Whitewater Church of England Primary School

Assessment, Feedback and Marking Policy

APPROVED AND ADOPTED

Written by: Date: February 2023

Governors Signed _____ Date: _____

Staff Signed _____ Date: _____

Next Review Date   February 2025

Ethos

At Whitewater C of E Primary School, we wish to promote a culture of achievement which provides challenge and develops self-esteem. We believe marking and feedback should provide constructive feedback to every child, focusing on success and areas for development against clear learning objectives and criteria for success. We want to enable children to become reflective learners and help them grow and develop as people and as learners.

We believe that effective marking will:
- Lead to children understanding what they have done well.
- Clearly identify areas where the children need further support.
- Engage the children in thinking more deeply about what they have learnt.

We believe that effective feedback will focus on:
- The quality of children's work – content and presentation.
- Identifying strengths and ways in which work can be improved.
- Improvements and progress made since the last piece of work.
- Promoting challenge, hard work and resilience as key aspects of learning.

Assessment

The purpose of assessment is to:
- Ensure that the progress of all children is regularly monitored so that any under-achievement is identified and addressed swiftly.
- Inform future planning for individuals, groups or the whole class.
- Allow teachers to make informed judgements regarding pupils' attainment, understanding of concepts and development of skills.
- Form the basis of discussion between pupils, teachers and parents.

Forms of assessment include:
- *Formative Assessment*
  This is ongoing and takes place throughout a unit - within lessons using a range of AfL strategies, working with pupils and through marking children's work. This is used to inform day-to-day planning, focus teaching and grouping of pupils.
  Pupils are expected to use Success Criteria to assess their own work, learning and confidence levels at the end of each lesson.

- *Summative Assessment*
  This is used to assess progress towards key end of year objectives. We use NfER testing in Autumn and Summer terms to assess children's ability to recall knowledge and skills in Reading, GPS and Maths. Formal testing is used alongside the formative assessments to support teachers in making termly judgements of pupils' progress. Each term, 'Data Drops' of pupil's attainment are tracked on SIMs. Attainment and progress data for classes, year groups and significant groups is gathered and analysed by leaders.

- *Moderation of Assessment*
  It is important that regular moderation is used to ensure judgements within a year group, across a phase and across the school are consistent. This is led by Head of School (HoS) during book

monitoring – ensuring learning within books is reflective of year group expectations. The HoS, reading, writing and maths managers will lead standardisation training to scrutinise pieces of work from across the school to discuss skill use and make formal judgements against ARE. Developing teachers' knowledge of expectations and accuracy of judgements.

- *Raising Attainment Plans (RAPs)*
  RAPs are made in consultation between leaders and class teachers - individual pupils or groups are identified as needing additional support in order to keep up or potential for accelerated progress. Appropriate targets and support are put in place for Reading, Writing and Maths. Year Group data alongside RAPs are analysed to identify focus areas for lesson observations, book and planning monitoring - supporting teachers to close the gaps in attainment.

- *Whole School Assessment*
  Year group data is analysed to ascertain progress towards whole-school targets which are set at the beginning of each year based on prior attainment, county and national trends. Leaders analyse assessment reports to identify areas of concern and additional support required across the school. Data is also analysed to identify any group trends e.g., PP, EAL, gender, SEN. This information forms the basis of termly reports to governors.

Feedback

Feedback should be the most powerful, manageable and useful ongoing diagnostic record of achievement. At its best, it encourages pupils to become reflective learners so that they are aware of their progress and how they can improve further.

Shared Principles:
- Prompt and regular written or spoken dialogue with the pupil
- Teachers and pupils are clear about the Learning Objectives and Success Criteria of a task
- Teachers provide constructive suggestions about ways in which the pupil might improve their work verbally as well as through written 'next steps'.
- Teachers follow up 'next steps' during future pieces to see how far they have been achieved.
- Children and teachers assess against success criteria in each session – focusing on the intended learning.

