

SOUTH STREET PRIMARY SCHOOL



Feedback, Marking & Assessment

Reviewed January 2017

POLICY DOCUMENTATION

Feedback, marking and assessment in our school all serve one purpose; to identify areas where teachers need to provide clear guidance and support which impacts on moving learning forward and ensuring depth of understanding.

Rationale

At South Street Primary School we believe the key purpose of assessment is to move children on in their learning. Ongoing assessment of each child's progress gives a clear picture of the skills acquired, concepts which have been understood or misunderstood and attainment achieved. This enables teachers to reflect on what children have achieved and continually informs planning so that is matched to children's needs.

Purpose

- To recognise achievement and progression.
- To promote high and realistic expectations for pupils.
- To track children's progress.
- To identify children who may need additional interventions.
- To identify children who may need support within the SEN code of practice.
- To enable children to know what they have achieved and the next steps in their learning.
- To support and extend learning, assist pupils to reach learning targets and inform future targets.
- To inform planning so that is continually adapted to meet children's needs and support next steps in learning.
- To provide feedback to pupils, parents, other members of staff and outside agencies (where relevant)
- To provide information as a basis for monitoring and evaluating provision and children's achievement in our school.

Assessment can be formative or summative.

At South Street we recognise the value of both but place greatest emphasis on formative assessment.

Summative Assessment is any assessment that summarises where learners are at a given point in time. It provides a snapshot of what has been learned in terms of both attainment and achievement, such as tests that are either published or created by teachers. At South Street we value the information provided by tests as it can inform specific aspects of planning so that children's gaps in knowledge can be identified and sequences and misconceptions can be addressed.

We also acknowledge that we are part of a testing culture. Children have to take part in National tests at year 1, 2 and year 6. As a result, we support children at South Street by giving them opportunities to access tests in all year groups so that they develop test technique, confidence and resilience.

The frequency of tests vary depending on specific year group needs as identified in discussion with the Head Teacher but must happen at least once a term in order to inform assessment judgements that are submitted to the Head Teacher and shared with Governors for monitoring purposes.

At South Street we use a range of summative assessment resources including:-

- Past SAT's test papers
- Current Sample test papers
- Past phonic screening materials
- Teacher designed tests

- Rising Stars Test Papers
- EYFS Profile (Nursery and Reception)

Information from tests is used to inform teachers about children's specific strengths and misconceptions so that planning can be adjusted and misconceptions can be quickly addressed.

At South Street tests are not used to make a judgement about a child's overall ability. They just add to the picture.

Formative Assessment is teacher's use of ongoing information about children's achievement so that they have a thorough understanding of where each individual child is and exactly what they need to do to move forward in their learning and to make improvements.

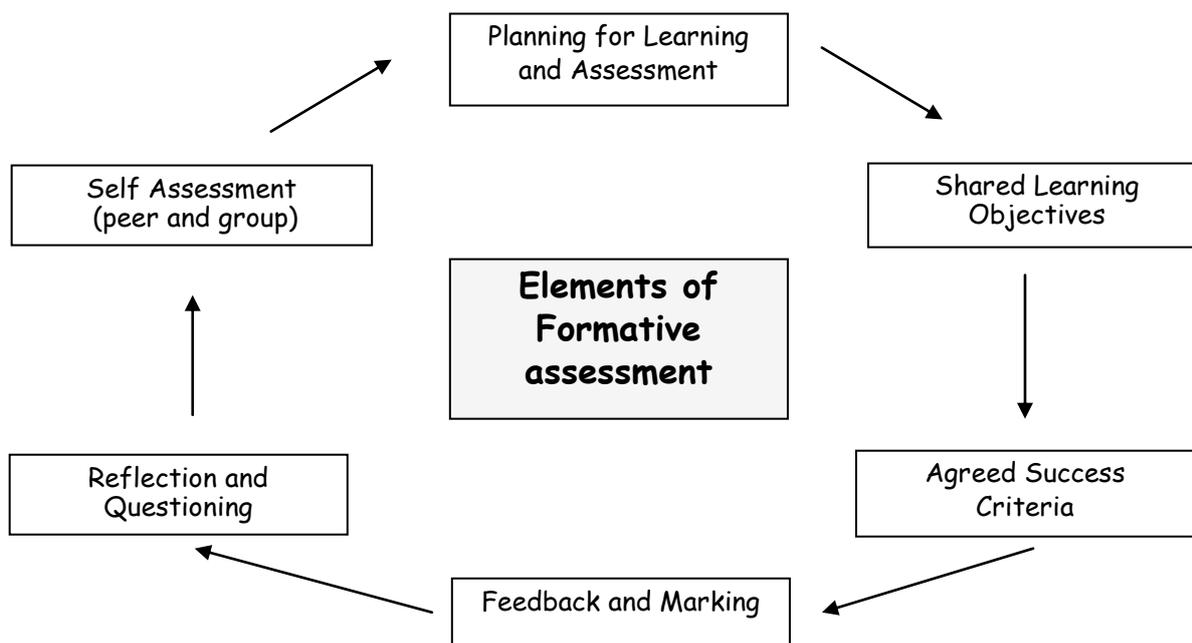
At South Street planning is not **rigidly** set out for the week, half term or term. Teachers change and adapt planning when needed dependent on children's responses in an individual lesson. **Our plans are working documents and are annotated continuously.**

