



*'Respect, Aspire, Achieve'*

## **Assessment, Marking and Feedback Policy**

### **1.0 Introduction**

This Policy outlines the philosophy that lies behind our practice at Burford Primary School in managing assessment and the marking and feedback of children's learning, to raise aspirations in every child, ensuring they reach their full potential. This is carried out across the school, through the use of:

- Formative assessment which provides an ongoing record of achievement and progress against clear learning objectives for each lesson and differentiated success criteria, as assessment for learning (AfL), which are appropriate to each child's ability.
- Summative assessment (assessment of learning), takes place at the end of a unit of work, term, year and key stage, measuring a child's performance against national standards

Outcomes from formative and summative assessment are regularly recorded and monitored using the electronic assessment tools, 'Target Tracker'. In addition, the outcomes help children to understand what they have achieved in their learning and the progress made, so they know how to raise their levels of achievement, thus closing gaps in both knowledge and skills. For Early Years, formative assessment, informs the Early Years Foundation Stage Profile<sup>1</sup> for each child.

### **2.0 Aims**

#### **2.0.1 This Policy aims for all children to:**

- Identify the criteria by which their progress is measured
- Demonstrate knowledge and understanding

<sup>1</sup> Early Years' Foundation Stage Profile 2016 Handbook

- Feel their work has purpose and value
- Understand their achievements, progress and next steps required to improve and advance learning further
- Develop capacity to accept praise and criticism, in order to reflect effectively on their learning
- Develop skills in peer and self-assessment, leading to reflective and effective independent learners
- Be motivated to succeed and aspire to improve performance

### **2.0.2 This Policy aims for all teachers to:**

- Value each child's work
- Provide regular, consistent and effective feedback, both oral and written, on current work, thus entering into a dialogue with children, to effectively engage learning and motivate them to improve performance
- Evaluate the impact of their teaching, based on children's knowledge, understanding and skills
- Be reflective practitioners, whereby assessment informs future planning, to meet the individual learning needs of each child
- Map progress, using 'Target Tracker' and set targets required for children's future success
- Support children in developing peer and self-assessment skills, to become reflective and effective independent learners
- Report to parents on progress and next steps required to improve and advance learning further, so they know how to support their child at home
- Regularly report assessment information to the Head Teacher and Governors, so that they are well-informed as to the effectiveness of the school.

### **3.0 Formative assessment**

*Formative assessment is recognized as a significant strategy in raising pupil achievement.  
(Formative Assessment, Shirley Clarke, 2008, p7)*

Formative assessment is the daily assessment, marking and feedback that takes place across the school, carried out through: discussion; questioning that is open-ended, differentiated, challenging and constantly encourages independent thinking; observation and feedback (written and verbal).

Lessons are planned, based on the individual needs of each child, using clear learning objectives and differentiated success criteria, on which the learning will be assessed. Learning objectives are understood by the children and recorded at the start of a piece of work, either written or pre-printed and stuck in to books.

Formative assessment evidence is used to inform pupil achievement within 'Target Tracker' and supports the moderation process.

### 3.0.1 Marking and feedback

Marking and feedback is part of the continuous dialogue between teachers and children about how well they are learning. It is achieved through regular, consistent and effective marking and feedback, where comments beside children's work, relate to the learning objectives and differentiated success criteria; for some children, comments may be written in their presence, and read to ensure understanding and carried out during guided group time, as appropriate, to promote learning outcomes or after the lesson.

Written work will be marked using either general or extended marking; a pen with green ink to indicate success and next steps.

- **General marking:**  
Includes a constructive comment linked to the learning objective/success criteria, plus annotation
- **Extended marking**, known as 'focused marking':  
Includes a constructive comment, linked to the learning objective/success criteria, indicating where learning has been successful and how it can be further improved or extended, as a 'next steps' comments, using:
  - A **reminder** prompt, e.g. "How do you think the dog felt here?"
  - A **scaffolding** prompt, e.g. "Describe the expression on the dog's face."
  - or "He was so surprised he..."
  - An **example** prompt, e.g. "Choose one of these:
    - 'He couldn't believe his eyes'
    - 'He ran round the tree stump'
  - A '**closing the gap**' prompt, which should be related to success criteria

To underpin effective marking and feedback, teachers will:

- Plan lessons that have clear learning objectives and differentiated success criteria, appropriate to individual learning needs and shared with the children
- Plan opportunities for children to reflect and respond on feedback received to improve learning outcomes (written and verbal)
- Engage children with their learning, to understand when success has occurred and next steps required, including the use of targets
- Support children in developing peer and self-assessment skills
- Gain an overview of achievement and identify misconceptions
- Address individual learning through future planning
- Accurately record 'steps of progress' and 'banding' within 'Target Tracker' and the 'Early Years' Foundation Stage Assessment Framework'
- Identify where work is supported by an adult or has been scribed

### **3.0.2 Verbal feedback**

Where there may be limited or no recording in writing, verbal feedback and 'next steps' should be given, within the lesson, based on the learning objective/success criteria, giving children opportunity to improve their performance and outcomes.

