Policy and Curriculum Guidance for Assessment for Learning, Marking and Feedback

Developed by Senior Leaders: October 2015, updated May 2019

Adopted by Governors: November 2015

Reviewed: May 2021

(This policy should be read in conjunction with our Teaching and Learning Policy, Homework policy and other curriculum policies)

1. The principles and aims of assessment

There are three broad overarching forms of assessment, each with its own purposes

Day-to-day in-school formative assessment, for example:
• *Question and answer during class*
• *Marking of pupils' work*
• *Observational assessment*
• *Regular short re-cap quizzes*
• *Scanning work for pupil attainment and development*

In-school summative assessment, for example:
• *End of year exams*
• *Short end of topic or unit tests*
• *Reviews for pupils with SEN and disabilities*

Nationally standardised summative assessment, for example:
• *National Curriculum tests at the end of Key Stage 2*
• *National Curriculum teacher assessments at the end of Key Stage 1*

1.1 The primary purposes of day-to-day in-school formative assessment

For pupils:
In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:
When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:
In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:
In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual

level and that every child will be appropriately supported to make progress and meet expectations.

For the Government:
The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

For Ofsted:
Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

Ofsted states that they will:
"Consider the extent to which teachers have good knowledge of the subjects they teach, present subject matter clearly, check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback to pupils ." 2019 Frameowrk

1.2 The primary purposes of in-school summative assessment

For pupils:
In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:
In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

For teachers:
In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:
In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

For the Government:
The Government does not have a role in determining in-school summative assessment. It is for schools to decide which forms of in-school summative assessment best suit their needs and those of their pupils. In-school summative assessment is not designed to support comparisons between schools, except where schools may be operating within a common system (for example, an academy chain).

1.3 The primary purposes of nationally standardised summative assessment

For pupils and parents:
Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

For parents:
Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:
Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:
Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

For the Government:
Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

For Ofsted:
Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

Good practice
Different forms of assessment have different strengths and weaknesses. In-class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically.

On the other hand, standardised tests (such as those that produce a reading age) can offer very reliable and accurate information, whereas summative teacher assessment can be subject to bias. Teachers should be aware of any potential bias in their assessments of pupils and make conscious efforts to guard against it.

2. Arrangements for the governance, management and evaluation of assessment

The Head teacher, together with the senior leadership team, is responsible for ensuring that the assessment policy is maintained and followed. Moderation, within

school and externally, and analysis of data will ensure that the effectiveness of the assessment practices are monitored rigorously.

3. Information about how assessment outcomes will be collected and used

The data to be collected will include:
- % of children below, at and exceeding age related expectations.
- % pupils making expected and more than expected progress. Expected progress is 3 steps.
- Collect information for all significant groups, Disadvantaged, SEND, Boys, Girls, EAL, Term of birth in Reception.
- Standardised scores will be collected in Reading and Maths where available.

We will use this information to identify the next steps in learning, to make changes to provision, for example, intervention groups, adapting planning.

Assessment data will be shared with pupils, parents, staff and Governors.

A termly update on individual progress will be sent home to parents.
Overviews of analysis for different groups will be shared with senior and middle leaders, governors and external sources such as the local authority and Ofsted.

Pupil data will only be collected termly with a focus on formative rather than summative assessment.

We will ensure that we conduct regular moderation in school, with local cluster schools and the Local Authority.

4. Arrangements for ensuring teachers are able to conduct assessment competently and confidently

Assessment is moderated on a termly basis and CPD for staff is fed in to the staff meeting timetable. Staff work together in year group teams to ensure consistency of assessments and moderate their judgements with other staff across the local authority.
The Headteacher and Senior Leadership team will ensure staff have continuing CPD linked to priorities in the school development plan.

5. Our approach to different forms of assessment

5.1 Day-to-day in-school formative assessment

Day-to-day in-school formative assessment at Apley Wood:
• Question and answer during class
• Marking of pupils' work - CTG, Next steps, Extension tasks
• Observational assessment
• Verbal Feedback

• Regular short re-cap quizzes
• Self-assessment

Key objectives are highlighted when the children have achieved them using pink for term 1, yellow for term 2 and green for term 3.

All pupils are involved in assessment daily through self-assessment self-reflections.

SEND pupils access a curriculum appropriate to their stage rather than age.

5.2 In-school summative assessment

Principles of in-school summative assessment

In Reception, parents are given termly targets linked to their child's current age and stage in each of the 17 Early Learning Goals. Read, Write, Inc homework is linked to this.
Progress is reported termly, at Parent Evenings and through the Annual report.
Parents of SEND pupils and some disadvantaged pupils have additional parent meetings to review targets that have been set.

6. Implementation
Development of this policy has involved all staff to ensure effective buy in and to help build strong links to teaching and learning.
This policy will be reviewed on a two year cycle.

