



# **Assessment is for Learning Policy**

## **Incorporating Feedback, Marking and Assessment**

Agreed by Staff: Autumn 2019

Agreed by Governing Body: Autumn 2019

To be reviewed: Autumn 2020

Group Responsible: Headteacher

## **Aim of this policy**

Spixworth Infant School understands that the effective use of marking, feedback and assessment can have a powerful influence on pupils' learning and progression.

This policy aims to ensure that marking, feedback and assessment:

- Informs pupils about what they have done well and highlights areas of improvement.
- Supports pupils' confidence in learning, contributing to accelerated learning.
- Supports teachers' assessment knowledge for each pupil, to plan and establish effective next steps in their academic progression.
- Develops consistent, reliable processes across the school.

## **Roles and responsibilities**

The headteacher is responsible for:

- Ensuring that this policy is implemented, monitored and remains effective.
- Assessing whether marking, feedback and assessment practices effectively balance the need to mark and provide feedback and the strain on teachers' workload.
- Reviewing this policy as and when necessary to establish whether practices are effective and consistent across all classes and subject areas within the school.

Subject Leaders are responsible for:

- Ensuring all members of staff are aware of the school's procedures in terms of marking and providing feedback in their subject.
- Monitoring the effectiveness of this policy within their subject and reporting their findings back to the headteacher.
- Answering any queries that teaching staff have in regards to this policy and the school's practices.

Teaching staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback.
- Using their professional judgement to determine when it is appropriate to offer more intervention support systems than just feedback.
- Monitoring the learning of all pupils within their class to ensure they are making satisfactory progress.
- Ensuring that pupils understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

Classroom Support Staff are responsible for:

- Ensuring that they adopt this policy when marking and providing feedback
- Monitoring the learning of all pupils within their group and providing feedback to the class teacher

- Ensuring that pupils within their group understand the feedback they have been given.
- Allowing pupils to ask questions in regard to any feedback they have received.

## **Expectations**

Teaching staff are expected to:

- Provide marking that offers clear information about why pupils have done well.
- Set targets for improvement, which should create a progressive plan for continued learning.
- Judge whether written or verbal feedback should be given and ensure pupils understand this feedback.
- Provide pupils with opportunities to reflect on feedback, and allow them to respond to the feedback and ask questions.
- Remind pupils of their targets and how these targets can be achieved in particular lessons.
- Ensure that marking identifies misconceptions and feedback addresses these swiftly.
- Use marking and assessment to identify the next steps for pupils, which should be used to plan the delivery of the curriculum.
- Offer questions and challenge pupils whose work was correct, which should encourage further development.
- Provide feedback and support to pupils with SEND and adapt how feedback is given, so that pupils with SEND can understand and action any targets. The SENCO should be consulted in regard to this.
- Provide positive and pupil-friendly marking and feedback.
- Return work promptly and allow pupils time to review any feedback that has been given to them.

Pupils are expected to:

- Try their best with any work they complete, in or outside of the classroom.
- Ask questions when they do not understand something in lessons.
- Read any marking on their work and ask questions if they do not understand them.
- Review their own progress by looking at previous work and talking with teachers, parents or peers to identify strengths and areas to be improved.
- Make a conscious effort to meet their targets and to action any suggested improvements.
- Take responsibility for their learning and be mindful of their impact on others.

## **Workload**

- The school understands that marking, providing feedback and making assessments is a large contributor to the workload of teachers; therefore, teachers and leaders will ensure that marking, feedback and assessments are only done to positively impact upon the progress of a pupil.

- If a teacher has a query, the subject leaders will be available to offer guidance and support regarding the school's procedures.
- If a teacher is unsure about the effectiveness of their own practices, the subject leaders will help with developing an approach to marking and feedback that is more suited to the teacher.

## **Marking**

- Adult marking should be in green.
- Children should improve their own work in purple.
- Peer marking should be in blue.
- 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. Marking will reflect these.
- Each piece of work should indicate how the child completed the work, for example 'I' for independent 'PW' for paired work etc. See marking code 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.
- 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.
- 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.
- Where practicable, marking will take place alongside the child. Where distance marking takes place, this should be complete and returned to the pupil before extended work is given. Teachers will provide ample time for distance marking to be reflected upon by the pupils.
- Cloze marking – when there is a right or wrong answer: Correct answers should be marked with a tick and incorrect answers with a dot.
- Marking stamps will be used to demonstrate next steps on children's work.
- Marking codes will be placed inside children's books/folders clarifying meaning.
- 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 at the end of a unit of work for an extended piece of writing. A review session will follow where the teacher will use individual and class assessment to close gaps and address next steps.
- Next step marking should be used in any subject to enable children to reflect on and action improvements. Children should have an opportunity to complete their next steps as soon as possible after the work has been completed. Next steps may have a written, verbal or practical response.