### **3.0.3 Peer and self-assessment**

Children are provided with opportunities within lessons to assess their work against the learning objective and differentiated success criteria, through peer and self-assessment, which engages and develops them as reflective and effective independent learners, using a range of strategies (*see Appendix A*).

### **3.0.4 Questioning**

Questioning that is open-ended, challenging and encourages children of all abilities. It can be used as a tool for assessment, enabling teachers to:

- Use responses to assess children's knowledge and understanding
- Find out children's specific misconceptions, leading to targeted teaching
- Facilitate children to think through answers for themselves

### **3.0.5 Spelling**

It is expected that children will apply phonological knowledge and skills, spelling patterns and rules and use word banks to spell correctly, to the best of their ability. However, it is counter-productive to correct all spelling errors, but key words and technical vocabulary should be corrected and others at the teacher's discretion.

### **3.0.6 Photographic evidence of learning**

Photographic evidence of practical learning, pupil progress and outcomes is recorded through use of the software '2Build a Profile' and/or 'Target Tracker' across all year groups, which also complements written feedback, ensuring an evidenced continuum of learning and progress for each child.

## **4.0 Summative Assessment**

Summative assessment, as detailed in the Assessment Timetable (*see Appendix B*), take place at the end of a unit of work, term, year and key stage, measuring a child's performance against national standards. This includes evidence from either ongoing, as for early years, or formal summative assessments for all other year groups, as follows:

- Early Years foundation Stage – statutory assessment in relation to the 17 Early Learning Goals
- Year 1 – statutory Phonics Check
- Year 2 and 6 statutory end of Key Stage Tests (SATs)- Reading; Punctuation, Grammar and Spelling and Mathematics
- Children with Special Educational Needs – intervention assessment
- Years 1-6 – PIRA Reading Assessment (Progress in Reading Assessment)
- Years 1- 6 – PUMA Mathematics Assessment (Progress in Understanding Mathematics Assessment)

Summative assessment outcomes inform 'Target Tracker', whereby teachers record achievement as 'steps of progress' within year group 'banding'.

### **5.0 Moderation**

Following both formative and summative assessment of Reading, Writing and Mathematics, internal moderation takes place in school termly, using a range of supporting evidence and representing children from different groups and abilities, to ensure statements highlighted on 'Target Tracker' and '2Build a Profile', accurately reflect achievement against national standards.

In addition, moderation of the Early Years' Foundation Stage Profile, Year 2 and Year 6 Reading, Writing and Mathematics, takes place within the Burford Partnership of Schools annually and in accordance with the Department for Education's statutory assessment and reporting arrangements.

### **6.0 Target Tracker**

'Target Tracker', as an accessible and effective electronic tool for tracking attainment and progress, linked to the National Curriculum, is used throughout the school and updated by the Class Teacher, as part of daily practice. The data is analysed six times throughout the year ie at the end of each term, providing Teachers, the Head Teacher and Governors with an overview of attainment and progress for all children.

### **7.0 Reporting to Parents**

Parents are informed of their child's progress through attendance at parent consultations with the Class Teacher and take place during the Autumn and Spring terms. In the Summer Term, parents receive a written annual report detailing their child's achievements and progress, for all areas of the curriculum and statutory assessments. Following the Summer report, parents are invited to meet with the Class Teacher, to discuss their child's progress further.

### **8.0 Monitoring of this Policy**

The Head Teacher and Middle Leadership Team are responsible for monitoring the effectiveness and consistency of this policy, as part of the annual monitoring cycle, which includes work/book scrutinies. These are carried out at least three times throughout the year, to ensure that marking and feedback are regularly and effectively carried out and findings, written as a summary report by the Subject Coordinators, are submitted to the Head Teacher and communicated to all Teachers and the Learning and Teaching Committee. In addition, books may be reviewed at different times throughout the year, as required.

### **9.0 Review of Policy**

The school's Marking Policy is consistently applied throughout the school and reviewed at intervals to ensure that it reflects current practice and is understood by all staff, including new members of staff.

