



GREENWAY PRIMARY & NURSERY SCHOOL

ASSESSMENT, MARKING AND FEEDBACK POLICY

Date approved: November 2018

Date of review: Autumn Term 2019

Introduction

Greenway Primary and Nursery School believes that effective assessment is at the heart of all teaching and learning. It is an on-going process of which the main purpose is helping pupils and teachers plan the next steps in learning. It is used as a tool to guide teaching and learning, ensuring that the teaching is appropriate and that the learners make good progress. Effective assessment means children are given regular feedback on their learning; they understand clearly what they are doing well and what they need to do better. It allows teachers to plan lessons based on a detailed knowledge of each pupil.

Aims and objectives

The aims and objectives of assessment at our school are:

- to build a picture of children's attainment and progress;
- to compare a child's current attainment and progress with age related expectations;
- to enable children to demonstrate their knowledge, skills and understanding;
- to help children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

The school follows the 2014 National Curriculum for KS1 and KS2 pupils and the Early Years Curriculum (EYFS) for pupils in our Nursery and Reception classes. These documents set out the aims, objectives and values of the school and give details of what is to be taught to each year group. The assessment guidance in these documents is used to help with judgements on each child's attainment.

Lessons are planned with clear learning objectives based upon the teacher's detailed knowledge of each child. The school strives to ensure that all tasks set are appropriate to each child's ability. From the learning objective 'Top tips' success criteria (the steps a child needs to take in order to meet the objective) are derived, sometimes in advance by the teacher and sometimes during the lesson in collaboration with the children. On-going assessments are carried out with reference to these criteria and a note is made of any children who do not achieve at the expected level, so that subsequent teaching can be planned with them in mind.

Assessment in the Early Years Foundation Stage

We use two different but complementary methods of assessment: assessment *for* learning (formative) and assessment *of* learning (summative).

On-going assessment for learning (AfL) is at the heart of Early Years practice. It is the link between observing children and effective planning to support their progress.

AfL takes place on a daily basis through observations of each child during their independent play, during adult directed tasks, through their daily routines and when engaged with others. Observations inform practitioners about what the child has learned or can do already, their preferred learning styles and interests. Information gathered from parents and previous/other settings are valued and used to gain a bigger picture of the child. This information is then used in planning next steps in the child's learning.

Summative assessment takes place towards the end of the Reception year and summarises all the different information from on-going assessments across the 7 areas of learning and development, as well as the 3 Characteristics of Learning. This information is recorded in the Early Years Foundation Stage Profile (EYFSP).

The completed EYFSP consists of 20 pieces of information: the attainment of each child is assessed in relation to the 17 Early Learning Goals (ELGs), together with a short narrative describing the child's ways of learning (Characteristics of Learning).

For each ELG, practitioners will judge whether a child is meeting the level of development expected by the end of the Reception year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging).

The EYFSP data is used to:

- Inform parents about their child's stage of development.
- Support a smooth transition into Year 1 by informing teachers and allowing them to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Assessment in Key Stages One and Two

As in the EYFS, the two methods of assessment are used. Formative assessment takes place in the classroom and after every lesson, often involving the children in their own evaluation of their learning. Summative assessment involves judging pupils' performance against established, age-related standards. Teachers may make these judgements at the end of a unit of work, of a term, year, or key stage. Test results, too, may be used to describe pupil performance.

Recording assessments in Key Stages in One and Two

Teachers at Greenway Primary and Nursery School build a picture of each child's attainment and progress using a variety of tools including:

- Baseline assessments for children
- Children's work in books
- Pupil voice interviews
- Highlighting Herts for Learning assessment grids
- On-going formative assessments
- Summative assessments

Formative assessments are not always formally recorded and individual teachers will use their own methods of recording AfL. This may involve annotating their plans with the names or initials of children who have not achieved the learning objective or those who

have exceeded expectations in each lesson so that future lessons are planned, taking their needs into account.

The standards children are judged against for summative assessments are those set out in the Herts for Learning system of assessment.

In this system the expectations of learning are divided into key phases:

Phase A = expectations for Years 1-2

Phase B = expectations for Years 3-4

Phase C = expectations for Years 5-6

Within each phase are a number of steps and these indicate whether a child is either 'Entering', 'Developing', 'Securing' or 'Mastering' the age-appropriate level. Throughout the school year, teachers will regularly highlight statements on the HfL assessment grids in each of the core subjects (English, Maths and Science). They will use these grids to make a judgement about which step each child is at on a half-termly basis. Children who are judged to be in either the 'Developing' or the 'Securing' steps at the end of the year are deemed to be working within age-related expectations. Those children who are judged to be in the 'Mastering' are deemed to be working at greater depth within age-related expectations and any children judged to be working in the 'Entering' step will be given targeted support in order to move them closer towards age-related expectations.

Once a teacher has made their professional judgement on each child that judgement will be entered on our AM7 computerised system. We use this to track individuals, groups, classes and year groups for their attainment and progress and compare these results to national figures. We can also reflect upon our practice and accelerate progress for those who need it.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. In the Autumn and Spring terms we hold consultation meetings at which they may discuss their child's learning and progress with the class teacher. Parents are given a written summary of the points raised at these meetings. During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report we identify targets for core subjects and ways in which parents can support their children at home. We also include a space for parental feedback. In reports for pupils in Year 2 and Year 6 we provide details of the standard achieved in the National Curriculum tests. We offer parents of pupils in Year R the opportunity to discuss their child's Learning Profile with the teacher.

Statutory assessments

In Year 1, all children take a statutory phonics test in the summer term. The results of these tests are sent to HfL and are also reported to parents, along with the annual report.

