

**St George's C of E School and
Nursery**

**ASSESSMENT, MARKING
and FEEDBACK POLICY**

2019-20

Approved by ¹	
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St George's CE Primary School

Assessment Policy

Assessment, Marking and Feedback Policy

“Teacher assessment is first and foremost about helping children to learn.”

St George's School takes a considered and collaborative approach to introduce effective systems for both assessments for teaching and learning and for tracking pupils' progress. When setting this policy, the following have been taken into account:

- Up to date research on assessment and feedback from bodies such as the Educational Endowment Foundation, The National Association of Head Teachers, DFEE, OFSTED, Rochford Review
- High Quality Training for school leaders, including governors in terms of whole school data such as ASP and Fischer Family Trust
- Pupil Progress Meetings and analysis that identify individuals and groups which require support and challenge
- Moderation, both within school and school-school
- Oversight from independent bodies, whether the Local Authority or Independent Educational Consultants
- Teacher led research and INSET, based on school's own data analysis, work scrutiny and interviews with both children and staff
- Pupil Premium and SEND Training, appropriately tailored
- Consultative documents regarding teacher workload
- Staff Well Being Meetings
- Current writing on assessment in professional publications

Assessment complements and informs teaching and learning. It is an integral part of the National Curriculum statutory procedure. This policy outlines the nature and management of assessment in our school. The assessment, feedback and marking policy sets out the policies on record keeping, marking and reporting.

The implementation and ownership of this policy is the responsibility of all staff. The school's assessment policy, will at all times follow the Equality Policy.

PHILOSOPHY

Assessment is the means by which the progress and achievements of the children are identified, analysed and used to enhance learning by giving clear and constructive feedback to children. It should be an integral part of effective teaching and be both manageable and useful. Assessment information can be used to track pupil's attainment, set smart targets and keep parents informed of achievements.

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AIMS

The purposes of assessment, recording and reporting at St. George's are to:

- ✓ Indicate what a child has learned/can do
- ✓ Help to indicate why a child has not learned and/or is not making appropriate progress
- ✓ Inform the next steps for a child
- ✓ Celebrate achievement
- ✓ Inform the next stage of planning
- ✓ Contribute to an evaluation of the effectiveness of teaching
- ✓ Set targets for individual, groups, classes and cohorts where applicable
- ✓ Meet statutory requirements
- ✓ Inform parents and transfer schools

We recognise that assessment is a vital element of careful curriculum planning and that it has four purposes:

- **Diagnostic** i.e. determining knowledge, skills and possible weakness.
- **Formative** i.e. providing information that assists further planning
- **Summative** i.e. summarises individual pupils' overall attainment and progress.
- **Evaluative** i.e. providing information about teaching schemes and methods about the suitability of resources and in-service training.

Methods for collection and interpretation of data should include the following:

- Agreed marking procedures that include the pupil as much as possible and include encouraging remarks either written or stamped on children's work.
- Recognition of good presentation, redrafting, where necessary, discreet corrections of class work where applicable.
- Agreed and informed setting of targets in key area of focus, to be agreed by class teacher and Senior Leadership Team
- Pupil Progress Meetings Termly to Analyse progress and attainment of groups and individuals
- Pupil Progress Analysis Sheets based on termly dated, looking at groups and individuals (LAC, SEND, Pupil Premium, Gender etc)
- Shared observation of work both in and out of the classroom, and highlighting of appropriate stranded sheet as and when appropriate.
- Use of assessment sheets in foundation areas of the curriculum and Science
- Oral questioning and recording of answers
- Thorough observation of problem solving and specific investigations.

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- By application of specific tests, tasks i.e, SAT's, SEN Screening tests / Rising Stars.
- Self-assessment by the children by colour coding books or showing thumbs, verbal feedback, traffic light colour cards, peer assessment etc.

Elements of the core subjects are assessed during each term and placed on Scholarpack, which will be updated termly and appropriate changes to planning and provision will be implemented accordingly.

Progress and attainment of children will be tracked and monitored carefully by the Headteacher, Deputy Head, Inclusion Manager and SENCO and discussed termly with staff as part of our pupil progress meetings where action plans are written accordingly ready for the next term. Progress and attainment are communicated clearly to governors through the committee system through a series of reports. It is the responsibility of governors to hold senior leaders to account and for senior leaders to encourage this evaluative, supportive dialogue.

