

Toddington St. George Church of England School



ASSESSMENT, EFFECTIVE FEEDBACK AND MARKING POLICY

Agreed: Autumn 2013
Revised: Autumn 2020
(n.b. see Effective feedback and marking policy for Covid period attached)

Review date: Autumn 2021

ASSESSMENT, FEEDBACK, MARKING AND REPORTING PROCEDURES

Intent

We use a **variety of strategies** to enable staff to assess children so we can plan and direct learning to ensure children's progress through the curriculum. This Assessment for Learning is monitored by all teachers in and across year groups. This occurs through the scrutiny of children's work and the analysis of Target Tracker reports each term. (**Target Tracker** is the IMS used to track children's progress and give a summary of their progress and achievement each term)

If a child has found something difficult they can then have further worked planned for them to help them understand and idea or concept better. If they have understood, it well they can move on quickly.

This process also involves the child in their learning and helps them self-assess/peer assess their progress and enables them to take ownership of their learning and know what to do next to achieve or meet a target.

Implementation

Baseline assessment and Targets for the year

Baseline entry enables accurate assessment on arrival in school/year group.

Entry into Nursery and Reception classes

Children are 'baselined' against series of school agreed EYFS indicators as they start both Nursery and Reception. From these 'baselines' progress over the year is reviewed and predictions for KS1 targets at the end of the EYFS are considered.

(We are also mindful of the 16 Stages of readiness for each child entering Reception (CBC LA guidance)).

Entry into Yrs.1- 4.

As a child enters any year group an initial baseline assessment will be made against the transferred Target Tracker data that the class teacher has received for the year group at handover meetings in the Summer term.

In Years 1-4 this will include

- assessment of reading book stage and comprehension
- phonics ability
- writing samples and Target Tracker statements
- maths and the last Assertive mentoring skills test

This will then be reviewed against the previous year group exit data and any variance discussed at a handover follow up meeting with the SLT before the end of September before Target Tracker targets are determined. Assessments are transferred to the next teacher at the end of the year at handover meetings in white A4 folders.

Ongoing assessment and milestones

Continuous oral assessment and associated direct feedback within teaching sessions occurs as does effective feedback and marking of literacy and numeracy work. Assessments are entered directly into Target Tracker for all year groups.

Through Years 1 to Year 4 the children complete an ongoing range of assessment tasks and Assertive Mentoring maths assessments to review their progress and also review milestones for the foundation subjects (see below).

Continuous assessment is carried out by the teachers, and this is standardised within the school through the use of agreed assessment activities. We use a system called '**Assertive Mentoring**' in Reading and Mathematics to help children understand what they know and can do and to identify next steps.

Writing is assessed against Target tracker statements aligned to NC expectations and a termly '**long write**' is used to support Teacher Assessment judgements prior to year group standardised assessments in Years R,1, 2,3 and 4.

Success Criteria linked to all plans will be pitched as All /Most/ Some and Extra or 'Chilli' Challenge (or phrased similarly) to support children in attaining as well as they can within a growth mindset approach to learning. As they mature the children can elect the success criteria they are aiming for in each session themselves.

Feedback and Marking is given during the lesson. Please see the attached appendix for the Feedback and Marking linked to this Assessment policy.

Self and Peer assessment

The school uses techniques such as peer assessment and pupil self-assessment to help children make judgements about how to develop and improve their own work. Children share learning objectives in lessons and know what they are expected to achieve to succeed and develop their learning within that lesson. Children's learning steps are then recorded on class Target Tracker.

A summary of assessments expected by class teachers is attached.

Data based Progress reviews occur three times a year

Specific reviews take place three times a year to determine targets for each child following their assessment (see baseline information above). These targets are reviewed each term.

Pupil progress is then shared with the children and parents/carers at consultations /in school reports so they will understand what their child needs to achieve next in their learning.

Diagnostic assessments for pupils with SEND need

If a child has a specific need or encounters problems with an aspect of their learning, the teacher will

- ❖ complete a Record of Concern
- ❖ make a time to discuss this with the SEND Coordinator
- ❖ the SEND Co will direct them to a diagnostic assessment that can help indicate how to support the child most effectively
- ❖ a Personalised Focus Plan (PFP) may then be written for the child
- ❖ the PFP is shared with parents/carers.

Individual PFPs A PFP is written by the class teacher with the SENDCo's help as necessary and is required for children on Stage 1, 2 or 3 of need.

Group PFPs In some cases the Stage 1 PFP may be a group PFP for children with short term focussed support.

Exemplars are given at the end of the policy.

Assessment and provision for higher achieving pupils

If it is clear that a child is able to move ahead more quickly than others or displays a particular ability in a subject they may then be identified as one of the more able children in that subject. Tasks and questions are then planned at a higher or deeper level for these children and additional opportunities for learning may be offered.

