

Policy for Assessment and Feedback

The aims and principles of assessment

Assessment needs to be a purposeful process and raise achievement and attainment of all pupils. The aims and principles of assessment are:

- Every child knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated and independent learners
- Every teacher is equipped to make well-founded judgements about pupils' attainment, understand the process and principles of progression, and know how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential
- Every parent and carer knows how their child is doing, what they need to do to improve, and how they can support their child in their individual learning steps for reading, writing and maths
- We have in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress
- Teachers use a range of assessment information to make professional predictions as to whether or not children will meet year group expectations.

Types of assessment

Formative assessment

Formative assessment is used to assess knowledge, skills and understanding, and to identify gaps and misconceptions. It is the key to effective teaching and learning and is a continuous process carried out by teachers. Formative assessment has a direct impact on the planning of lessons and experiences, teaching strategies and setting targets for improvement. It is essential for teachers to be formatively assessing children throughout a lesson, modifying questioning and giving feedback to take account of these assessments.

At William Austin Junior School good formative assessment is evident through:

- Planning of sequence of lessons which build upon previous learning
- Sharing learning intentions and developing success criteria – these are revisited and evaluated with pupils throughout the lesson
- Focussed questioning from adults to assess pupils' understanding and promote deeper thinking
- Questioning from pupils to enquire about their own learning for new concepts
- Observations of pupils during the lessons to determine what they know
- Discussions to allow pupils to increase the breadth and depth of their understanding
- Peer and self-assessments to make pupils aware of what their strengths and areas for development are
- Verbal feedback given during the lessons to inform pupils of their learning
- Marking both within the lesson and away from the point of teaching
- The use of an independent piece of writing to assess progress at the end of the unit

Summative assessment

Summative assessment takes place every term and is used to evaluate pupils' learning and progress at the end of a period of teaching. It provides a baseline in which to monitor and track progress and support teacher assessments when making overall judgements. It also supports analysis of gaps in learning. Summative assessments are part of the statutory requirements for assessment at the end of KS2.

At William Austin Junior School summative assessment takes place through:

- Non-verbal reasoning assessment with all Y3 and Y4 pupils on the SEND register
- A portfolio of children's independent writing across a range of genre and purpose is used to inform teacher assessment
- Termly tests for reading and maths (NTS and use of standardised scores) in Y3, Y4 and Y5
- Past papers for maths, reading and SPAG in Y6 every half term
- SATs tests in Y6
- Multiplication Tables Check for Y4 pupils
- Termly Star Reader to assess pupils' reading ages
- A range of assessments used to identify SEND needs
- Regular assessment of phonics to assess phonic phases
- Phonics and SEND assessments for all pupils admitted mid -year if necessary

Standardisation and moderation

The process of moderation is an essential part of our assessment system. Teachers are involved in the moderation process to ensure agreement on the assessment criteria. Standardisation is undertaken to ensure standards of work are consistent across year groups.

At William Austin Junior School standardisation and moderation is completed in the following ways:

- With colleagues in school: a whole school moderation meeting is held termly within year groups
- With colleagues from other neighbouring schools
- At termly pupil progress meetings with teacher and senior staff
- Through book scrutinies
- By comparison to pupils' portfolios of evidence

Recording and Reporting

Teachers use records to review and track pupil progress, set appropriate targets for the future and form the basis for reporting to parents through parent/teacher consultations, annual reports and Individual Education Plans (IEPs)

At William Austin Junior School, recording and reporting is carried out in the following ways:

- Pupil Progress Meetings take place termly to discuss progress for all pupils. Pupils not on track based on their KS1 levels are identified and monitored and interventions are put in place. Teachers are given targets to follow up before the next meeting to ensure pupil progress
- Tracking attainment and progress termly for all pupils which include SEND, disadvantaged pupils, higher, middle and lower attainers
- Use Venn diagrams to identify 2 out of 3 pupils and put interventions in place to enable pupils to achieve 3 out of 3
- End of year targets for all pupils for reading, writing and maths based on their KS1 data and current attainment
- Identifying pupils for interventions and conferencing for reading, writing and maths
- Reporting attainment and progress to Governors regularly of all pupils in all year groups.