Assessment and Moderation Schedule 2019-20

Books will be checked each week by the HT, chosen at random. All Subject Leaders will have at least of week of monitoring per year in their development teams- this will feed in to subject related staff meetings. This will include a minimum of one day supply so activities can be carried out and reviewed. These will be available on SPack shared with staff at the start of each term.

As part of good practice and an agreement regarding workload, St George's will only collect at 3 data points in the year, on Checkpoint 2,4 and 6 on Scholar Pack. The onus and expectation is placed on the quality of the analysis of the data.

Month	Moderation	Responsibility
September	After 3 weeks, New LD and Nursery Baseline Put Baseline (from CP6) onto Scholarpack for year group Priority readers Pupil Progress Meetings	Class teachers Class teachers and TAs SH with class teachers
October	Writing Moderation with other schools RWI assessment	Class teachers HLTA and TAs English Subject Leader
December	Rising Stars Assessment A of current year Maths, Reading, GPS and analysis CP2 input-Pupil Progress Meetings RWI assessment Ongoing Clic Assessments (Maths)	Teaching staff Teaching staff HLTA and TAs

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January	After 3 weeks, New LD and Nursery Baseline Foundation subjects – subject leader monitoring Pupil Progress Meetings	All staff Sh with class teachers
February	Observations of Teaching and Learning	Teaching staff SLT
March	RWI assessment Writing Moderation with other schools	HLTA and TAs
April	After 3 weeks, New LD and Nursery Baseline Rising Stars Assessment B of current year Maths, Reading, GPS and analysis CP4 input Ongoing Clic Assessments (Maths) Pupil Progress Meetings	Teaching staff Teaching staff SH with class teachers
May	SATs KS1 SATs KS2	Y2 teacher Y6 teacher Teaching staff
June	RWI assessment Foundation subject assessment day- teacher assessment/moderation	HLTA and TAs Teaching staff
July	Rising Stars Assessment C of current year Maths, Reading, GPS and analysis Ongoing Clic Assessments (Maths) CP6 input	Teaching staff Teaching staff

Statutory Obligations

At the end of each Key Stage teachers are required to make assessments about the levels achieved by pupils in the three core subjects. There are also standard assessments in the three core subjects (Literacy, Maths and Science) which must be administered in accordance with instructions from QCA and the results recorded no later than two weeks before the end of the summer term.

Teacher assessments have to be made annually in core subjects in the form of an end of year report and are recorded on Scholar Pack for use by the next teacher, to aid transition.

Part Time & Supply Teachers:

Should contribute to the same assessment procedure as full-time staff and should speak to the assessment leader about the procedures in place.

Role of the Leader

The Headteacher will:

- ✓ Be responsible for monitoring the implementation of the assessment policy

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- ✓ Review the policies relating to assessment and marking
- ✓ Ensure children's work randomly and individually sampled by the Head Teacher on a weekly basis to ensure high expectations and celebrate good practice with reference to marking and feedback
- ✓ Develop good quality practice in assessment and record keeping and help guide teachers to understand good assessment practice
- ✓ Report monitoring back to staff
- ✓ Help teachers in Year 2 and Year 6 plan and prepare for the end of Key Stage Assessments
- ✓ Organise and initiate regular moderation and evaluation sessions
- ✓ Maintain and organise materials to support assessment
- ✓ Carry out learning walks

All teachers are responsible for carrying out assessments with their own class. The Headteacher, Senior Leadership Team, Inclusion Lead are responsible for reporting and tracking pupil attainment. Governors play an integral part in evaluating the process through the committee system and reviewing reports such as; SEND and Equality Update, Pupil Premium Update, Support and Challenge Aide Memoire, Curriculum and Performance Report

EARLY YEARS FOUNDATION STAGE:

Nursery: Home visits on the Home v sheet- shows any outside agencies.

(3x per year May-Sept, Nov-Jan, Jan-April)

2 week initial assessment highlights interventions needed.

3 weeks- nursery baseline follows on from home visit report (attention span, listening to & following instructions, mark making, dominant hand, ability to re-tell a story, sing nursery rhymes, interest in talking to others, any issues around speech & language)

EARLY YEARS

Nursery Assessment in maths

Initial maths play session 1:1 to see how each child uses maths languages, etc. Individually done. Colours, number recognition.