Teacher Centred Principles:
- Teachers are selective in the aspects they choose to comment on - this will usually be related to the success criteria, ongoing personal targets, effort or presentation.
- Teachers highlight (green) or comment on positive aspects of a task
- Teachers highlight (pink) or comment on areas to improve
- Teachers recognise effort as well as quality
- Teachers use the information gained to adjust future teaching

Pupil Centred Principles:
- Pupils are encouraged to self-assess their work against the success criteria using the numbers/symbols linked to the learning pit
- Pupils are given time to act upon the feedback given
- Pupils are given the knowledge and taught the skills to be able to reflect on a piece of work and self-assess in order to recognise achievements and how they can continue to grow

School Centred Principles:
- School practice is consistent and in line with this policy
- All new members of staff are supported in the implementation of this policy

Written Feedback (marking)
This consists of ticks, correction marks and highlighted sections.

- All adults comments are written in green pen
- Wherever possible, children are asked to self-mark or the work is marked as a group – immediate feedback.
- In writing, they could underline to show where they have met the success criteria
- The school marking code is applied
- Success Criteria is used to reinforce 'what success looks like in this lesson' - which features are to be focused on in marking
- Pupils are encouraged to develop self-assessment awareness - WAGOLLS, models or working walls are used as examples of expectations, these should be revisited to support self-assessment.
- Adults use highlighting or comments to indicate where the pupil has met the success criteria.
- Not all mistakes will be identified, only incorrect aspects of what has been taught or what the pupil is expected to know
- Time provided in following lessons for the pupil to act upon the guidance – routines are set up for this. Children are expected to correct mistakes.

Oral Feedback:
This form of feedback is an essential part of the teaching and learning process, individual guidance / support to address a misconception and move learning on.
- Teacher judgement is used to identify if a group needs to be created to address a common misconception.
- If applicable, teachers should indicate in books when oral feedback has taken place. (D)
- Focused 1:1 support from another adult may be needed to work through errors.

Target Setting

Individuals or groups who require additional support are set targets through the use of a RAP (Raising Attainment Plan). These targets are specific, short term and can be for reading, writing or maths, plans are put in place to support the progress of pupils within class teaching, focused teaching or small group intervention.

Pupils with Special Educational Needs have a more detailed Individual Support Plan (ISP) where the steps needed to achieve targets and make progress are identified. Targets are small, specific and are set against quantifiable success criteria. These targets are monitored by class teachers, SENCo and the inclusion lead. They are shared, discussed and reviewed termly by class teachers and parents/carers. These targets are worked on within class, small group interventions and 1:1 adult support to ensure and monitor progress.

In July each year, time is dedicated to transition. These sessions enable the current teachers of year groups to meet with the receiving teachers to set Reading, Writing and Maths targets for the new academic year.

School Targets:
The Governing Body work in collaboration with the Executive Headteacher and Executive Head of School to set end of Key Stage targets annually which are based on prior attainment and historic progress rates of the school.
The Governing Body monitors the target setting process through termly reports from the Executive Headteacher and other senior leaders.

Reporting to Parents

Whitewater C of E Primary School has an 'Open Door' approach and parents are encouraged to discuss any concerns with teachers promptly. Similarly, teachers will contact parents to raise any worries they may have. This contact may be by telephone, letter or e-mail.

Parents Evenings are held in the Autumn and Spring Terms where parents have the opportunity to discuss their child's progress and how they can support their child's development. Issues such as attendance which may be a barrier to learning are also addressed.

Parents of children with SEND are invited to an additional parent's consultation each term to discuss their child's ISP targets, progress made and the setting of new targets.

Written reports containing ARE Judgements or EYFS outcomes are provided in the Summer Term with a further opportunity to discuss progress with teachers as needed. Parents are given the opportunity to comment on their child's progress when they confirm receipt of the report.