Appendix 1 Classroom Practice

At Apley Wood Primary School, assessment for learning will take place using the following strategies:
1. By sharing the learning objective
2. Developing and sharing the success criteria
3. Using rich questioning
4. Using self-assessment to identify what pupils are doing well and their next steps
5. By providing effective feedback and marking which will take the form of verbal feedback, close the gap tasks, extension and next steps marking according to need.

These strategies will be carried out by following the statements below:

1.   Sharing the Learning Objective

The Learning Objective identifies the skills or concept being learned and this must be shared at the start of every lesson.

2. Develop and Share Success Criteria

Within English, Science and Foundation subjects, the success criteria will break down the learning objective and clarify what the children will know, understand and be able to do in order to achieve the learning objective.
In maths the success criteria is both conceptual and procedural identifying what the children need to understand and the steps they need to follow.

To encourage children to take responsibility for their learning,
Teachers will:
- o Explain and generate the success criteria for the task in hand
- o Ensure the children have interpreted the expectations so they can apply them as they are working, thus making their own judgements against the criteria before any teacher assessment takes place.
- o Describe what they are looking for in the lesson so that pupils know the standards they are aiming for and have key areas of focus when carrying out the task thus enabling them to begin the process of self-evaluation.
- o When appropriate, pupils will either contribute to or write their own success criteria.
- o Teachers will encourage children to think about which BLP (Building Learning Power) strands they have used.

3. Develop Rich Questioning

Teachers will develop rich questioning skills within the children by:
- o Supporting a whole school approach to BLP (Building Learning Power) by reinforcing the 4 concepts explicitly within their own classrooms
- o Providing a high proportion of high order questions
- o Providing time for pupils to think about and discuss their responses to questions
- o Providing supplementary questions to extend understanding
- o Providing questions that encourage pupils to reflect on their thinking
- o Providing opportunities for pupils to generate questions.

Children will be given the opportunity to explain, clarify and discuss their ideas and to question and support their peers in all areas of the curriculum.

4. Self Assessment

Apley Wood – Self Assessment Format

Year Group	Assessment Format
Reception	**Spring Term/Summer Term** (Depending on cohort) – Introduce smiley faces and use in weekly writing in Literacy book. **Summer Term 1 or 2** (Depending on which term smiley faces were introduced**.**) **–** Introduce smiley faces for Peer to colour and write their name next to. Some children could write a simple self/peer assessment comment underneath e.g. Good work/I need to …
Year 1	**Autumn Term 1 –** Continue to use smiley faces daily for either self or peer assessment. 1 x weekly peer or self-assessment comment e.g. Good work/I need to … **Autumn Term 2 –** Introduce a weekly scaffolded 'cloze' self-assessment. (Can be copied from the board.) e.g. I have…/ I need to… I used…/ I need to use… I can…/ I must… **Spring Term 1–** Introduce a weekly scaffolded 'cloze' peer-assessment. (Can be copied from the board.) e.g. You have…/ You need to… You used…/ You need to use… You can…/ You must…
Year 2	**Autumn Term –** Continue to scaffold self-assessment linked to SC. At least 1 of each per week.
Year 3	**Autumn -** Continue to scaffold self-assessment At least 1 of each per week. (Independently written.) Introduce children to writing their own comment specifically linked to SC / objective descriptors or scaffolded relating to a focus. e.g. (editing) I can edit and improve… and change it to… **Autumn 2** – As above but increase to daily (where possible).

Year 4	**Autumn Term –** Develop independence by writing own comments using SC / objective descriptors or specific ideas given/recorded on the board by the teacher. (Daily – where possible-mixture of self and peer assessment)	
	Ideas: Star/wish Today I have been able to…/Tomorrow I must… Best bit…/Next Step… I think my next step is…	
Year 5	**Autumn Term –** Continue independence by writing own comments using SC/ objective descriptors or specific ideas given by the teacher. Introduce peer assessment where appropriate. (Daily – where possible-mixture of self and peer assessment)	
	Ideas: Star/wish Today I have been able to…/Tomorrow I must… Best bit…/Next Step I think my next step is…	
Year 6	**Autumn Term –** Independent writing of own comments using SC / objective descriptors or specific ideas given/recorded on the board by the teacher. (Daily – where possible-mixture of self and peer assessment)	
	Ideas: Star/wish Today I have been able to…/Tomorrow I must … Best bit…/Next Step… I think my next step is…	

Self Reflection

- Each term, during the last week, all children will take part in a reflection on their learning.
- All children will identify a piece of work they are proud of and complete a Proud Cloud. They will also stick a Proud Star in their book by their best piece of work for Maths and English. Key Stage Two children will be expected to say why they are proud and start to identify their next steps.