PPA

Planning Preparation and Assessment time is allocated for every teacher to ensure continuity in planning based on assessments, ensure equity across year groups and to ensure preparation is manageable for staff.

Photocopying/printing can then be completed for the week ahead to ensure resources are ready.

It is expected that classes will share resources between them to support the learning in each year group and to help all teachers in that year group can work efficiently together and save on unnecessarily duplicated planning time.

Impact

Standardised and Summative Assessment

- **At the start of Nursery**, the EYFS children are assessed against the school's Baseline assessment.
- **At the end of EYFS** children are assessed against a series of Early Learning Goals and this is then recorded on their Early Learning Profile which is shared with parents/carers and submitted to the LA.
- **Year 1** children complete a Phonics test assessment in the summer term of Year 1. This is submitted to the LA and DFE.
- **Year 2** National Standard Assessment Tasks (SATs) are undertaken by children in Year 2 and are used to affirm Teacher Assessments (TAs). These are submitted to the LA and DFE.
- **Years 3 and 4**. The school uses GL end of year summative tests at the end of Years 3 and 4 to benchmark achievement.
- **Year 4 GL results** are forwarded to Parkfields Middle School and the LA to ensure continuity and progression in learning.

The impact of the teaching, learning and associated assessment over a year are reported to the DEF/LA and Parent /Carers as required.

Analysis then enables school priorities and individual pupil priorities to be set for the following academic year.

Consultations and reports from assessments

Parent/Carer consultations are held each Autumn and Spring Term, to give Parents/Carers the opportunity to discuss their child's progress with the teacher. Targets are shared at this time. **Full written reports** are sent home at the end of the Summer Term and a third consultation opportunity then follows for those who wish to discuss the report they have received. An **Open Evening** is held to share and celebrate the children's work at the end of the Summer Term.

Appendix 1

Effective Marking and Feedback

Intent

Marking and feedback is used as part of our assessment policy to

- help pupils to understand and improve their work
- raise achievement
- set personal targets for pupils
- praise and affirm young children in their learning

We aim to

- celebrate success and identify points for progress
- challenge children to think about their next steps in learning
- help children rectify errors so they develop resilience and learn from their errors
- mark to the lesson objectives taught and success criteria given
- ensure consistency in approach for staff, pupils and parents alike
- use an appropriate amount of time so feedback/marking is relevant but quick
- mark at the end of a unit or to consolidate assessment of a milestone

Marking and feedback is only worthwhile and a good use of teacher's time if it

- informs children about what specifically they have done well and/or
- indicates to children next steps to take to progress
- shows teachers specific areas to plan for and review the effectiveness of teaching

Implementation

- The most effective support for children is relevant, immediate, next step focused feedback in a lesson (often referred to as Oral Feedback (OFG) and 'Hot Marking' HM).
- Praise for effort and meeting criteria is also important for any child to affirm them in their learning.
- Marking against the lesson objective then supports that feedback as necessary.
- If all issues have been addressed with the child in the session/lesson (and there is evidence of self-correction/response/alteration /practice or editing as necessary, then marking will simply be **pink to emphasize** SC met and **green for SC to develop**.
- **Time should always be given for children to read and respond to marking or feedback.**

Key Stage Marking and Feedback summary

Focus	EYFS	KS1	KS2
Pen colour	Blue/Black Comments	Year 1 Highlight dots in green- development points Pink highlighting for positives Any further comments in black	Year 3 and 4 Highlight dots in green- development points Pink highlighting for positives Purple polishing pens for children to edit/respond to feedback/markings
Targets	Shared orally	In back of books of maths books and literacy books. Year 1 and 2 Children to review each half term	In back of maths books and literacy books. Children to review each half term.
Day, long and short date Date to be written at the top of work	Year N Shared orally with children-model day and date in Nursery Year R - day written on board	N and R Shared orally with children- model day and date Yr. 1 Write the day -Autumn and Spring term. Write the long date in summer term. Short date for maths. Yr. 2 Long Date for literacy. Short date for maths .	Year 3 and 4 Write the Long date for literacy Write the Short date for maths
Lesson Objective/ Success Criteria	Shared orally with children	Yr 1 Share LO and record for some groups in appropriate vocabulary SC to be explained and assessed via thumbs up/down responses at end of a session Yr 2 Relevant LO for majority of groups TA to write in if appropriate SC to be included and used for self /peer assessment from 2 nd part of Autumn term	Short LO Short relevant sentence as copied by child from board for literacy SC to be included and used for self and peer assessment at end of session Short date in Maths and relevant LO SC to be included and used for self and peer assessment at end of session