Marking & Feedback

Our approach to marking is underpinned by research by the Independent Teacher Workload Review Group (March 2017) and the NCETM guidance document for primary maths marking.

Marking children's work ensures that monitoring of work takes place and informs future planning. It provides knowledge of results for pupils and helps to form learning targets. It provides opportunities for children's efforts to be valued, and promotes positive images of themselves as learners.

As a result of marking, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement.

All marking should be **meaningful, manageable and motivating**.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

- The focus of marking should be on the **quality** of feedback and not the **quantity**
- All written work produced by the children should be acknowledged
- Feedback can take the form of spoken or written marking, peer marking and self-assessment
- Daily Feedback can be given in different ways e.g. steps to improve, examples, reminders and challenges
- Comments, if needed, (specific to learning intentions) should be used in order to move children forward in their learning
- Every lesson should have clearly identified learning intentions and success criteria which are shared and derived with the children
- Teachers are responsible for ensuring that marking is appropriate and proportionate
- All adult marking is to be done in red pen

Where possible, marking should be carried out alongside the pupils within the lesson, with pupils using a green pen

- Marking should be completed before the next task is set and in time to effectively inform future planning
- Marking must be sensitive to pupil needs and must not "obliterate" pupils' work
- Where children have been given more extensive support in lessons, this must be indicated by placing an 's' in the margin
- If a child is required to respond to marking, they will do so with a green polishing pen
- Marking could also comment on presentation
- Leaders will monitor the quality of written, and other types of feedback, in terms of the impact it has on pupil learning
- When marking a class set of books teachers may wish to use a Whole Class Feedback Sheet (appendix A) to ensure high quality feedback for all pupils

For specific guidance on what marking may look like in maths books see appendix B

For specific guidance on what marking may look like in English books see appendix C

Monitoring and evaluation

This policy will be monitored annually in order to ensure it responds to new initiatives or needs of the school. A full review of the policy will take place in line with the school development cycle.

This policy should be considered alongside other school policies and particularly the Teaching and Learning and Inclusion policies.

The implementation of this policy is monitored by the Assessment Leader and the governing body.

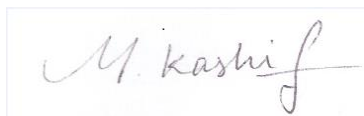
The above policy guidelines should be reviewed annually by the appropriate Governor committee.

Staff responsible: Azmat Ramzan

Policy updated: Sept 2023

This policy was ratified by the Governing Body on: 13th September 2023

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors

(printed)

APPENDIX A

Whole Class Feedback Sheet

Date:

Lesson:

Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

APPENDIX B

When using written marking strategies in maths lessons we aim to utilise the NCETM guidelines on what is most effective. It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding.

- **For slips**, the teacher will often indicate where each slip occurs and encourage the pupil to correct them.
- When the teacher wants a pupil to correct a slip they will indicate this by making a mark with a green highlighter (see appendix 2)
- If errors demonstrate a **lack of understanding**, the teacher may decide to take alternative courses of action. For instance, the teacher may: arrange same-day interventions; address the misconception as a whole class during the next lesson; provide written guidance in pupil books
- Teachers' should use their professional judgement when deciding if written feedback is likely to correct a particular misconception or whether 'live' feedback will be a better course of action.
- It will **not** be an expectation that next-steps or targets be written into pupils' books. The next lesson will be designed to take account of the next-steps.

APPENDIX C

When marking work in maths and English books we aim to ensure consistency by applying the following codes:

✓	correct
✗	incorrect
S	support given
Sp	spelling mistake
P	punctuation
CL	capital letter
FS	full stop
•	Identify your error on this line
T	tense
H	homophone
M	missing word