5. Effective Feedback and Marking

Clear and Consistent "Closing the Gap" Marking and feedback as part of effective Assessment for Learning policy and practice, will ensure that all pupils at Apley Wood enjoy learning and achieve well.

Effective marking and feedback:

➢ Relates feedback to the success criteria or learning objective

➢ Gives next steps

➢ Scrutinises pupils' work to find areas for improvement

➢ Informs the teacher's planning for future teaching and learning

➢ Moves learning forwards
➢ Comments should be addressed to children
➢ Verbal feedback can be given where appropriate

Through our marking and feedback we will enable children to:
➢ Be involved in and take responsibility for their own learning
➢ Use feedback from a teacher, teaching assistant or peer to make improvements in their own work
➢ Use success criteria to identify successes and next steps in their own work and that of their peers
➢ Be able to evaluate their own work against the success criteria or learning objective and know how they are making progress
➢ Improve the quality of their work
➢ Understand where and how their current learning fits into the bigger picture
➢ Identify an aspect of their work that could become a personal target
➢ Be able to discuss their personal targets and the progress they are making
➢ Be proud when targets have been achieved

Organisation

All Subjects

Teachers and other adults who mark children's work will be expected to use the following strategies whenever they mark/feedback work across all subjects on a day to day basis:

The marking in any child's book by the **teacher** will be in **green** pen, and **blue** by **any other adult.** All written comments should be age/ability appropriate and easy to understand.

In **Maths** lessons where calculations have been carried out, work needs to be marked correct or incorrect.

This can be done by the teachers, teaching assistants, peers or pupils themselves. Teachers/staff do not need to use a written comment every time. If a large amount of the work is incorrect, it is not appropriate to continue to mark the work but a short comment should be made to indicate that time needs to be spent with the child to follow up.

Children may be rewarded with house points, alongside ticks or comments.

Day to day marking is referred to as "Light Touch" marking in this policy. Throughout the week there should be a variety of different types of marking within an exercise book. This would include a mixture of the below:

"Light Touch" Marking

	Symbol / Sentence Used	Purpose of Marking
Written Work	Day to Day Marking A tick ✓ or a Smiley face	To acknowledge a good piece of work.
	A small dot •	To acknowledge incorrect work in Numeracy
	An agreed simple code (see Appendix 1 Teachers Guidelines) A short comment VF for verbal feedback	Where and when children are asked to correct or improve an existing piece of work, an agreed simple code will be used. • praise for work achieved against a lesson objective • an assessment at the end of a blocked unit • a teacher's praise for a child reaching a specific/particular landmark • Asking for a particular section to be re—drafted • stating the work context and/or assistance provided for a task

"Closing the Gap" Marking

For Maths and English **focused** "Closing the Gap" marking of work for each child should take place.

Over the course of a week marking will take a range of different forms, such as:

➢ Close the Gap marking
➢ Extension marking
➢ Next step marking
➢ Light touch marking
➢ Verbal Feedback (VF)

In Foundation subjects marking will take a range of different forms over the unit of work/topic.

➢ Close the Gap marking
➢ Extension marking
➢ Next step marking
➢ Light touch marking

➢ Verbal Feedback (VF)

What Closing the Gap Marking should look like:
➢ "Closing the Gap" written feedback could be given relating to the shared Success Criteria or the learning objective and these must be marked when completed.
➢ Next Steps should be given after a coded 'Big Write' and a maths end of unit assessment.
➢ Ensure that feedback time and time for children to respond to feedback is allowed for in lessons.
➢ Staff should evaluate their planning and adapt it according to what is discovered

Children's responses to marking and feedback

Children are encouraged to respond to marking and feedback including that of their peers, as this will

- make them responsible for self-correction;

- form the basis of a discussion between the teacher and the child;

- enable the child to self-evaluate and note their next step in Learning

Special Educational Needs

For children on the SEND Register, focused marking enables children's individual targets to be monitored and reviewed. These will often be short-term targets where Teacher's comments and Teaching Assistants' noting of individual landmarks achieved, help to clarify new specific targets for the IPM.

Appendix 2 Guidelines for Marking

A series of symbols to highlight areas to be corrected has been agreed

throughout the school in order that Teachers, Teaching Assistants and

children will be familiar with them.

sp	'sp' in the margin with the word underlined (no more than 5) indicates an incorrect spelling. The pupils should be expected to Look, Say, Cover, Write, Check these words three times.
gr	'gr' in the margin indicates a grammatical misconception within work.
O	Missing punctuation circled and written in a few sentences to model how to use it, as appropriate.
//	indicates that a new paragraph should be started
FG	teacher focus group
TA	Teaching assistant guided
CS	Cover Supervisor
OA	other adult
CTG	Closing the Gap Task
*	Related to Close the Gap- where improvement is needed (if appropriate)
VF	Verbal Feedback