Done within first 6 weeks and repeated at the end of Autumn, spring and summer.

Ongoing Assessments in EARLY YEARS FOUNDATION STAGE

Sticky labels highlight children's achievements in any area.

Short observations- focus on language/PSED/PD.

Snapshots- photos of children's achievements & they explain what they have learned. Video snapshots saved of children learning

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Adult led activities- annotated to highlight what children have achieved & next steps.

Current internal assessment is used from admission until the end of the first term when this is fed into Foundation Profile and 'Learning Stories' and then used as an ongoing record. Parents are encouraged to contribute to their child's Learning Story record.

Reception

Reception: 6-week initial assessment (initial sounds, handwriting, high freq. Words, blending & segmenting, British Picture Vocabulary Scale, fine motor skills, rhyming words, re-telling a story, listening skills) highlights interventions needed.

Read Write Inc assessment- beginning and end of Aut, Spr & Sum terms.

Big Maths Clic Assessments

Big write every half term for writing assessment using EARLY YEARS FOUNDATION STAGE (EYFS) for Aut and Spring terms then the revised National Curriculum Criteria and moderated with other local schools on a termly basis

Reception- Maths

Number recognition, formation, counting objects, sequencing numbers, shape, sorting. During 6 weeks initially and then again at the end of Autumn, Spring and Summer terms.

Reception children who have additional maths teaching are on the Scholar Pack.

EARLY YEARS FOUNDATION STAGE (EYFS) assessment is linked to ongoing observations unless an adult led task with a set (preferred outcome which will be marked as tick, cross, question mark or short comment). Assessment data is put onto Scholar Pack termly.

Further assessment is carried out through:

Wow moments.

Parents are asked to e-mail photographs of their child's achievements and/or write them down for us.

SPECIAL NEEDS & GIFTED & TALENTED CHILD

The Special Needs policy has detailed information concerning methods of informing SEN leader and any extra records that need to be kept. The Headteacher can advise about special adaptations of SATS for special needs. Staff plan rigorously, for all levels of ability so that they can be included in the curriculum, recording those that fail to meet or exceed the learning objective.

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Challenges, extension or support activities are planned as a result of these records. The able child will often receive on the spot extension activities in terms of challenge and can receive further assessment on the advice of the Inclusion manager to whom the child has been referred. **This should be referred to on the Pupil Progress information, termly.**

The school's policy on special needs and the Code of Practice will be followed.

EQUALITY POLICY

In making assessments teachers should strive to avoid any bias according to a child's gender, disability, race or social background and the assessment practices must give all children the opportunity to demonstrate what they know no matter what the level of ability.

RECORD KEEPING

Introduction

Record keeping is an important part of our school's policy structure and is linked very closely with the policies on reporting and assessment. The structure and process of record keeping has the full support of the whole staff and the policy reflects clear staff ownership. The record keeping policy takes into account the Equality Policy. Record keeping should be manageable and useful with the aim of clear progression and cohesion of children's development. Whilst keeping records, staff should be mindful of confidentiality.

The primary purpose of record keeping is to guide staff through children's attainment. Record keeping is part of the process that helps to evaluate how well the curriculum reaches each child, which can be then fed back into curriculum planning.

There are a number of records in school which deal variously with:

- ✓ Administrative matters such as who is on role, addresses, emergency contact numbers;
- ✓ Teaching records such as what has been taught' lesson plans etc
- ✓ Contextual data including personal information such as health problems' social problems etc,
- ✓ Scholar Pack tracking system updated each term with assessment data and NC levels (for now but to be phased out) for each child by CT.
- ✓ Pupil progress and attainment data updated each term by CT.
- ✓ Pupil progress meeting analysis

Organisation

- ✓ Use of formative assessment to confirm learning and plan next and future steps;

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- ✓ Use of targeted assessment to confirm the effectiveness of teaching and learning to inform future planning and to monitor progress;
- ✓ Use of summative material such as Rising Stars to support evidence where necessary
- ✓ Use of statutory assessment to inform teaching and learning set targets and to fulfil statutory requirements.