At South Street adults are **not static** with a group of children throughout a lesson. They have a focus group but move around all groups of learners to check on progress and give verbal and written guidance throughout a lesson, changing and adapting tasks where needed.

Teacher ongoing questioning and observations of children's responses to tasks given are the most important methods of assessing children's understanding in our school.

Formative Assessment

The school has adopted the Gateshead model of formative assessment:-



Planning for learning and assessment

Medium term plans identify the learning objectives and National Curriculum descriptors that will be covered during the term.

Short term plans identify the learning objective, context, success criteria, assessment and review opportunities.

All plans are *starting points and will change as a result of teachers ongoing assessment.*

Shared learning objectives

Learning objective needs to be shared and be clear to the children and constantly referred to. The intended learning needs to be explicit and not mixed with the context. For example the learning intention is to;

- Develop cutting skills and the context is making a snowflake.
- To add two numbers and the context is using a number line or partition addition.

Learning objectives do not have to be stuck or written in books as this can be time consuming and can distract from learning time and take up a lot of teacher preparation time. However, for the purpose of monitoring learning objectives need to be clear when looking at examples of work and may need to be cross referenced with planning.

Shared Success Criteria

The success criteria must also be shared with children so that they know what they have to do to be successful. Success Criteria should reflect a process for learning and not a product. For example it needs to be a sequence of steps, which enable the learner to be successful in meeting the learning objective.

For example:-

- Hold the scissors using your finger and thumb
- Move your finger and thumb to make the blade move
- Cut carefully around the line

For example:-

Read the number sentence

Draw a number line

Identify the largest number and add this to the start of the number line

Partition the second number into tens and units

Add the tens to the original number using a sequence of jumps.

Add the units

State the answer

Success Criteria can be devised with the pupils as part of the lesson or agreed prior to the lesson.

Success criteria must be shared and clear to children. However, it does not have to be written or stuck into each individual book. This is very time-consuming for staff. It can be displayed in classroom for ongoing reference.

Feedback and Marking

Rationale

Feedback is an essential element in helping pupils improve

Children learn best when;

- They understand clearly what they are trying to learn and know what is expected of them.
- Successes are identified.
- They are given feedback about the quality of their work and what they can do to make it better.
- They are given advice about how to make improvements.
- They are involved in the improvement process.

Through feedback we aim to encourage and challenge the children, help diagnose areas of weakness and give feedback to them about their learning. Our policy is underpinned by our confidence that every pupil can improve achieve and succeed.

Purpose

- To recognise, encourage and award children's effort and achievement and celebrate success.
- To provide a dialogue between teacher and pupil providing feedback about strengths and areas for development in their work.
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- To involve parents in reviewing their child's progress and to help in reporting to parents.
- To aid curriculum planning.

At South Street we know that feedback is most effective when it is immediate.

Our teachers move around groups of learners throughout a lesson, providing immediate verbal feedback and written prompts and models to address misconceptions where relevant.

In Reception children are taught within groups, two of which are adult led, whilst the others are encouraged to work independently. Adults keep an oversight of all children throughout the course of the day, communicate with each other and offer support, guidance and clarification where required.

Feedback is positive, clear and appropriate in its purpose.

"Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give." (Assessment Reform Group 2002.)

At South Street feedback is:

IMMEDIATE - provided soon enough for the child to act upon it whilst still engaged with, or able to engage with the original learning experience.

EDUCATIVE - It points out how to improve and gives the strategies to do so.

SPECIFIC - It relates to the learning objective and success criteria.

REFLECTIVE - It encourages children to reflect on their work and improve their work in response to feedback given.

Success and Improvement Model

Feedback is most effective when it indicates positive aspects of pupils work and provides guidance on what they need to do to improve and embed understanding.

