

Westvale Primary School



Assessment, Feedback and Marking Principle and Policy

Chair of Governors.....

Date.....

Headteacher.....

Date.....

Westvale Primary Motto:

'Striving for excellence, caring for all'

Mission Statement

- Commitment to working together with families and the wider community
- Contribute to the healthy growth and development of our children
- Create an atmosphere of care, trust and respect
- Create a happy, safe and stimulating environment

Westvale Primary Aims:

- Provide a broad and child-centred curriculum
- Develop positive attitudes
- Expose children to a range of opportunities to increase cultural capital
- Involve all stakeholders including families, governors, staff and children in decision making

Core Values

Working in partnership with our school community, we are determined to develop the following values in our children:

Confidence, self-belief and belief in others, pride & ambition; curiosity; honesty; positivity; inclusiveness; empathy; friendship; respect; tolerance; individuality; responsibility; cooperation; global awareness; resilience and creativity.

Our Curriculum Drivers

- Ambition
- Knowledge of the World
- Arts and sports
- Enquiry

Equal opportunities

We regard all children as mathematicians, scientists, artists, musicians, authors, poets, gymnasts and linguists; therefore we provide an education that promotes high standards and excellence for all members of our school community.

We have a firm commitment to the promotion of equal opportunities in this school and are constantly reflecting on our own practice to ensure that we:

- Offer all pupils a broad and balanced curriculum which is appropriate to their individual needs;
- Encourage pupils to adopt a respectful and open-minded attitude to others.
- We do not tolerate any behaviour that intends to lower the self-esteem of another person or group of people.

Introduction

This policy aims to give all members of the school community clear guidance in terms of the rationale, principles, strategies and expectations of effective target setting, assessment, feedback and marking at Westvale Primary School

Assessment

Formative Assessment

Westvale Primary School believes that ongoing assessment is fundamental to effective teaching and learning. It helps to gather information about each child's abilities, their individual learning needs and their overall academic performance. Effective use of assessment is an integral part of daily teaching and allows staff to observe, question, discuss and feedback on skills and learning throughout all parts of the learning sequence. Teachers use this information to plan for, adapt and re-shape learning to meet the needs of individuals, groups and cohorts based on their current abilities and their emerging learning needs. Therefore, effective assessment underpins lesson planning, lesson delivery and the organisation of learning on a daily basis.

Principles and practices of Assessment

- be part of effective planning of teaching and learning
- be focussed on how pupils learn
- be recognised as central to classroom practice
- be regarded as a key professional skill for teachers
- be sensitive and constructive because any assessment has an emotional impact
- take account of the importance of learner motivation
- promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- enable pupils to receive constructive guidance about how to improve
- develop a learners' capacity for self-assessment so that they can become reflective and self managing
- recognise the full range of achievements for all pupils.

Assessment 'for Learning' (AFL) underpins every learning sequence at Westvale, using teachers' professional skills to identify good assessment opportunities to assess pupils's capabilities and emerging learning needs. Effective teaching responds to this assessment information in a timely manner to challenge, extend, support or re-shape learning tasks to better meet the needs of the pupils on a continual basis within each lesson. The information gathered from AFL is subsequently used to make adjustments to future lessons and to identify where/ how effective differentiation is required to enable pupils to make good progress in their learning.

At Westvale AFL may take the following forms:

- observations on pupils's discussions with talk partners, interactions and learning against a specific objective or success criteria.
- targeted questioning to get pupils to illicit their understanding and then further questionning to deepen their responses and learning
- the use of lesson objectives and success criteria
- self-assessment and peer assessment is used for pupils to review, edit and improve their work in order to help them become reflective learners, and specifically refers to the objective/ success criteria for that lesson.
- coaching using verbal feedback from staff to prompt, guide, model and scaffold improvements in outcomes via discussion with the pupils.
- verbal or written feedback will give pupils supportive, directed and developmental feedback to improve their work, closely matched to their emerging learning needs.