Signed:

Zoey Khan, Chair of Governors

Signed:

Jenny Dyer, Head Teacher

Dated: September 2017

Review date: September 2020

## Peer and self-assessment

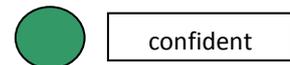
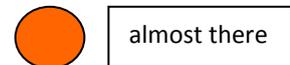
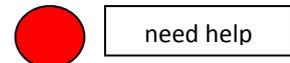
Children are provided with opportunities, within the lesson, to assess their work against the learning objectives and differentiated success criteria, through peer and self-assessment, which engages and develops them as reflective and effective independent learners, using a range of strategies, which may include the following:

- **'Polishing Pens'** – Children use pens with purple ink, known as 'polishing pens', to edit and improve their work
- **'Response partners'** - encourages and develops skills of peer assessment whereby children check their partner's work and give written or verbal feedback against the learning objective and differentiated success criteria

- **'Two stars and a wish'** - children assess their achievements, or that of their peer's, against the success criteria and give up to 2 stars, stating what each star is for; a wish is something the children would like to improved in their learning for next time.



- **'Traffic Lights'** - children can 'traffic light' work, to indicate success or where the learning is not yet achieved and support needed



- **Thumbs up, horizontal or down**

Children assess their own understanding against the success criteria and can be used at any time during the lesson, helping teachers to gain an understanding of the learning taking place and to change the focus of the lesson, if required.



Burford Primary School – Assessment Grid

Subject	Year Term	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English-Writing	Term 1 Sept	Baseline assessment						
	Term 2 Nov	FSP Assessment	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing Grammar, Punctuation & Spelling KS2 SATs 2015 & 2016 Paper (Oct & Nov)
	Term 4 Mar	FSP Assessment	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing	KS2 SATs Paper 2017 Grammar, Punctuation & Spelling
	Term 6 May/June	FSP Assessment (Internal/external moderation)	Narrative + non-fiction independent writing	Writing Portfolio Partnership/external moderation KS1 SATs paper/TA	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing	Narrative + non-fiction independent writing	Writing Portfolio Partnership/external moderation KS2 SATs Paper 2018 Grammar, Punctuation & Spelling
English-Reading	Term 1 Sept	Baseline assessment						
	Term 2 Nov	FSP Assessment	PIRA Test 1 Autumn Guided Reading	PIRA Test 2 Autumn Guided Reading	PIRA Test 3 Autumn Guided Reading	PIRA Test 4 Autumn Guided Reading	PIRA Test 5 Autumn Guided Reading	KS2 SATs Paper 2015 & 2016 (Oct & Nov) Guided Reading
	Term 4 March	FSP Assessment	PIRA Test 1 Spring Guided Reading	PIRA Test 2 Spring Guided Reading	PIRA Test 3 Spring Guided Reading	PIRA Test 4 Spring Guided Reading	PIRA Test 5 Spring Guided Reading	PIRA Test 6 Spring KS2 SATs Paper 2017 Guided Reading
	Term 6 May/June	FSP Assessment (Internal/external moderation)	PIRA Test 2 Summer/ Phonics Screening Guided Reading	Key Stage 1 SATs Guided Reading Partnership/external moderation	PIRA Test 3 Summer Guided Reading	PIRA Test 4 Summer Guided Reading & APP	PIRA Test 5 Summer Guided Reading & APP	PIRA Test 6 Summer KS2 SATs Paper 2018 Guided Reading
Maths		Baseline assessment						
	Term 2 Nov	FSP Assessment	PUMA Test 1 Autumn Learning Journey	PUMA Test 2 Autumn Evidence in books	PUMA Test 3 Autumn Evidence in books	PUMA Test 4 Autumn Evidence in books	PUMA Test 5 Autumn Evidence in books	KS2 SATs Paper 2015 & 2016 (Oct & Nov) Evidence in books
	Term 4 Mar	FSP Assessment	PUMA Test 1 Spring Evidence in books	PUMA Test 2 Spring Evidence in books	PUMA Test 3 Spring Evidence in books	PUMA Test 4 Spring Evidence in books	PUMA Test 5 Spring Evidence in books	PUMA Test 6 Spring KS2 SATs Paper 2017 Evidence in books
	Term 6 May/June	FSP Assessment (Internal/external moderation)	PUMA Test 1 Summer Evidence in books	KS1 SATs Paper Evidence in books Partnership/external moderation	PUMA Test 3 Summer Evidence in books	PUMA Test 4 Summer Evidence in books	PUMA Test 5 Summer Evidence in books	PUMA Test 6 Summer KS2 SATs Paper 2018 Evidence in books
Science	Term 2 Nov		Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books
	Term 4 Feb/Mar		Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books
	Term 6 May/June		Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books	Teacher Assessment Evidence in books

Notes: SATs – Statutory Assessment Tests; PIRA – Progress in Reading Assessment; 2Simple software is used across the school to provide additional photographic evidence that is annotated by the Class Teacher