even if it is approached with larger groups. Despite the urgency for all pupils to reach the expected standard, it is wholly recognised that routes of learning may differ; each child requiring a different level or 'micro-management' with the level of intervention needed. Some children may need more intensive support than others and this will change over time, depending on curriculum strengths and weaknesses.

Informal conversations between teachers, teaching assistants, along with outside agencies or adult helpers, strengthen the breadth of formative assessment.

Summative Assessment

Summative assessment is used to assess learning at key points in the curriculum cycle – and data is added to Pupil Asset half termly. It is important that teachers and the school leadership team are able to track the progress of individuals or cohorts against that made by children nationally.

Children sit national assessment tests at the end of Key Stages 1 and 2, for which the school is accountable.

A range of formal assessments are used in each of the core subjects, providing clear data for analysis. Performance in these tests contributes to the overall decision, alongside formative assessment, as to whether a child is meeting age related expectations or is on track to do so by the end of Key Stage.

Pupil Asset is also used to track pupils' progress, enabling teachers to record where children are working beyond the level expected by most children, or indeed how far behind they are. This numeric data allows the school leadership team and subject leaders to analyse the overall performance of pupils and pupil groups.

Procedural Aspects

Maths

- Year 6 – Half termly PiXL tests October to Easter - (Question Level Analysis to be completed);
- Year 3 - 5 - Rising Stars tests at the end of each term; PiXL test at the end of each half term (Question Level Analysis to be completed);
- Year 2 PiXL test October Half Term and end of Spring Term (Question Level Analysis to be completed); Rising Stars Tests End of Autumn Term and February Half Term;
- Year 1 PiXL test at May Half Term; Rising Stars tests all other times;
- Times Tables tests
- Power Maths End of Unit Checks
- Pupil Asset to be updated on a half termly basis

Reading

- Year 6 – Half termly PiXL tests October to Easter - (Question Level Analysis to be completed);
- Year 3 - 5 - Rising Stars tests at the end of each term; PiXL test at the end of each half term (Question Level Analysis to be completed);
- Year 2 PiXL test October Half Term and end of Spring Term (Question Level Analysis to be completed); Rising Stars Tests End of Autumn Term and February Half Term;
- Year 1 PiXL test at May Half Term; Rising Stars tests all other times;
- Accelerated Reading (AR) quizzes – part of the conversation/evidence gathering to target progress in reading – Early Literacy assessments are taken monthly for those children below the minimum access standard for AR levels
- Pupil Asset to be updated on a half termly basis

Writing

- Half termly Cold Writing task
- Pupil Asset to be updated on a half termly basis

Spelling, Punctuation and Grammar

- Year 6 – Half termly PiXL tests October to Easter - (Question Level Analysis to be completed);
- Year 3 - 5 - Rising Stars tests at the end of each term; PiXL test at the end of each half term (Question Level Analysis to be completed);
- Year 2 PiXL test October Half Term and end of Spring Term (Question Level Analysis to be completed); Rising Stars Tests End of Autumn Term and February Half Term;
- Year 1 PiXL test at May Half Term; Rising Stars tests all other times;
- Spelling tests
- Pupil Asset to be updated on a half termly basis

RE and Science

- Pupil Asset to be updated on a termly basis

Foundation Subjects

- Pupil Asset to be updated on a termly basis

EYFS

Feedback marking in the Early Years happens alongside the children – including comments that show next steps in learning. These are also noted in the children's Tapestry online learning journals.

Feedback is frequently verbal in nature and, when written, is written in a way that the children can understand.

SEND

A broad range of assessments are used with children who have SEND. This is a vital part of the implementation of the 'graduated approach' where the cycle involves; assess, plan, do and review. Children on the SEND register will have their 'assess, do, plan' reviews updated at least termly. This will involve the class teacher, parents and child (if appropriate); in some cases the SENDCo may also be present. For children who have an Education Health Care Plan (EHCP), these will be reviewed three times a year with the SENDCo, class teacher, parents and child (if appropriate). When outside agency advice has been requested or sought, then additional assessments may be completed by the outside agency or SENDCo. Children and families are consulted and included in all aspects of completing 'assess, do, plan' reviews and reviewing provision and impact.

Using Pupil Asset to track attainment and progress

We use 'Point in Time Assessment' on Pupil Asset. Children are recorded as being **below ages related, working towards age related, just below age related, just at age related, secure age related, greater depth or secure greater depth.**

Reporting to parents

Parents receive a mini-report twice a year at Parent Consultation Evenings, indicating whether their child is below, at or above the expected standard for core subjects. An annual report to parents goes out towards the end of the year.

Appendix (i) Marking guidance – responding to children’s work

Through marking and feedback staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

Aims

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.

Objectives

- Children will be able to explain what teacher’s marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking to inform future planning.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

When a child works with an adult as part of a guided session:

- Red pen is used by the adult to draw ‘stick people’ at the top of the child’s work – this indicates that the child has worked with an adult and has received instant and integrated feedback during the lesson. An **MO** is written to indicate a child has been ‘**M**oved **O**n’ in their learning.
- When working in guided groups with pupils, teachers may find it useful to annotate pupils work using a red pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Red pen is used by the adult to initial pupils work at the bottom on completion.
- If, during the lesson (alongside the child), you see really positive examples of work within the children's books, please highlight these with yellow highlighter, whilst talking to the children about why you are highlighting the work.
- Sometimes there will be a combination of independent work and adult intervention – the story of that lesson will be easy to see from the changes between red and green

When a child works independently of an adult

- Green pen is used by the child to draw 'stick people' at the top of their work – this indicates that they have worked independently of an adult (they may have worked alone, with a partner or as part of a group).
- All independent work is checked by the class teacher and stamped using coloured stamps – Dojo Points may be used for rewards where appropriate.
- Where the pupil outcome is 'as expected', a stamp other than red is used to indicate this.
- Where the pupil outcome is 'as expected' but there are 'minor corrections' required, a stamp other than red is used to indicate this and corrections are addressed by the teacher using a red pen (See appendix ii for definition of 'minor corrections').
- When the pupil outcome is 'not as expected', a red stamp is used to indicate this and the teacher will make a note of their planned next steps for the child on the Distance Feedback Sheet. Next steps will include a wide range of strategies including verbal feedback, change of teaching group, further challenge, support of an adult or resource for the next lesson etc. This need not be recorded in detail, the DF sheet is to be used by teachers as an aide memoir.
- When a child has exceeded expectations, teachers will use Dojo Points to indicate to the child that they are impressed with their achievements.



The story of the lesson for the child is told by the amount of independent and supported work. Remember, when a child is working independently, they will draw a green stick man at the top of their work, but a red stick man will be drawn when the child is supported by an adult.

A child may start the lesson with a green stick man, and you may then need to intervene., Draw a red stick man at this point, and sign your initials at the point in the lesson when your intervention finished.

Appendix (ii) Minor Corrections

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – eg correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, *“Oh yes, I missed that.”* rather than, *“Oh, I didn’t know that.”*

NOTE: Where many minor corrections are needed when checking a pupil’s work, teachers should give careful consideration to the use of the red stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this.

(Appendices adapted from Cromer Junior School – Cromer, Norfolk)