Policy into practice

We use topics or units as the basis of what we teach. At the start of the topic/unit, pupils are asked to tell us what they already know (their prior learning) and this, together with National Curriculum objectives and our school curriculum objectives is used as the basis of what we teach. Pupils complete a 'Learning Journey Working Wall' through the course of the topic/unit to support their acquisition and retrieval of knowledge and skills.

In addition to ongoing formative assessment, staff undertake an end of a topic/unit assessment piece. This may take the form of a final piece of writing, a summary of learning, a puzzle, a maths quiz or a piece requiring retrieval - these tell us how much learning has been remembered.

Summative assessment

At Westvale we track pupils' progress in all subjects using a digital tracking system.

In English, maths and science, staff undertake continuous assessments against curriculum statements and at the end of each term, they then identify a level that best fits a child's attainment. From this information, staff can identify gaps in learning and plan to cover these during future learning opportunities. Pupils also undertake termly summative assessments to validate judgements (NFER and sometimes previous SAT papers).

In all other subjects, staff identify a best fit level for individual pupils based on their formative assessments throughout a topic/ unit and assessment pieces. School leaders and subject leads regularly monitor subject assessments, tracking and attainment to get an overview of how pupils are progressing.

We monitor progress by tracking attainment and moderation of work in a particular time frame. We expect pupils to achieve at least expected progress and this is based on their starting points. Therefore, if a child is high achieving when they start at Westvale we expect them to continue to be high achieving throughout their time with us. If a child has low starting points, we still expect them to make expected progress within the time frame and where possible, we try to get pupils to achieve accelerated progress (thereby narrowing gaps in learning and 'catching up' to their expected age related standard).

Moderation & Standardisation

Moderation of work against age related expectations is undertaken by teaching staff throughout the year. Staff also attend standardisation events via the local authority and local learning network.

Pupil Progress Reviews

The Assessment Lead and Headteacher conduct pupil progress meetings every term. These reviews focus upon summative data and gap analysis in English, maths and science. Pupil progress reviews identify areas for development and allow SLT to see in greater detail what attainment and progress looks like across the school. This information is then shared with governors. SLT look at pupils books and talk to them about their learning experiences at Westvale. SLT will also hold half termly pupil progress meetings in order to evaluate the effectiveness of interventions. From this meeting interventions may be adapted, changed or continued expanded upon.

Target Setting

In English and maths pupils receive targets every half term or more frequently if need be. These are fastened to the inside cover of each book. Where staff see evidence highlighting that a target has been met on more than one occasion, staff and pupils will agree to this being signed off and another target is set. Staff initial and date the achieved target and this process is then repeated. Parents can see targets and ongoing assessment (through feedback and marking) during parent teacher learning reviews and upon request. In all other subjects the learning journey planner identifies the over arching objectives for pupils (usually directed linked to the National Curriculum). These are initialled and dated when pupils have achieved them.

Feedback and marking

Westvale Primary School is committed to providing relevant and timely feedback to pupils, both verbally and in writing. Feedback and marking intends to serve the purposes of valuing pupils' learning, helping to diagnose areas for development or next steps, and evaluating how well the learning task has been understood. We encourage staff to use professional judgement in terms of what feedback and marking suits a piece of learning (whether it be verbal feedback, surface marking and the use of next steps comments or examples).