In Year 2, children take KS1 SATs. These are marked by the class teacher and again, the results are sent to HfL as well as being reported to parents with the annual report. Any children who did not pass the statutory Year 1 phonics test take the test again in Year 2.

In Year 6, children sit KS2 SATs. These are marked externally and the results are reported to HfL, parents and the children's receiving secondary schools.

Other means of summative assessment may be used in each year group, at the discretion of the class teacher. This may be done on a termly basis, in order to support the teacher's judgements, which have been made using largely formative assessment procedures.

Target setting

Every school is required to set End of Key Stage targets in Mathematics and English each year. Greenway Primary and Nursery School sets targets in mathematics and reading and writing for all children at the beginning of each academic year. A review and evaluation of the progress of each child is made half-termly at Pupil Progress Meetings held by the Headteacher, Deputy Head, Class Teacher and INCO. At this time revised targets are set if necessary and additional provision is planned as required.

Data Analysis

The school uses a range of reports such as Raise Online (from the DFE), and those generated by AM7, to analyse its performance in the core subjects compared with similar schools locally and nationally.

Feedback including marking

Feedback to pupils is a very important part of the assessment process, as it tells them how well they have done and what they need to do next in order to improve their work. We give children verbal feedback on their work whenever possible and indicate this by writing a 'V' next to the piece of work. This may be done when the children are working during the lesson, or at the beginning of the next one. When lesson time does not allow for verbal feedback, we use highlighter pens and write comments on the children's work during marking.

The purpose of marking is to advance pupil progress and outcomes and we believe that there are three principles that lead to effective marking: it must be meaningful, manageable and motivating.

- **Meaningful:** we relate the marking to the learning objective/success criteria for the lesson and make clear whether it has been met or not. Children clearly understand, what they have done well and what could be improved. Any written comments are always made in language that is appropriate for the age of the children.
- **Manageable:** to guard against excessive workload for teachers, we use highlighter pens - pink to identify positive elements of the piece of work and green to guide pupils towards their next steps. We prefer actual conversation between teachers and pupils to extensive written dialogue, so any comments are carefully worded to praise and motivate as well as to encourage reflection and self-evaluation.
- **Motivating:** marking must celebrate what children have done well and challenge them to take responsibility for improving their work.

We allow time at the beginning of each lesson for the children to absorb any comments about their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. Lessons are started in this way to ensure the time teachers spend on marking really has an impact.

- Foundation Stage marking: Smiley faces/house points/moving up a rung on the Ladder of consequences (see Behaviour Policy) are awarded to give positive reinforcement and feedback or stars/special award if the work represents a fantastic achievement. During summer term the Year 1 procedure is introduced.
- Year 1 marking: Positive aspects of the piece of work are shown by highlighting these elements throughout in PINK (tickled pink). House points/stars/special awards/moving up the ladder are awarded if the work demonstrates fantastic effort or achievement. GREEN (green for growth) highlighter is used to indicate things that could be improved and, where appropriate, corrections are made by the teacher in green pen. Next steps are set through discussion with the child.
- Marking from Years 2-6: At the end of a piece of work, children are encouraged to self-assess or peer-assess using the 'Top tips' success criteria to guide them. We believe that involving children in such self- and peer-evaluation helps them to complete their work to the highest possible standard before it is seen by the teacher.
Positive aspects of the work are highlighted in PINK, sometimes with a brief comment in the margin so that the child understands what they have done particularly well. GREEN highlighter is used to indicate things that could be improved and a short written comment or question where appropriate at the end of the work will challenge and motivate the pupil towards this improvement.
House points/stars/special awards/moving up the ladder are awarded if the work represents fantastic effort or achievement.
- In Mathematics pupils may sometimes be asked to mark their own work, as evidence shows that this can be beneficial. Teachers will then check the pupils' marking. When marking or checking pupils' marking, they will distinguish between simple slips and errors that indicate a lack of understanding. For slips, they will indicate where this has occurred and encourage the children to make the necessary corrections. Where there is a lack of understanding, they will address it in a variety of ways e.g. verbal feedback to individuals, guided group teaching or a whole class consolidation session the following day. PINK and GREEN highlighters will be used as above and the comments written at the end of a piece of work will encourage them to look again at mistakes or extend their learning by tackling an additional problem.
- Mis-spelled words (up to a maximum of three) are underlined in green pen. For some children the correct spelling is written in green pen by the teacher at the end of the piece of work, so that they can write each word out three times during the time allotted for responding to marking/feedback. Other children are expected to use a dictionary to find the correct spelling so they can write it out three times.
- Home Learning tasks will be briefly marked using a green pen. Stars/house points/special awards will be given to reward effort and achievement.

Moderation and Consistency

All subject leaders view examples of children's work within their subject area to make judgements about their current attainment. All our teachers discuss these, so that they have a common understanding of the expectations in each subject. By doing this,

consistent judgements about standards in the school can be made. Moderation meetings (both internal and external) are held several times a year in core subjects. In addition, county moderators visit the school from time to time to ensure consistency with other schools.

Monitoring and review

The Headteacher and Senior Leadership team (SLT) are responsible for monitoring the implementation of this policy through the school's monitoring cycle; they carry out work and planning scrutiny as well as lesson observations/learning walks to observe the policy being implemented in the classroom. Governors from the Curriculum and Learning Committee are appraised of developments, standards and achievements. Two governors from this committee, along with the INCO, meet termly to review discussions from the Pupil Progress meetings, particularly focusing upon our most vulnerable children including CLA and Pupil Premium.