<p>Marking e.g.</p> <p>Key words</p> <p>Spellings/Punctuation Key words/vocab</p> <p>Corrections</p> <p>Look cover write check</p> <p>Maths Four rules</p>	<p>Reinforce orally with children</p> <p>Punctuation Pete Model phoneme attempts and written formation</p> <p>Model numerals</p> <p>Model handwriting</p> <p>Model numerals</p> <p>No crosses if incorrect –add a dot (.) to think/try again.</p>	<p>Key words and Key vocabulary words relevant to task-all subjects-shared on board</p> <p>Punctuation Pete Reinforce key spellings <u>max</u> 3x at bottom of page of writing</p> <p>Model correct handwriting for corrections</p> <p>Over write Capital letters and model at bottom of page/sheet as necessary</p> <p>Reinforce number formation and symbols if necessary Children re write number again correctly</p> <p>No crosses –add a dot (.) to think/try again.</p> <p>Tick for correct. Model hand writing.</p>	<p>Key words and Key vocabulary words relevant to task-all subjects-shared on board</p> <p>Punctuation Pete Maximum of three words /piece of work to practice</p> <p>Child repeats at bottom of page or in spellings book/personal class dictionary book.</p> <p>Link to handwriting practice if appropriate. Model correct handwriting for correction's</p> <p>Over write Capital letters and model at bottom of page/sheet</p> <p>Give answer to maths question if answer incorrect after attempt to correct by child Re model strategy if necessary or re teach.</p> <p>No crosses –add a dot (.) to think /try again.</p> <p>Tick for correct. Model handwriting.</p>
<p>Evidence of Success criteria /having met learning objective</p>	<p>N and R Celebrate success –share with other children at carpet time</p> <p>Praise correct response –note into assessment folder Well done sticker on jumper or book</p> <p>Use of target stamp for children to reinforce success</p> <p>Comments in blue or black</p>	<p>Year 1 and 2 Highlight evidence of understanding in pink on title and identify show evidence in pink in text. Smiley face can be used but must be consistent across classes in year group.</p> <p>Add CH to tasks as appropriate.</p> <p>Identify one area for progress in green pen.</p> <p>Puzzled face can be used <u>but be consistent across classes</u> in year group.</p> <p>Success star /sticker target stamp given as appropriate</p>	<p>Year 3 and 4 Highlight evidence of understanding in pink and on title in books</p> <p>Indicate where next challenge for child began CH initial</p> <p>Highlight evidence of uncertainty in green-max two points to consider; Comment on quality of content as against the LO Comment re additional aspects-only if necessary Reinforce positives against SC smiley face or sticker/target stamp or well done comment.</p> <p>Comment on next step/target Pupil response to marking and editing/self-corrections I n purple polishing pen</p>

<p>Frequency and use of self -assessment or peer assessment to compliment feedback or marking</p>	<p>Oral “marking” within any session as relevant</p> <p>Model lower case and upper case, number formation.</p> <p>Child to reinforce either on back of paper or at side.</p>	<p><u>Literacy</u>-when Literacy books used for recording. Traffic light in Yr. 2</p> <p><u>Numeracy</u>-when written recording occurs following new concept taught</p> <p>Peer marking for number bonds/mental maths in Year 2</p> <p>Peer assessment –oral following sharing of work Yr 1 and 2</p> <p>From Year 2 on Self- assessment of marked mark following a unit of work/new concept-use traffic lights-link to personal targets for literacy and maths</p>	<p><u>Literacy</u>-when Literacy books used for recording</p> <p><u>Numeracy</u>-when written recording occurs following new concept taught</p> <p>Peer marking of tables tests. Self-assessment for spellings</p> <p>Peer assessment –oral following sharing of work.</p> <p>For Year 3 and 4 Self -assessment of marked mark following a unit of work/new concept-use traffic lights-link to personal targets for literacy and maths</p>
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NB Displays (which compliment children’s achievements and model LO /success criteria)

Writing

- STAR writing to be displayed in classrooms fortnightly to model positive reinforcement for children and illustrating how a child has worked on a task successfully.
- Writing Galleries; now in place for all classes.

Maths

- Numeral and alphabet clearly displayed at child eye level in room.
- Number lines and squares (as relevant to ability and age) and key words/ key vocab available on tables.

Class poster Feedback and Marking by key stage
Punctuation Pete in writing books through the school



EYFS Colour of marking: Blue/Black marking.
EYFS If maths answer is correct mark with a \checkmark .



A spot (·) not an x if maths works incorrect.
Model corrections; numerals/ *letter formation/ key vocab for child.*



Year 1
Colour of marking- Pink if correct.
Smiley face.
If maths answer is correct mark with a \checkmark .



Year 1
Colour of marking (Green for growth).
Green for any corrections/misconceptions as necessary.
Lesson Objective /Success criteria NOT met. Puzzled face.