- Marking should always consider the learner's confidence and self-esteem. Marking will usually directly link to the shared learning objectives however, it is reasonable to request corrections to spellings for example but of an appropriate quantity to the learner's age and stage of development.
- Individual Writing targets will be recorded on the front of English books for Key Stage 1 children. These can be referred to during marking.

## **Feedback**




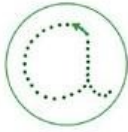
























- Feedback differs from marking in that it is not limited to comments placed on the work of pupils; for example, feedback can be immediate verbal communication in the classroom or provided during one-to-one meetings.
- To avoid unnecessary confusion and to ensure clear progression in lessons, teachers will ensure that lessons remain focussed by:
  - Clearly outlining which subject content will be covered in each class.
  - Explaining the areas pupils will need to understand.
  - Having a clear plan in mind for the progression of learning in the subject.
  - Having a final goal in mind for the month/term/year.
  - Having a number of progression plans that account for all abilities in the class.
  - Making it clear what the objectives are from week to week, as well as final expectations.
- The school believes in developing independent thinkers and as such, feedback will guide the pupil to the correct answers, as opposed to giving the answers away.
- Verbal feedback can act as a way to give immediate and effective feedback to pupils.
- Teachers will mark on pupils' work when verbal feedback was given.
- Teachers will keep in mind the following considerations when giving verbal feedback:
  - **Tone of voice:** It is important to remain as calm as possible. If the teacher displays signs of frustration, the pupil may feel under pressure and fail to perform to their full potential.
  - **Balancing time:** If a particular pupil requires more time and attention, the teacher may consider giving feedback in written form or in a one-to-one meeting.
  - **Class discussions:** Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.
- 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.
- Pupils will be actively included in feedback on their learning and progress in relation to meeting their short and long term targets through 1:1 discussions with their teachers. Four times yearly, these discussions will also include their parents.

## **Assessment**

- To facilitate teaching and learning, a comprehensive assessment strategy is essential.
- Teachers make use of a range of strategies to involve all children in high quality assessment on a daily basis. 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 evaluation
  - Bloom's revised taxonomy questioning
  - Tapestry reviews
- 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'.
- Children are supported to recognise their own learning and next steps and are actively encouraged to record this through Tapestry with staff or parents.
- Teachers use Tapestry to monitor group and individual provision, identifying areas for enhancement.
- 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 assessment information on the school 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.
- Teachers use the information gained from working with pupils, marking their work and reviewing their Tapestry observations to assess how well a child is performing and what their next steps are. Plans for subjects are then adapted accordingly.
- Parents are invited into school for a formal meeting four times per year with their child and class teacher. At these meetings the child's targets and progress are discussed and agreed including how parents can help at home with their child's next steps.
- Staff record Pupil Asset PITA scales 3 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.
- Teachers meet on a regular basis to moderate assessments that have been made against the school assessment criteria in each year group.
- Teachers meet with staff from other schools locally and across the county regularly to moderate standards across schools.

- Assessment specific activities are integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified
- Additional assessment activities may take place in support of identifying and planning to meet individual pupil needs, for example where a special educational need is suspected. The SENDCo will lead these assessments.
- Formal assessments (EYFS: ELG/GLD; Year 1: Phonic Screening; Year 2: Statutory Assessment Tests) are used to inform whole school objectives and training.

## Marking Codes

 Finger spaces	 Capital/lower case	 Pencil grip	 Letter formation
 Full stops	 Target achieved	 Great ideas	 Listen for sounds
 Look carefully	 Capital I	 Handwriting	 Spelling mistake
 Openers	 Vocabulary	 Connectives	 Punctuation
 Paragraphs			
 Objective not met	 Objective partly met	 Objective met	 Objective exceeded
 Independent	 Teacher supported	 TA supported	 Paired work
 Group work	 Verbal feedback	 Next step	
Pencil used Child's initial work	Green ink Teacher marking	Purple ink Child's improvements	Blue ink Peer marking



## 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.	