

Newchurch Community Primary

Policy Assessment and Feedback

Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

Sara Lawrenson
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Linked Policies

Teaching and Learning Policy
Effective Marking
Behaviour policy
Homework policy

Next Review: May 2020



Definition:

How the school chooses to monitor the progress and attainment of its pupils is referred to as assessment. The teacher's response, by any means, to children's work is referred to as feedback.

Aims:

- To ensure progress of all children in line with Age Related Expectation (ARE) and the National Curriculum standards
- To monitor the progress of all children to ensure standards are met or exceeded and that intervention can be established
- To give feedback to pupils and teachers about progress and inform future planning
- To motivate pupils by recognising achievement
- To offer the children the opportunity to respond to their/their peer's work
- To monitor/assess individual or group performance
- To identify common and individual weaknesses
- To encourage high standards of work across the curriculum

Features:

The approach to marking includes certain features that are common to all age groups. However, there may be a change of emphasis across the Key Stages. These differences may reflect the age, maturity, ability or special needs of the child.

Expectations:

ASSESSMENT

- Teachers will perform a series of ongoing assessments on a daily basis through observation, questioning, focused teaching and feedback. This will identify standards met and areas for improvement.
- Children in Years 1 – Year 6 will perform three progress week cycles per school year. This will consist of testing and the analysis of work produced. The evidence base for this will be the children's books and reading records.
- Progress week will also include the testing of children where applicable using optional test papers. (see Appendix A for an outline of the tests used) The tests will provide a standardised score in order to measure progress. The tests will be used to support teacher assessment linked with the scrutiny of workbooks.
- Each standard set out in the National Curriculum will be assessed and the percentage of targets met will form the grade given to each child. This will help teachers to identify gaps in teaching and learning and inform planning.
- When assessing the children's writing, the level of independence must be taken into consideration, and any editing linked to direct teacher intervention or feedback will not be counted. (see Appendix B for further information on independent writing)

- Where external assessment processes are involved, such as the Standard Aptitude Tests (SATs) at KS1 and KS2 or the Phonics Screening in Year 1, the levels given in these tests will form the level for the child. This may conflict with ongoing teacher assessment, which will be discussed with the Head Teacher and Assessment coordinator through the moderation process.

MARKING

- Marking is directly linked to the success criteria in the first instance, although success criterias need not to direct the children too much.
- Where work has been produced the teacher will ensure that the books are marked for the next session, though where it is expected that the children will respond through Red Robin Response this may mean the next day to ensure that children are able to reflect accurately on their work.
- Big Write marking will follow the whole school assessment template which outlines year group specific targets. Every Big Write will include a Red Robin Response as a means of addressing misconception and up-leveilling. The teacher will highlight the section the children have been asked to improve. Big Write books will be available to all children by Monday for responses.
- The child's best piece of work each half term will be placed on display within the classroom as a celebration. All of these pieces will be marked.
- Most marking is positive, highlighting things children can do/did do so the children know to repeat these things again. Though this may be feedback provided within the success criteria.
- Marking keys, rather than blanket symbols, focus on positive aspects of work.
- Some marking keys help children to identify errors.
- Children are regularly asked to respond to the teacher's comments (known as Red Robin Response). This will be feedback aimed at addressing misconception or moving children to the next stage in learning depending on the work they have created.
- Targets will be set for the children in mathematics and writing using the Newchurch pencil template. The result will be a direct teaching target and a personal target being set. These will be attainable targets linked to current learning or learning from the near future.
- In reading, targets will be established in the reading record and monitored regularly through guided and group reading activities. They will show progress of the children in line with Age Related Expectation (ARE) and Special Educational Needs and Disability (SEND) targets.
- Children need to be taught to set targets for themselves and their peers. This may be on their own target sheets or through peer and self-assessment responses to a piece of work. Self-assessment through the Success Criteria is expected in every recorded session (though children will receive verbal feedback in non-recorded sessions e.g. PE or Music).

- When a child has achieved a target set this must be acknowledged on their Success Criteria initially and on their target sheet if applicable. This will be communicated with the child and new targets established.
- Peer-assessment/marking of work is vital.
- The ultimate goal is self-assessment that is genuine and productive, with children able to set goals and challenges which they recognise will help them improve.
- Homework books will require the same level of presentation as expected in class, though they will not require success criteria stickers. The homework will be outlined on the Newchurch Homework template, given to each child on a Monday. This will explain the expectations and offer guidance for completion. Homework will then be handed in on Friday and feedback given to the child when the books are returned the following Monday.
- Homework books will be used to record spellings each week which will be marked either by the class teacher or by the children through peer/self-assessment.
- Marking in homework books will reflect expectations in class with positives outlined and next steps identified. There will also be the use of Red Robin Responses where appropriate.
- Children will be expected to record neatly in their homework books and complete all homework set. Parents will be able to comment on the children's homework via the Reading Record, homework book, homework sheet or discussion with class teacher.