A spot (·) not an x if maths works incorrect.
Year 1 Black marking and grumpy face-only to be used very sparingly as absolutely necessary e.g. not taken part or complied with task.



Year 2/3/4 Literacy
Colour of marking Black
Colour of marking - Pink if correct.
Smiley face.



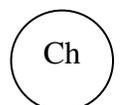
Colour of marking (Green for growth).
Green for any corrections/misconceptions as necessary.
Mark as correct against LO/SC criteria



Comments and modelled as necessary for literacy.
If Maths answers correct use a \checkmark .
Smiley face



A spot (·) not a x if Maths works incorrect
Puzzled face in black

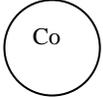


Challenge -extension work or next challenge for child-where it began in the work

When marked by TA or a 1.1



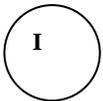
When marked by a TA e.g. spellings/tables



When communicator marked e.g. spellings/tables

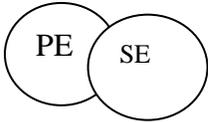


If a lot of support given to child



If child worked independently but they usually have 1.1 support

Peer edited/ Self edited by children



Self-assessment / Peer assessment
Yr. 2 ,3 ,4 **Red, Amber, Green**

Purple polishing pens for children in Years 2,3, and 4 to self - correct and edit.

Book Scrutiny Checklist

Key Stage	✓ X	Checklist for each key stage Presentation guidance and Punctuation Pete used in Yr R and N but are added in writing books through the school.
EYFS		Review any points from previous marking/assessment orally. Share date and lesson objective orally . Reception share written format of date (day, date, month, year). Positively reinforce attempts at spellings and number formation. Model written formation of letters and numbers correctly. Model phoneme attempts correctly. Praise and add smiley face or sticker. Celebrate success with other pupils-reinforcing what learning has been achieved. Oral peer and self -assessments as working on tasks. Mark in blue or black/model handwriting and number formation Use teacher stamp for children to reinforce success. Star work fortnightly.
Key Stage 1		Review any points from previous marking/assessment orally and where appropriate in books. Share lesson objective and record this on board in relevant language. Short relevant title for objective. Short date for maths and as appropriate to child's needs in literacy. Correct key word/key vocab spellings. Reinforce at bottom of page (max of three times) or in weekly spelling test. Link to handwriting practice as relevant. Number formation and symbols model correctly as necessary. Highlight with pink to show objective met-highlight title. Use smiley if preferred. Highlight evidence for meeting criteria in pink. Highlight up one key issue to focus on in Green or use puzzled face if preferred but be consistent across class-pink and green OR smiley and puzzled. Teacher stamp when appropriate and then cross reference to child's personal literacy and Numeracy targets. Literacy will be marked if books used for recording Numeracy will be marked if new concept is introduced and recorded in maths books. (✓ or .) Children to mark number bonds/tables tests-total recorded. Teacher/TA to mark spellings and record totals-initial TA.
Key Stage 2		Time given to review /practise feedback and marking. Share lesson objective and record this on board in relevant language. Short relevant sentence for objective. Short date for maths and as appropriate to child's needs in literacy. Key vocab and Key words/Target sight words will be corrected in all subjects. Max of three different words per piece of writing. Reinforce at bottom of page (max of three times) or in weekly spelling test. Model handwriting/Link to handwriting practice as relevant. Number formation and symbols model correctly as necessary. Spot (.) incorrect answer if marking as task being worked on by children –so children can “have another go” Pupils use purple polishing pens to edit to respond to Oral feedback/Hot marking if preferred. Highlight in green –one key issue to focus on in/Use puzzled face if preferred. Be consistent across year group- green OR smiley /puzzled face. Explain this to children. Comment on quality of content/attitude to task. Target stamp/write T when appropriate and then cross reference to child's personal Lit/Num targets in books. Literacy will be marked if books used for recording. Pink dot for LO/SC evident. Numeracy will be marked if new concept is introduced and recorded in maths books. (✓ or .) Children to mark each other's mental maths. TA or Children to mark own or each other's spelling tests (initial TA). On lit/numeracy work KS 2 traffic light work. End of unit –KS2 self-assessment -child to traffic light learning Supply to mark and initial /of unmarked school staff to write supply or S beside work.

To help you be sure

Assessment leads

- have copies of targets for inside back cover of the children's numeracy and literacy books and copies of 'presentation of work' for books
- have copies of 'Punctuation Pete' for your year group
- have samples of work illustrating feedback and marking in year groups
- will ask supply staff is asked to mark to the policy given-if any work remains unmarked permanent staff to initial and write "supply" or S alongside work.
- have samples of written work that have been checked in previous years for the year group