



Assessment is for Learning Policy

Incorporating Feedback, Marking and Assessment

Agreed by Staff: Autumn 2018

Agreed by Governing Body: Autumn 2018

To be reviewed: Autumn 2019

Group Responsible: Headteacher

Aim of this policy

This policy is intended to ensure consistency across the school in how and why we respond to children's work and the involvement of children in the marking and assessment process.

Ethos

Feedback and marking is effective when children are made to see what they have done well and are encouraged to see for themselves what they need to improve, being given time to make changes and try alternative ideas.

Rationale

Feedback and marking is a very important part of teacher assessment and children's own self-assessment. At Spixworth Infant School our aim is to ensure all children will have their work marked in such a way that it will improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment and personal target setting. Feedback and marking can be oral or written but should have a positive impact.

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understanding. We want our children to engage in self-reflection and to be able to identify the next steps in their learning. To this end we aim to equip children with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Curriculum

Our pupils and staff identify and reflect on their own evidence of learning

- Children are supported to recognise their own learning and next steps and are actively encouraged to record this through Tapestry with staff or parents.
- Key Stage 1 children evaluate their written work at the end of each lesson by placing a triangle in the corner of each piece of work. One line indicates that they found the work difficult and show little understanding. Two lines indicate that they had some understanding. A complete triangle indicates full understanding of the learning. If a child colours in the triangle it demonstrates that they feel they have exceeded the learning objective. The triangle is also used physically following practical work. Reception children are introduced to this system when appropriate.
- Key Stage 1 children look at their writing targets on the front of their English books to decide to what extent their writing has reached their targets after each writing session.
- Staff reflect on their own learning at CPD events by completing a short evaluation of impact form and feeding back learning at staff meetings. This feeds in to staff performance management.

Our pupils and staff help to set their own learning goals

- Pupils discuss with the class teacher each lesson how they can be successful in each piece of learning.
- The use of choice and challenge in lessons enables children to consolidate their learning and challenge themselves. Children are guided where necessary to pick a challenge appropriate to their level of learning and are also supported to have the confidence to attempt to complete more challenging tasks.

- Four times yearly, pupils set their own longer-term target as part of the parent/teacher progress meetings.
- Through performance management discussions staff choose a personal target that they would like to work on over the coming year. This could be something they want to develop in their own current practice or something that is new that they would like to do in order to progress with their career.

Our pupils and staff practise self and peer assessment

- Through discussions with peers and adults, children evaluate their own and others' learning looking for evidence of the success criteria. Children and staff use the language 'What Went Well' and 'Even Better If'.
- In written work, children use a purple pen to make any improvements to their own work.
- Work that is peer marked is marked in 'Buddy blue'.
- Four times yearly, pupils self-assess against their longer-term targets as part of the parent/teacher progress meetings.

Teaching and Learning

Our pupils, staff and parents are clear about what is to be learned and what success would be like

- Learning objectives are discussed with the children in each session. Success criteria are also discussed and referred to during the lesson in the form of mini plenaries.
- Through performance management discussions and documents, staff are aware of what they need to do to ensure that each target is achieved. They are able to speak with members of the senior leadership team to ensure their targets are achievable and about how they can be supported to achieve them.
- Parents of children gain assessment information with each observation that is recorded on Tapestry.
- Parents are aware of the expectations for each Key Stage through the assessment booklets that are on the website, as well as Tapestry. Cafés and parent workshops on topics such as Curriculum and Assessment further support parental understanding of expectations.
- Questions that could be asked and ways to support their child with reading each level of book is placed in the reading record books ensuring parents are aware of expectations.
- Parents are invited into school for a formal meeting four times per year to discuss their child's targets, progress and how they can help at home with their next steps.

Our pupils and staff are given timely feedback about the quality of their work and how to make it better

- In Key Stage 1 English, alternate plain/lined page exercise books are used allowing children to record thoughts, tips and drafts to inform independent writing.
- As many pupils as possible are given verbal feedback about their work each session from either a teacher or teaching assistant. Verbal feedback is always given when an adult has worked with a group of children.

- Where pupils have worked independently their work is marked as soon as possible after the lesson.
- Each week in Key Stage 1 maths lessons one piece of work is next step marked. The children are given an opportunity to respond to the marking at the beginning of the next session. On some occasions, when the work is not recorded, it may be appropriate for a verbal next step to be given and a practical response made.
- In Key Stage 1 English lessons children will carry out a piece of extended writing fortnightly or at the end of a unit of work. The children will use a marking ladder for this piece of work. The following day the teacher and teaching assistant will mark the work with the children and give them an opportunity to use their purple pen to make improvements. In Key Stage 1 children should work towards peer critique.
- Staff are given feedback from monitoring on their performance including discussion on potential areas for improvement from the SLT. Staff collaborate through regular team meetings and help to develop each other professionally through at least termly peer support.

