ASSESSMENT AND FEEDBACK POLICY

Date Policy Approved by the FGB	19th January 2015
Date of Next Review	Spring 2016
Committee Responsible for the Policy	School Improvements Committee

1. References	

Learning and Teaching Policy

2. Introduction	

Assessment is any process which gives us an insight into what a child knows, understands, or can do.

Assessments will serve a number of purposes and be obtained by different methods.

Formative:
- provide information as to how pupils' learning can be moved forward
- identify need for further diagnostic assessment for particular pupils
- made through marking, questioning, discussing and observing
- recorded in short term planning

Summative:

- provide overall evidence of achievement of pupil, what she/he knows, understands and can do
- made at specific intervals

Evaluative:
- comparative aggregated information about pupils' achievements can be used to help to decide where changes are needed in resources, in curriculum etc

Informative:
- help communication with parents and other adults about children's progress.

We believe feedback and marking should be constructive for every child, focusing on success and improvement needs against learning intentions/objectives: enabling children to become reflective learners and helping them to close the gap between current and desired performance. This demonstrates in particular, our commitment to effective assessment for learning that enables each child to know where they are with their learning and what the next step is to make progress. Such assessment and feedback processes encourage a personalised learning approach to planning and delivering an appropriate curriculum.

3. General Principles

Assessment, marking and feedback should:

- Be manageable for everyone involved
- Involve all adults working with the children
- Give recognition and appropriate praise for achievement
- Give children opportunities to become aware of and reflect on their current performance and learning needs
- Respond to individual learning needs, marking face-to-face with some and at a distance with others
- Inform future planning and individual target setting
- Encourage personalised learning
- Be accessible and inclusive
- Be seen by children as positive in improving their learning

4. Specific Principles

Assessment and feedback should:

- Relate to learning intentions/objectives, which should be shared with the children
- Relate to the success criteria which should be shared and/ or generated with the children
- Encourage children to self mark and self evaluate where appropriate
- Encourage children to mark and evaluate with peers where appropriate
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to feedback
- Involve children in the same process across all subjects
- Use consistent codes throughout the school

5. Summative Assessments

In Foundation Stage, development is tracked using individual learning journeys based upon observation, drawings, pictures, photographic evidence and the professional judgement of practitioners as well as work collected in books as appropriate. These document a child's progress against development matters and the Early Years Foundation Stage profile. At the end of the Reception year a child's level of development is assessed against the Early learning Goals in 7 areas:

Prime Areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The results of these assessments are sent to the LA and shared with parents and Year 1 teachers.

In Key Stage 1, development is assessed as follows:

- Core subjects are assessed using writing, reading and maths levels and science objectives from medium term planning.
- Foundation subjects are assessed using objectives taken from the National curriculum Programmes of Study.
- Assessments are made by a combination of specific tasks and the professional judgement of adults working with the children.

We will:
- evaluate pupils learning to identify those pupils with particular needs (including those on the SEND register and the more able) so that any issues can be addressed in subsequent lessons.
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate.
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make.
- regularly share assessments with parents to include them in supporting their child's learning.
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives.
- mark work so that it is constructive and informative in accordance with the marking procedures.
- incorporate both formative and summative assessment opportunities in medium and short term planning.
- track children in core subjects, at least termly using our tracking system (target tracker) and make relevant comments about pupils' progress, especially those working below or above the national average.
- use Assessment for learning strategies such as:
  - working walls
  - success criteria
  - self and peer evaluation
  - discussion, talk and questioning

6. Record Keeping and Tracking	

Teachers will record assessments using Target Tracker as frequently as needed.

Assessments may be at the end of topics or units or after key pieces of work.

Target Tracker will be fully updated by key assessment dates given at the beginning of the year or term. Teachers will moderate judgements during PPA sessions ready for Pupil progress Meetings held half termly.

Teachers will analyse tracking data to ensure progress is as expected and to identify children in danger of not making the expected levels at the end of the Key Stage/Year or who are not making good progress.

Teachers will keep other evidence of assessments as required.

Evidence may include:

EYFS:	KS1:
Learning journeys. Observations (including photos and videos). Key pieces of work. Work books. Phonics assessments. "PM benchmarking" and reading records. Standardised assessments (made at the beginning and end of programmes)	Key pieces of work. Observations (including photos and videos). Guided reading and writing records. (APP or other) Hampshire Maths criteria (maths conferences) Reading conferences. "PM benchmarking" for reading. Phonics assessments. Key words. ICT tracking. Science assessments. (Yr 2) Practice SATs papers and tasks. Standardised assessments (made at the beginning and end of programmes)

7. Moderation

Judgements will be moderated in year group teams during PPA sessions.

