



CROSBY-ON-EDEN SCHOOL

“Enjoying achieving; achieving enjoyment”

EFFECTIVE ASSESSMENT, FEEDBACK & MARKING POLICY

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CROSBY-ON-EDEN CofE PRIMARY SCHOOL

Effective Assessment, Feedback & Marking Policy

Overview

At Crosby-on-Eden CE School, assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning.

The key purpose of marking is for the children's benefit to find out where they have been successful and what could be improved in their work. It is essential that children are given time to read comments and respond. Children need to be given time to make improvements to their work and teachers must identify and allocate time for this in their planning. Children need to be taught (via whole class, peer to peer and group marking) how to identify their successes and areas for improvement.

By engaging children in purposeful marking, they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer assessment, when managed effectively by the teacher, also build an atmosphere of trust and respect fundamental to the ethos of the school. Marking shows that teachers care about children's work. It should foster an interaction between the adult and child, giving feedback on the work they have done and guidance as to what the next steps are.

Assessment should be used both:

In the medium and longer term, where *"assessment, including test results, targets, performance descriptors or expected standards are used to ensure that all pupils make the progress their teachers expect and that more able pupils do work that deepens their knowledge and understanding"*

In the shorter-term, where pupils' strengths and misconceptions are identified and acted on by teachers during lessons and more widely to:

- plan future lessons and teaching;
- remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum;
- "deepen the knowledge and understanding of the most able." (Ofsted Inspection Handbook September 2014)

'assessment draws on a range of evidence of what pupils know, understand and can do in the different aspects of subjects in the curriculum' (OFSTED June 2014)

Objectives

1. To monitor, evaluate and review learners' current stages of progress, and identify their next steps for progress and improvement.
2. To give learners accurate feedback on their progress and achievement.
3. To promote a positive self-image and growth mind-set for learners, in accordance with school aims, and, through this, encourage them to value and take pride in their work.
4. To celebrate and reward learners' achievement and progress.
5. To agree and set challenging targets for improvement.
6. To standardise the marking procedures throughout the school.
7. To enable learners to self-evaluate their work and take responsibility for setting their own targets.

8. To provide evidence for assessment, recording and reporting.

Two distinct types of assessment are identified and used in our school. These are:

- Assessment **for** learning (AfL)

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

- Assessment **of** learning

Assessment of learning is more associated with judgments based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve if they understand the aims of their learning, where they are in relation to this aim and how they can achieve the aim.

Using marking and feedback strategies

Feedback is an essential element in helping pupils improve. Feedback that supports improvement in a specific activity is more constructive than marks out of ten and comments that may not be related to the learning intention of the task; however, with this in mind, high expectations are continually maintained in relation to presentation of work.

Characteristics of effective feedback

- Feedback is more effective if it focuses on the learning intention of the task and is given regularly while it is still relevant.
- Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
- Pupils should be encouraged, with help, to work out how to improve their work rather than be given an instant solution.
- Pupils should be helped to find an alternative solution if simply repeating an explanation continues to lead to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important and oral feedback is often more effective than written feedback. Written feedback could, however, be a record that oral feedback has taken place, although there is no obligation for a teacher to record that verbal feedback has been given.
- Pupils need to feel able to ask for help or further explanation.

Marking pupils' work

At Crosby-on-Eden CE Primary School, feedback and marking is done *with* the children as much as possible, and as soon after the completion of work as possible. This allows feedback to be more effective. All staff, and where possible, pupils, will mark work using green pen.

House points/stamps are given for effort and presentation, as well as for good work.

Principles of Effective Marking

Effective marking should:

- Be manageable for staff
- Be positive, motivating and constructive for children
- Be at the child's level of comprehension

- Not penalise children's attempts to expand their vocabulary
- Be written in handwriting that is legible and a model for the child
- Allow specific time for the children to read, reflect and respond to marking
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Relate to the learning objective/success criteria of the work set, e.g. science should be marked mainly for the science content, not the punctuation.
- Be consistently followed by teachers and TAs across the school in line with the Effective Marking and Feedback policy

Reception class:

Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. Systematic observations and assessments of each child's achievements, interests and learning styles are made by staff. These observations are used to plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and caregivers. Each child has a page on 'Tapestry' (online assessment and recording) to record highlights of their learning journey; parents and children are encouraged to contribute towards this too.

Key Stage 1:

Verbal feedback is given as much as possible. Pupils in Year Two will be working towards KS2 expectations in the summer term and following the same colour coded system as in KS2.

Pupils in Class 2 will work towards reviewing their own work, highlighting a good sentence in green and verbalizing the reasons behind their choice. Teachers/Teaching Assistants/peers highlight any areas for improvement in orange.

Self-assessment stampers are used in KS1, with pupils colouring in a section they feel reflects their understanding of the lesson.

Key Stage 2:

In Maths, pupils write the lesson objective in their books; this is then highlighted by the teacher/adult in (green, orange, pink) according to whether they have achieved the objective. Teacher/adult will make comments if appropriate to support children's learning and write/ stamp if a child has required support from their peers or adult. Children make corrections using purple pen.

Pupils in Key Stage 2 self-assess their work by way of either a red, amber or green traffic light to show how they have demonstrated their understanding.

During quick write and classroom literacy work, pupils highlight the lesson objective in blue, a good sentence/punctuation example in green and an area to improve in orange. This is usually peer assessed using a star and a wish.

For longer pieces of writing, marking success criteria will be used with pupils' input as to what a successful piece of work looks like.

A star and wish/next step is written at the end of each piece by the pupil and teacher.

Self Evaluation and Peer Assessment

- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements;
- Children should agree some 'golden rules' of response partner/peer assessment/feedback work, to safeguard self-esteem;
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task;
- Children should be trained to give an improvement suggestion;
- Children should be given time and opportunity to act upon suggestions;
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child.

Reflection – next steps in learning

Assessment for learning provides the tool to identify ways in which pupils can improve. Pupils and teachers together will be able to identify achievements made and the next steps to move the pupil forward. A whole school approach is adopted with regards to achievements and next steps in appropriate areas of the curriculum including attitude and behaviour; these will also be shared with parents/carers.

Recording and Reporting

Standards grids for reading, writing and maths have been produced by Crosby-on-Eden CE Primary school literacy and mathematics coordinators in order to assess pupils. These standards are taken from the National Curriculum and are used during group guided reading sessions, as well as when assessing pupils' writing and maths at the end of each half term.

Staff carry out moderation of pupils' writing and maths work at least twice yearly at whole staff meetings. Moderated work is kept in a moderation folder in the small office and each piece of moderated work is signed by two members of staff. Writing is also monitored at an interschool cluster level with other schools in the Brampton area.

Portfolios with samples of pupils' work, photographs, formative and summative assessments are kept in each classroom and track pupil progress throughout each child's time in school. Half termly assessments, as well as national tests, are entered onto school tracking grids.

The Headteacher holds regular pupil progress meetings with Class Teachers to analyse the results of assessments and identify children who may require additional interventions to meet age related expectation.

Parents are welcome to make appointments to discuss their child's progress at any time during the school year. There are two parent/teacher evenings – one in the autumn term and one in the spring term, with a formal written annual report in the summer term, including the opportunity to discuss any issues with the appropriate class teacher.