PRESENTATION OF WRITTEN WORK

Your written work should be set out like this:

- The full date (e.g. Friday 6th September) should be written at the top of the new piece of work, on the left-hand side and under-lined with a ruler. KS1 should write the day next to an already typed date and month.
- The line below this should be left blank.
- The LI/SC should be glued in straight underneath this.
- Leave a line under the LI and start on the next line down.
- Editing or question numbers may be in the margin.
- If you have half a page or more left when you have finished a piece of writing, this space can be used for your next piece of writing. Please draw a straight line under the writing you have finished and remember to begin your work with the date as before.
- No scribbling on book covers or margins.
- Drawings should be as careful as your writing and in pencil.
- Writing with ink pens and handwriting pens should be black ink and the use of this should be in line with the Handwriting Policy.
- Blue pens should be used for editing and the normal handwriting expectations apply.
- Pencils should be writing pencils and sharp.
- If you make a mistake draw one line through your mistake using a ruler.

PRESENTATION OF MATHS WORK

Rule a line under your last piece of work when appropriate

Write the date like this: 06.09.20 on the left hand side of the page and underline it. The line below should be left blank.
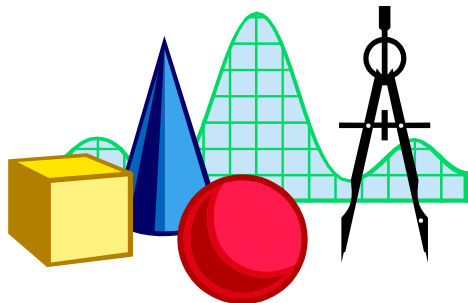
Stick in trimmed learning objectives following lines

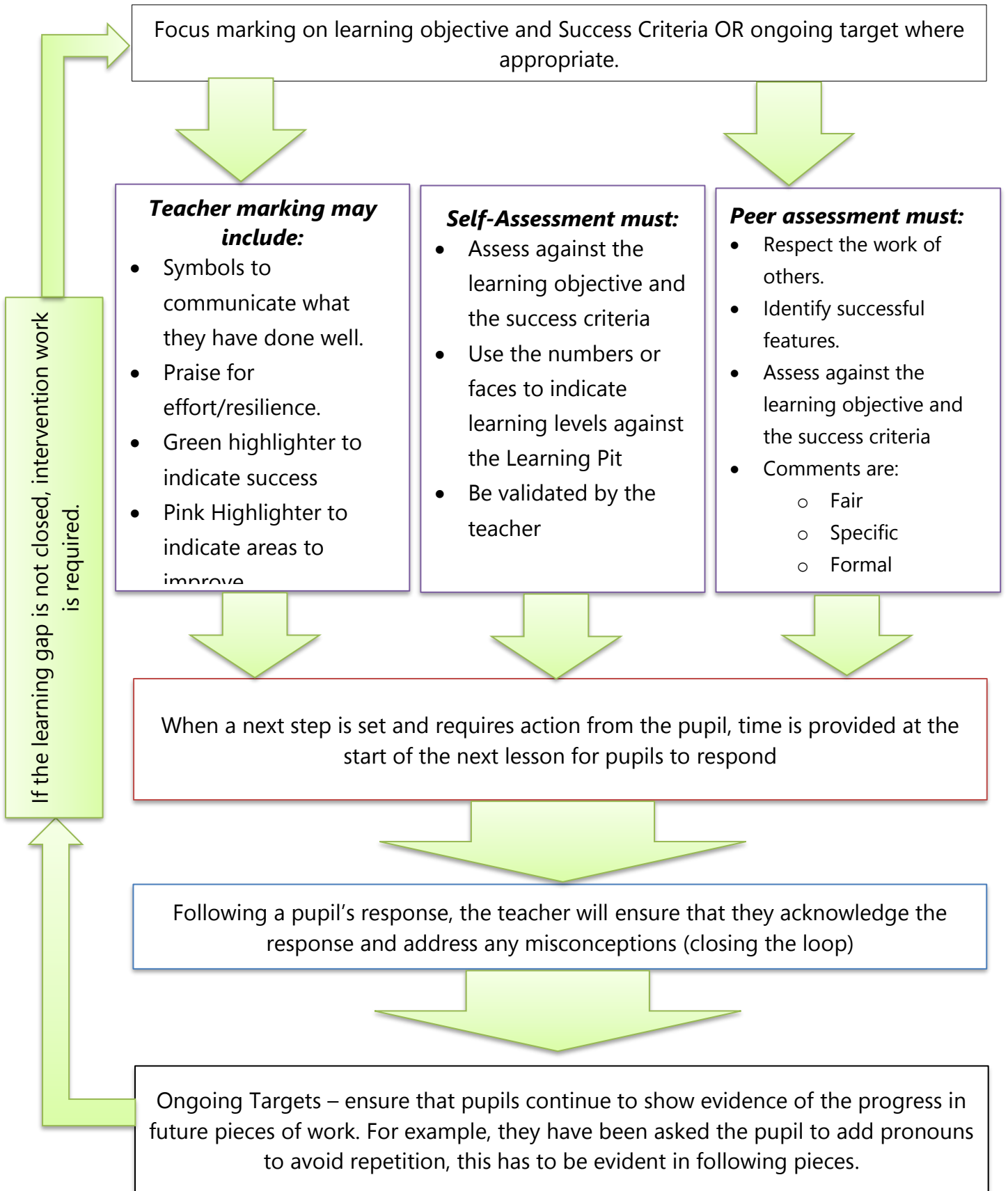Use the squares in your book to write in – one digit per square, but letters just follow the line