Quality Feedback

Showing Success

The teacher indicates areas of success in the child's work. This can be done throughout the lesson with the focus group and other groups of learners that the teacher or TA have an oversight of. It can be verbal or brief written comments and smiley faces. Stickers or stamps can be used. Green highlighter pen is used to show where children have been successful linked to the Learning Objective. There is no need to take books home and write positive comments for each child. This is very time consuming. In next day delivery teachers can give positive general comments about children's efforts and progress and can use "real examples" of children's work to demonstrate this.

Indicating improvement

The teacher indicates where improvement can be made by using orange pen and where possible gives the child the opportunity to do this immediately in response to adult guidance.

Giving an Improvement suggestion

Three types of improvement prompts can be used;

Reminder - reminds children of the learning objective

Scaffold - provides examples of what the child needs to do to improve.

Example - Gives exact sentences words or processes to copy.

Making the improvement

Children can make the improvement immediately in the lesson as a direct result of teacher/TA intervention. Morning tasks the following day can also be used or the beginning of the next session. Where there is a general misconception within the class group teachers can begin the next session addressing and modelling the misconception and improving it together. A good strategy is to up-level teacher's work that is incorrect. This can remove any personal feelings of embarrassment.

Feedback Methods

Teachers at South Street Community Primary School know that immediate feedback is the most effective and is therefore most likely to be oral.

Verbal Feedback - This is the most powerful and has maximum impact when pointing out successes and improvement needs against the learning objective. Verbal feedback might be given to the whole class at the beginning, throughout and at the end of the lesson or to an individual or a focus group. Quality feedback often occurs when working with a focused group.

Written Feedback - Written feedback is given throughout the lesson with models and interventions provided as the children work. Teachers and TAs do this during the time when they move around the classroom to check children's progress. Written words of praise and smiley faces are used to keep children motivated and provide positive feedback and motivation.

Teachers **do not have to provide written feedback after the lesson to all children**. This is time consuming and unnecessary. Children will have already received some written and verbal guidance within the lesson. It is recommended that groups of children who were not worked with by an adult in a lesson are provided with Quality Written feedback each day.

The positives of children's progress are highlighted in green. The areas for improvement are highlighted in orange. Children make responses in a different coloured pencil so that they stand out.

Raising standards in English are a school priority therefore all opportunities need to be taken throughout all areas of the curriculum to provide feedback and guidance to Spelling, Punctuation and Grammar.

Ideally children should be given time to make responses to adult intervention and guidance within the lesson. Time can also be given during morning tasks or at the beginning of the next lesson the next day. Teachers can also provide general comments about successes and misconceptions where they are common to the majority of the class and model the improvements together. This best using children's actual work or a teacher provided example which mirrors this work.

Teachers **do not have to write positive comments on every child's work** after work is completed. These are time consuming and unnecessary. Green highlights, smiley faces are more time effective. **The emphasis and purpose of written feedback in our school is to help children to move their learning on.**

It is an expectation that staff mark during their PPA time and after lessons unless they are given written guidance and immediate feedback to a child/group.

Self-Assessment - This enables the learner to assess their work against criteria set and consider own ways forward. Children need to highlight positives and areas for improvement in a different colour to the adult.

Peer-Assessment - This enables pupils to assess each others work and work collaboratively to suggest improvements. Children need to highlight positives and areas for improvement in a different colour to the adult.

Reflection and Questioning - Opportunities are provided throughout lesson to assess children's understanding and reflect on learning.

Assessing and Tracking Progress

At South Street we use Gateshead TIPPs to assess Reading, Writing, and Math's in our school.

Assessment within EYFS is ongoing and evidenced using narrative assessments, photographs, anecdotal observation, participant observations and examples of children's work. Reading and writing TIPPs are used in the last term in readiness to pass on to Year 1.

Assessments are submitted to the Head Teacher at the end of every term for monitoring purposes.

Assessments using TIPPs, (profiles in EYFS), is an ongoing process and should be continually assessed as children progress through programmes of work.

Pupil Progress Meetings occur once a term with the Head Teacher and Deputy Head. The EYFS leader carries out Pupil Progress meetings with EYFS staff and reports to the Head Teacher termly. The purpose of pupil progress meetings is to determine how well children are achieving and making progress and to amend provision and strategies for children who are not making progress. Governors or School Improvement Partners may attend a Pupil Progress Meeting with the teachers consent.

The Head Teacher reports assessment information to our School Improvement Partner and Governing Body on a termly basis.

Pupil Progress is an ongoing Appraisal focus.