This is supported by:

- ✓ Personal record keeping, which includes day-to-day records of individual children.
- ✓ A class file that is passed on with the children which may include:
 - Class assessments in English, Maths and Science.
 - R.E Class Book
 - Extended writing assessment on a rota basis to ensure all appropriate genres are covered over the year.
 - Summative results and analysis (Autumn, Spring, Summer term)
 - Reading levels gathered during choral, class and individual reading sessions and from comprehension assessments.
 - Rigorously assessed group and individual progress through Pupil Progress Analysis including SEND/Pupil Premium/LAC/Gender supported by use of Scholar Pack
 - Read Write Inc Assessments for Phonics
 - Rising Stars Assessments in Reading, Writing, Maths, Grammar and Spelling
 - Teachers own X table and spelling records
 - Teacher assessments for Foundation Subjects and Science
 - General information
 - Visits undertaken
 - Curriculum map showing areas covered
 - Any additional support in the classroom with targeted interventions for groups and individuals
- ✓ Maths and English results from Rising Stars (Autumn, Spring and Summer) and year 6 SATs (Summer), are analysed by subject leaders and whole school targets are set for the coming year.
- ✓ These are made clear in the form of individual or group targets, which the children and parents are aware of and can follow.
- ✓ The results and analysis from these tests are added to the tracking system for each member of staff who then use them to study each child's progress and put actions in place. Writing is assessed 6 times a year using the NC criterion scale, adopted by all local schools which is used to assess progress and inform future teaching.
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In Science, end of unit assessments may be used.

Analysis of pupil attainment and progress is carried out by the class teacher and this is then passed onto the subject leader for analysis and tracking.

- ✓ Regular work sifts will be carried out by subject leaders to ensure continuity and progression throughout the school and to ensure all ability levels are being reached.

Subject Leaders' folders will include:

A development plan for each subject, collaborative work in development teams, examples of work to show standards and progression, analysis sheets appropriate observations. It must also include monitoring records and tasks related to the development plan. This, allied with information from moderation and both formative and summative assessment, form an integral part of the appraisal system and drive distributive leadership. **Monitoring of marking and feedback is a responsibility of each individual subject leader.**

Marking and Feedback

Philosophy:

Formative and on-going assessment is the most important and therefore most frequently used form of assessment. We see that marking work is the time at which most formative assessment takes place and therefore clear, school wide procedures that can be monitored and evaluated are essential to the process of raising achievement.

We believe that children should be able to readily identify and celebrate their achievements against clear criteria they understand.

Children should see learning as a continuum which, given time, anyone can master. We believe that feedback, which indicates the next step in learning, is essential to this process. Some feedback is verbal other will be through marking or specific targets, provided by key staff. Feedback will be given throughout the day and be clearly linked to Success Criteria given to the children, whether in verbal or written form.

Feedback will be clearly linked to previous and future planning, it will be structured and focused to provide guidance and support for future learning.

Aims:

- That all pupils will understand what they are trying to achieve and why
- That learning objectives and outcomes, oral or written feedback are an integral feature of all lesson planning

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- Teachers will confidently and skilfully use different types of feedback related to success criteria and learning outcomes
- To provide a manageable system for informing pupils about their progress against learning objectives and to focus on their next step.
- Pupils are able to determine and improve their achievements through written or oral feedback they have been given.
- To enable staff to identify the next step in the teaching programme and to plan suitable provision for those pupils who need support and those who need extending.
- To motivate the pupils through the celebration of their individual successes.
- To provide opportunities and develop pupil understanding of peer support and improvement. (Evidence to be provided to demonstrate this through children's use of purple pencil crayon)
- To provide targets for children in all aspects of their lives.
- For pupils to be able to say how feedback has improved their learning outcomes
- To provide information to support the writing of summative records and reporting to parents

Organisation:

The following procedures will provide the children with the most effective feedback.

- Feedback will point out successes and areas for improvement.
- At the start of the lesson the purpose of the work will be clearly defined along with what will be assessed, both verbally and visually.
- The criteria for success will be shared with the children either verbally or visually.
- Codes will be used to make marking more manageable for staff and more accessible for the children. (See appendix A)
- Providing verbal feedback, where possible, will be the most effective form of feedback on achievements and future targets. If verbal feedback given, VF to be written.
- KS2 children may be set a 'hot marking' day where the core subjects of maths and English are deep marked. This gives room to more personalised feedback and allows the children to feedback and revise comments, helping to promote independence in their learning and take responsibility. **Children also follow the same procedures used throughout school for peer marking and self-editing (green and purple pens).**
- Pupils will be encouraged to transfer improvement suggestions to another piece of work, if relevant.
- Marking will inform the planning of future lessons.
- Records of assessments to be recorded on the server under 'All Assessment and Tracking' and Check Point data on Scholar Pack. This will be kept updated by teaching staff as a running record of progress.