Principles of effective feedback and marking

Effective feedback and marking should:

- ✓ Follow the '3 Ms' rule – be **M**otivating, **M**eaningful and **M**anageable
- ✓ Positively affect pupils progress
- ✓ Give pupils opportunities to become aware of and reflect on their learning needs
- ✓ Be at the pupils level of comprehension
- ✓ Allow time for reflection
- ✓ Be frequent and regular
- ✓ Involve all adults working with pupils in the classroom ("adults")
- ✓ Give recognition and appropriate praise for achievement
- ✓ Give clear strategies for improvement
- ✓ Involve pupils in the process (whether verbal or written)
- ✓ Be evident in all subjects
- ✓ Be used to inform planning as part of the evaluation process
- ✓ Relate to the learning objective and/or success criteria of the work set

Strategies for feedback & marking

The primary purpose of feedback and marking is for learners to **understand** how they are progressing and what to do in order to improve. The following strategies can be used to provide feedback and mark learning:

- ✓ Intervene constructively and in a timely manner, to deal with conceptual errors, misconceptions or misunderstandings that could inhibit progress
- ✓ Additional questions and learning activity to deepen learning
- ✓ Highlight the progress being made and next steps to move pupils' learning on
- ✓ Indicate clearly how pupils' work can be improved giving clear advice/ strategies
- ✓ Provide opportunities for pupils to follow up their learning
- ✓ Ask questions to challenge and consolidate

How we give feedback:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none">• Takes place during a lesson with individuals, groups or the whole class.• Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers.• Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task.• Praises effort and contributions.	Lesson observations; learning walks; book looks
Responsive (catch-up)	<ul style="list-style-type: none">• Takes place after the lesson or activity with individuals or groups.• Addresses knowledge from the lesson or activity or missing prior knowledge.• Often given verbally with time to rehearse knowledge immediately.• Delivered by a teacher or teaching assistant• An element of the child's responses to catch-up are recorded in their workbooks to show progress over time.	Learning walks; catch-up observations; feedback grids; book looks.
Summary (feed-forward)	<ul style="list-style-type: none">• Involves reading/looking at the work of all pupils at the end of a lesson or unit.• Identifies key strengths and misconceptions for the class or sub-groups.• Takes place during the following lesson.• Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups.• Allocates time for editing based on feedback given or rehearsal of knowledge.• May involve some peer support or support from a teaching assistant.• May be delivered by the teacher or a teaching assistant.	Planning looks; lesson observations; learning walks; book looks.

Procedures - Marking Expectations**At Westvale we will:**

- ✓ Ensure all work is clearly dated
- ✓ Ensure every piece of work has a clear and appropriate learning objective
- ✓ Ensure every learning objective is assessed through the tick system and if it is not the class teacher, the marker identifies themselves (initialled/ PPA cover/ supply)
- ✓ Use professional judgement in terms of adding written next steps comments, examples or challenge questions to consolidate learning
- ✓ Ensure pupils understand feedback given to them and understand symbols being used in marking
- ✓ Identify the level of adult support within the activity and note whether work was independent or collaborative
- ✓ Where appropriate, provide examples (verbal or written) of how to do something

Staff do not necessary need to mark all spelling, punctuation and grammar in pieces unless success criteria is specifically linked to these areas. Staff should highlight these if there is an underlying misconception that needs addressing.

Peer Marking

Pupils are encouraged to support each other and provide feedback on learning and achievement. Pupils should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Pupils should be trained to do this and ground rules set and displayed (see Appendix 2), such as listening, confidentiality, etc.

Pupils should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. Pupils could highlight evidence of success or write a comment(s) in another child's book in a different colour pen, which is then initialled.

How do we know if we are making a difference?

Our school leadership team and governors closely monitor the progress of every child, groups and cohorts using a range of evidence which includes: feedback from lesson visits, book look activity, formative and summative assessments including tracking data. The local authority regularly visits our school and monitors the education we provide.

Outcomes

When this policy is successful we will see children who:

- Are engaged in and motivated by their learning
- Have enquiring minds, are confident, well-motivated and independent learners.
- Enjoy their learning and maintain good relationships with adults and other children.
- Have a sense of pride in their work at school and an ambition to reach their targets.
- Make excellent progress relative to their personal starting points.

Policy review

This policy was adopted on by Governors on

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Signed.....

This policy will be reviewed every 2 years.

Review date