Always use a ruler to draw straight lines.

Use a pencil with next steps (including corrections) in blue pen.

Work down the page.

Marking and Feedback Flowchart

Focus marking on learning objective and Success Criteria OR ongoing target where appropriate.

Teacher marking may include:
- Symbols to communicate what they have done well.
- Praise for effort/resilience.
- Green highlighter to indicate success
- Pink Highlighter to indicate areas to improve

Self-Assessment must:
- Assess against the learning objective and the success criteria
- Use the numbers or faces to indicate learning levels against the Learning Pit
- Be validated by the teacher

Peer assessment must:
- Respect the work of others.
- Identify successful features.
- Assess against the learning objective and the success criteria
- Comments are:
  - Fair
  - Specific
  - Formal

When a next step is set and requires action from the pupil, time is provided at the start of the next lesson for pupils to respond

Following a pupil's response, the teacher will ensure that they acknowledge the response and address any misconceptions (closing the loop)

Ongoing Targets – ensure that pupils continue to show evidence of the progress in future pieces of work. For example, they have been asked the pupil to add pronouns to avoid repetition, this has to be evident in following pieces.

If the learning gap is not closed, intervention work is required.

We have high expectations of presentation at all times. This includes using a ruler, joining handwriting, no scribbling out or doodling.

A Marking Code –
To help you improve your work

Sign	What it means	What you should do
Green highlighter	Shows examples of meeting the LO or personal target	Be proud that you have thought through the task to gain the skills.
Pink Highlighter	'Pink for think' Shows an example of an error or misconception which is to be acted upon	Follow the instruction and complete the response task Try to 'better' your learning – what else can you spot that could be improved?

Marking Expectations

- English and Maths work needs to be looked at and read every day to inform future learning. This could be during the lesson or after.

- Reading work is marked at least twice a week

- Work in curriculum books work is assessed after each session, using highlighters against the specific LI and Success Criteria.

High expectation of presentation

This may include a pupil not using a ruler, not joining their handwriting, scribbling out, doodling, poor presentation, not writing the date, not producing enough work, not responding to next step tasks.

Children should have clear reminders and models of expectations.

Children should complete work again if they are not responding to guidance – this may be on a new page or a flap.

Pages should not be ripped out of pupils' books.