Our pupils and staff are fully involved in deciding next steps in their learning and identifying who can help

- Marking work with the children enables them to discuss with an adult their next steps and how to implement them.
- When children have reached their longer-term targets, they are involved in setting new ones in conjunction with the class teacher.
- Staff are involved in setting their own targets and targets for the school and identify who/what can help. Senior management use this information to plan and book appropriate CPD
- Pupils are invited to comment on their targets, progress and next steps to inform the four times yearly parent/teacher progress meetings.

Assessment

Our classroom assessment involves high quality interactions, based on thoughtful questions, careful listening and reflective responses

Teachers make use of a range of strategies to involve all children in high quality assessment. These strategies include:

- Talk partners
- Paired work
- Guided work with a teacher or TA
- Shared learning sessions
- 1:1 discussion/interaction
- Visualisation
- Self or peer writing evaluation
- Bloom's revised taxonomy questioning

Staff use assessment information to monitor pupils' provision and progress, to plan for improvement

- Teachers use the information gained from working with pupils and marking their work to assess how well a child is performing and what their next steps are. Plans for subjects are then adapted accordingly.
- Teachers use Tapestry to monitor class and individual provision, identifying areas for enhancement.
- Staff record Pupil Asset PITA scales 4 times a year (see Pupil Asset PITA Scales) in EYFS and Key Stage 1 to make a more summative assessment about the progress of the pupils in their class. Pupil progress meetings are held using this information to talk about how pupils can be supported to make better progress.
- Parents are invited into school for a formal meeting four times per year to discuss their child's targets, progress and how they can help at home with their next steps.

Staff talk and work together to share standards in and across schools

- Teachers meet on a regular basis to moderate assessments that have been made against the school assessment criteria in each year group.
- Teachers discuss pupil progress with the Headteacher on a termly basis.
- Teachers meet with staff from other schools on a half-termly basis within EYFS to moderate standards across schools.
- Teachers meet with staff from other schools on a termly basis within Key Stage 1 to moderate standards in reading, writing and maths.

Staff use a range of evidence from day-to-day activities to check on pupils' progress

Evidence used to check on pupils' progress includes:

- Sticky note transcripts or Tapestry to record pupil voice
- Self-marking using the triangle symbol (practical or recorded)
- 1:1 discussion
- Photographs
- Questioning
- Observation
- Marking

Marking

- Adult marking should be in green.
- Children should improve their own work in purple.
- Peer marking should be in blue.
- Each piece of work should indicate how the child completed the work, for example 'I' for independent 'PW' for paired work etc. See marking guide for further information.
- The person who marked the work should initial the work at the top of the page. If verbal feedback has been given to the child 'VF' must be placed on the work and it should still be initialled.

- A triangle from the teacher or teaching assistant should be placed next to the triangle completed by the child to demonstrate whether the adult agrees with the child.
- Cloze marking – when there is a right or wrong answer. Correct answers should be marked with a tick and incorrect answers with a dot.
- Each child in Key Stage 1 will have an individual spelling log in the back of their English book allowing key spellings for each child to be recorded.
- A marking ladder should be used in English on a fortnightly basis or at the end of a unit of work for an extended piece of writing. Next step marking will be done with the child and they should then make improvements.
- In maths each child should have next step marking once per week and children should have an opportunity to complete their next steps as soon as possible after the work has been completed.
- Marking stamps will be used to demonstrate next steps on children's work.

Pupil Asset PITA Scales

Attainment		SS
Below	The child is working significantly below the curriculum for their year group. They are working in the lower level of the EYFS or on P Scales	
Pre-Key Stage	The child is working below the curriculum for their year group. They aren't accessing the curriculum without heavily personalised support and scaffolding, which may be due to having EAL or barriers to learning. The child may be doing different tasks to the rest of the class and may be receiving or needing, some intervention	
Working Towards	Is able to access the correct curriculum for their year group but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.	85+
Just Below Expected	Is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in their learning.	95+
Expected	Is meeting the majority of the NC expectations. Is successful at learning new concepts. Is starting to apply their skills independently but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning that need closing in order to become secure.	100
Securely Expected	Is meeting all of the NC expectations. Is usually a successful learner and shows good understanding of objectives taught. Is usually able to learn new skills and use them accurately and independently. May make occasional errors in applying their learning and concepts.	103+
Greater Depth	Is starting to exceed national expectations. Is almost always successful in understanding the key objectives. Is able to apply their skills in a range of context making few errors. Can often explain and justify their ideas.	106+
Securely Greater Depth	Is exceeding national expectations. Is always successful in understanding the key learning objective. Is able to apply their skills in a range of contexts with no errors. Can explain and justify their ideas.	110+
Exceptional	Is significantly exceeding national expectations. Is always successful in understanding key learning objectives. Is able to apply their skills in a wide range of contexts making no errors. Can clearly explain and justify their ideas. Demonstrates significant skills and knowledge beyond the curriculum. Can analyse and evaluate their own and others' performance effectively.	