We are currently piloting a new assessment and tracking system to support teachers in being more focused in their planning. Each teacher selects priority key objectives for reading, writing, and math's (Prime Areas for learning in EYFS), at an Age Appropriate Level for their children. Time is given in staff meetings each half term to review these priorities and amend if needs be. These objectives will form the basis of discussion in Pupil Progress Meetings. Governors will receive feedback on the success of this pilot in 2016. (See Appendix for tracking and assessment system)

Reporting to Parents

Parents have the right to know how their children are progressing against the expectations of the National Curriculum. At the end of Reception children are assessed against the early learning goals. This will be reported to parents at the end of the year in a written report format and will state whether children are working at, below or above Age Related Expectations. In addition parents have the opportunity to attend parent consultations each term where they can have access to their child's work and a discussion with staff about progress towards being at Age Related Expectations. Parents can ask to see assessment information at any point during the year.

Assessment Weeks

Assessment weeks are planned with phase leaders towards the end of each term. Assessments used in this week will be summative assessments/tests. When making a decision about a child's ability overall the information from these tests will be used to support TIPPs judgements. It is accepted that in these weeks, planning for assessment days will be very brief and just a reference to what is being used. Staff can mark and plan whilst children are carrying out the assessments.

Non-Marking days/weeks

Not all activities that children do can be evidenced in books. Teachers can use their own professional discretion in planning for a balance of activities that are evidenced in books or practical activities that can be evidenced by annotated planning, diary logs or by work produced by children in displays.

Reasoning and problem solving are a priority at South Street. Children need many opportunities to apply their learning in practical contexts. As long as this is clear on planning and responses are annotated, there is no need for evidence in books.

The real evidence is that children can show their understanding and that progress is very visible.

Worksheets

Staff need to use their discretion when using worksheets and consider whether they are the best method to get children to demonstrate their learning.

Colour printed worksheets (due to cost effectiveness) should only ever be used if necessary to supporting the understanding of the learning objective, for example in charts or diagrams.

Published worksheets need to be adapted to meet the needs of learners in the class as they were not created with South Street's children in mind.

There is no need to stick worksheets into books. This is very time consuming. Children can complete task from displayed work on group sheets or whiteboards/ ICT. It is up to teacher's professional discretion as to the best use of their time. The priority is the quality of the activity, the feedback and guidance given and the visibility of progress made.

Moderating

At South Street we value the skills, knowledge and experience of our colleagues. Twice a term we share our assessment information and discuss evidence that has led to the judgement made. The first half of a term, the moderation is with our own colleagues. The second half term is in partnership with colleagues across our cluster. Governors are invited to attend. (See appendix for moderation pilot proforma.)

At South Street we share children's work informally with colleagues whenever we can so as to feel secure with our assessment judgements.

LA moderation happens when a request is made to the head teacher. This is usually for the end of a phase, e.g. EYFS, KS1 and KS2 and links to submitted assessments for National publication.

Responsibilities and Review

This policy will be monitored and reviewed annually by the Head Teacher and the Governing Body.

Marking Codes

Frequency

All children must receive written or verbal feedback and guidance before the next session and time to act on feedback.. All work should be dated. The teacher should indicate how the work was completed using the following codes.

I independent
T with teacher
TA with a teaching assistant
TT with a trainee teacher
S with a supply teacher
OA with another adult

If verbal feedback has been used a code V/F is given.

Presentation

One pencil line to be put through a mistake.

Felt tip pens are not to be used in books by children.

Year 2 onwards

Literacy - Full date at the top of the page on the left hand side.

Maths - Short date at the top of the page.

Joined handwriting to be encouraged.

Key Stage 1 Marking Codes

<u>Error</u>	<u>Code</u>	<u>Example</u>
Adding a word	^	Today ^{is} ^Thursday
Add in punctuation	correct	Today is Friday
Take out punctuation	○	I like pizza○and chips.
Spelling mistake	<u>word</u>	"Hello" I ^{said} <u>sed</u>
Writing doesn't make sense	~~~~~	I am go to the shops. ~~~~~

Key Stage 2 Editing Codes

<u>Error</u>	<u>Code</u>	<u>Example</u>
Omission mark		Today ^{is}  Thursday
Incorrect punctuation		I like pizza  and chips.
Deleting Text	delete	I like chips. and
Spelling mistake	Sp _____	You're my <u>frend</u> Sp
Start of a new paragraph	//	"What's your name?" // "My name is Lucy"
Text doesn't make sense		I am go shops 
Quality marking		*Add an adjective to describe the car The _____ car