Staff meeting time will be used to moderate judgements across the school.

Teachers will attend moderation meetings hosted by the LA and local clusters.

The school will be subject to external moderation by the LA in a 3 yearly cycle, this could involve moderation of Early Years Foundation stage, Year 1 phonics check or end of Key Stage 1 assessments.

8. Involving Parents and Reporting

Parents meetings will be held every term.

Nursery - drop in sessions to see learning journeys

Year R - drop in sessions, formal parents meetings

Year 1 & 2 - parents meetings where next steps will be shared

An annual report will be sent home for all children. In Key stage 1 this will be in the Spring Term and in the Foundation Stage will be in the Summer term.

The results of summative assessments made at the end of each Key stage will also be reported to parents and the LA, this includes:

Early Years Foundation Stage Profile.
Year 1 Phonics check.
Year 2 Teacher assessments in core subjects.

Parents will also be involved in finding out how their children are doing and what they are learning through workshops, open sessions, outcomes and curriculum information sheets.

9. Strategies	

During each lesson children and adults will identify the learning intention and/or success criteria as appropriate.

There will be oral feedback during the lesson. The teacher's/adult's comments to children should focus primarily on the learning intention/objective and linked success criteria: other issues should be dealt with quietly and individually. Oral questioning should similarly encourage children's self-evaluation and encourage the other higher order thinking skills of application, analysis and synthesis.

Not every piece of work can be marked in depth, and teachers will use their professional judgement to decide whether work will be acknowledged or given detailed attention.

Key Summative assessments will naturally attract a more detailed approach to marking and feedback, although elements of self-assessment are usually still appropriate.

Emphasis in marking and feedback should always focus on the learning intention/ objective and the related success criteria, recognising achievement and establishing the gaps that become targets for future improvement. A child's individual targets should also be taken into account in marking and feedback (this may include aspects such as spelling, punctuation and handwriting or number formation)

10. Self, Shared or Paired Assessment and Marking Principles	

Pupils should self-evaluate where possible (aided by peer evaluation through talk/ learning partners), identifying their own successes and looking for improvement points. The plenary can focus on this process as a way of analysing/ applying the learning that has taken place. Pupils may be asked to mark their work in pairs and discuss their work.

The marking and oral/ written feedback process should be taught and modelled at regular intervals to build children's skills in the language and in process of giving and responding to feedback. This should be encouraged from the earliest stages of learning, when the process will be primarily oral.

11. Marking Code	

Marking should be a record of success of learning, it can be a record for adults to be able to track progress or can be diagnostic for next steps as part of on-going learning.
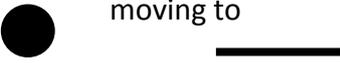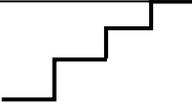
Marking may be completed by any adult working with children and/or by children themselves.

The agreed marking code and guidance should be used to ensure clarity and consistency of marking. This will be displayed in all classrooms and regular working spaces.

Previously agreed success criteria should be used to inform marking.

Marking codes:

To be used by all adults and children when involved in self and peer marking (where appropriate)

Symbol	Meaning
✓ LO	Learning objective achieved
LO +	Gone beyond learning objective
● moving to ▬	Part for child to revisit and check **(BLACK editing pen to be used by child)**
(steps symbol)	Next steps for learning
(green box)	Great Green (good points of work)
(pink box)	Think Pink (Suggested improvements)
Xxxxxxxxxxx moving to dot at end of line ●	Key word or spelling needs checking

Visual clues about next steps will be agreed by each class involving the children.

Annotation codes:
(to be used when this will add important information about a piece of work not needed for all work)

Symbol	Meaning
S	Support given (detail where)
G	Guided (detail how)
I	Independent
CI	Child initiated (EYFS)
AL	Adult led (EYFS)
AE	Adult enhanced (EYFS)
VF	Verbal feedback given (only when this significantly affects the learning)
MC	Mental calculation
PR	Practical resources used

Self and peer assessment codes:

(These are suggestions of ways children can self or peer mark but any suitable system can be used)

Symbol	Meaning
☆	Met a little of success criteria Beginning to understand Need some further help
☆ ☆	Met most of success criteria I think I could have a go at this again independently
☆ ☆ ☆	Met all of success criteria I really understand and could move on
● (red)	I need help/ don't understand
● (orange)	I am getting more confident but need to practice
● (green)	I am confident and ready for something more challenging