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- Early years will use children and parents to contribute to their Learning Stories.
- When appropriate children will mark their own work and give oral feedback on how they are progressing towards their targets. Evidence to be provided using green if editing own work, purple if peer marking.

The role of the teacher:

- Ensure support staff are fully briefed and supported in the marking and feedback process, so they can engage in the process as they work with the children
- Ensure children and parents understand the purpose of assessment, marking and feedback
- Monitor their planning to ensure that assessment notes are informing planning.
- Carry out work scrutiny and learning walks in development teams that may with a focus on feedback.
- Monitor consistency in the implementation of the policy by looking at the marking of children's work.
- Feedback individually and raise whole school issues at staff meetings and Pupil Progress Meetings
- Engage with staff on the effectiveness of the policy at the staff meeting.
- Assume these responsibilities for their designated subject area or area of management focus

Identified Groups and Individuals in Need of Support:

- Formative assessment notes will inform reviews such as IPPs for children with Educational Health Care Plans
- Pupil Progress Analysis informs intervention planning
- Intervention 'Clinics' are held to moderate and support progress of identified groups and individuals
- Provision maps ensure coverage of support to meet IPP targets.
- Support staff will have access to and contribute to marking and formative assessment notes.
- Particular care will be taken to ensure that all children can understand the marking comment, no matter which stage of learning they are working on.
- Feedback to children will be broken down into appropriate steps.

Equal opportunities:

- In making assessments teachers should strive to avoid any bias according to a child's sex, race or social background.

Early Years:

- Feedback to the children in the Early Years will be written or oral.

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- Marking comments will record achievement with photos used wherever possible.
- Shared with parents and children via their 'Learning Stories'.

Appendix 1- Marking Criteria

Reception and Key Stage One

* Key Stage One and Reception children (where appropriate) to be given spellings, particular focus on Common Exception Words and sounds linked to Read, Write, Inc. sessions.

** Year Two-assume work is independent unless stated that children have received support.

Code	Explanation
Pink for 'perfect'	Evidence of strength against learning objective or personal target.
Green for 'growth'	Area for improvement
V.F.	Verbal feedback given (signed when given by support staff)
	Chosen incorrect spellings. Correct spelling to be given. Children to then practise spelling at least 3 times.*
○	Punctuation error
s○	Supported work (staff to initial)**

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Must be made clear. (Question, target, extension on work)	Extension/Challenge/Next steps
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Key Stage Two

* Using own teacher judgement to decide how many spellings to correct based on child's ability and confidence. However, expectations must be high and words crucial to the individual subject must be corrected.

- Encourage higher ability and upper Key Stage 2 to use dictionary, for lower ability possibly assist with use of dictionary or applying 'Fred Fingers' to support.
- Encourage children to correct punctuation independently through self-editing, if support needed make sure it is stated.
- Foundation subjects must be marked.

** Assume all work is independent unless stated that children have received support.

***** When 'hot marking' has been used other work may be spot marked but there must be clear evidence that this has occurred.**

Code	Explanation
<div style="background-color: #FF00FF; display: inline-block; padding: 2px 10px;">Pink for 'perfect'</div>	Evidence of strength against learning objective or personal target.
<div style="background-color: #00FF00; display: inline-block; padding: 2px 10px;">Green for 'growth'</div>	Area for improvement
<i>Green pen self/purple peer</i>	Self-editing and Peer Marking (child marking must add name or initials)
V.F.	Verbal feedback given (signed when given by support staff)
	Chosen incorrect spellings. Correct spelling to be given or children to look up using dictionary (upper KS2). Children to then practise spelling at least 3 times.*

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○	Punctuation error.*
Ⓢ	Supported work (staff to initial)**
Must be made clear. (Question, target, extension on work)	Extension/Challenge/Next steps