Classroom Practice:

- At Newchurch feedback is written in green pen.
- Children respond to teacher's feedback in red pen.
- At Newchurch we use the following marking symbols:

Newchurch Marking Key

LC ✓	Learning Challenge achieved
LC ½	Learning Challenge partially achieved
.	Correction needed
	Spelling correction (KS1 and start of Y3)
Sp	In the margin for spelling correction (KS2)
VF	Verbal feedback given
? _____ ?	Look at this again
	Punctuation error
	Red Robin Response to complete
P+	Excellent presentation
P	Good presentation
	Improve presentation
E+	Excellent effort
E	Good effort
	More effort needed

- Work is discussed (Verbal Feedback) with pupils whenever possible, in particular, in Key Stage 1. When this occurs, 'VF' and the date should be written to show evidence of teacher intervention.
- Children will be shown presentation and layout expectations for work which will be modelled where necessary. Where these standards are not evident, feedback will address this and allow the child opportunity to respond e.g. underlining date.
- Children's books should show evidence of improvement according to the teacher's comments.
- At times, it is appropriate for pupils to mark their own or each others' work. Teachers will provide guidance in how to do this.
- Teachers will adopt praise point system for rewarding pupils' work (see behaviour policy).
- Celebration Assembly will further allow pupil achievements to be shared.
- Comments about reading progress will be included in individual reading record books. Parents are encouraged to contribute their observations about reading or other aspects of their child's work via the same book.
- Effective marking strategies will be used in all children's workbooks including homework books.
- Pupils are asked to self assess their own work in relation to their individual targets.

Strategies adopted to ensure marking is effective:

Strategy 1: Success criteria stickers

Strategy 2: Target sheets

Strategy 3: Effective target setting

Strategy 4: Page numbering

Strategy 5: Response

Strategy 6: Peer assessment

Strategy 7: Self-assessment

Strategy 8: Perceptive comments from teachers

Strategy 9: Marking keys

Strategy 10: Regular monitoring of books and feedback from SLT

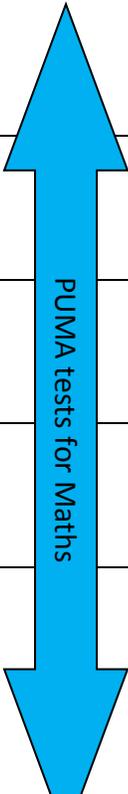
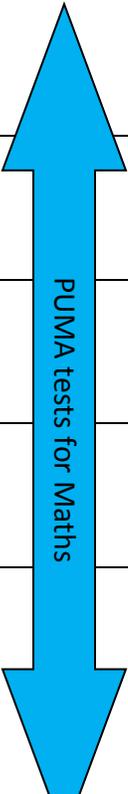
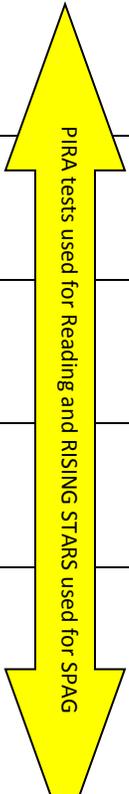
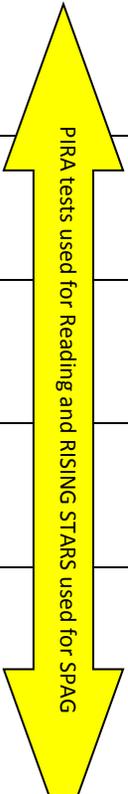
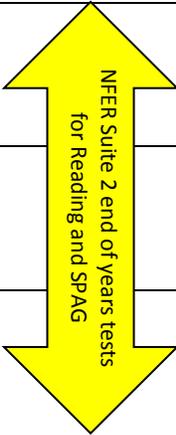
Policy Review

This policy will be reviewed bi-annually.

Review date: March 2020

APPENDIX A

Testing Procedures

	Autumn	Spring	Summer	
Reception	Baseline Assessment using NFER			
Year 1			As for Years 3, 4 and 5 Phonics Screening Check	
Year 2				KS1 SATS Reading Maths SPAG (optional)
Year 3				
Year 4				

Year 5			
Year 6			KS2 SATS Reading Maths GAPS

APPENDIX B

Independent Writing

- Writing can and should be marked.
- Children can edit and re-draft their own work and it will still be considered to be independent. However, if they are specifically directed to add something e.g commas, then commas could not be used as evidence of meeting criteria. Anything that is not specifically directed can be considered to be independent writing.
- Generic comments such as ‘check your punctuation and spelling’ are acceptable but specific comments such as ‘add in some exclamation marks’ or ‘there is a spelling error on this line’ would not be part of the independent writing assessment. However, if pieces of work were regularly marked with ‘correct your punctuation’ it would suggest that **the learning is not embedded** and that the children would not be able to independently use punctuation without being regularly prompted.
- It is perfectly acceptable to highly model genres of writing, create success criteria, identify good vocabulary and phrases to use during the learning process providing that by the time they come to write their own piece at the end of the unit, those things are used **without direct prompting**.

- The use of working walls showing vocabulary and 'WAGOLLS' etc is acceptable if children are **accessing them independently**.
- The use of success criteria such as 'non-negotiables' is acceptable providing they are used to check the writing afterwards. However, if the child cannot write a piece of writing without those prompts then it suggests the **learning is not embedded**.
- If 'next steps' are identified on a piece of work and the child refers to those for the next piece of writing, it would not be considered independent.
- Self-assessment is acceptable.
- If a child requires work to be highly scaffolded, then please continue to do that to support the child. It may just be that the child would not be considered to be at age related expectations.
- Not all criteria needs to be in every piece of writing, but **most should be in most pieces**. Basic punctuation and grammatically correct sentences would be expected to be in all pieces though.
- All teacher assessment should be done, and will be assumed to have been done with **professional integrity**. The question to be asked is: can they do it without being directly prompted?