



Burford Primary School

'Respect, Aspire, Achieve'

Assessment, Feedback and Marking Policy

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Policy created by: A Clark, Headteacher

1. Policy Statement

1.1. Assessment is a continuous process which is integral to teaching and learning. It is how teachers gain knowledge of their children's strengths and areas to develop, enabling planning to be more effective and leading to improved outcomes for all. At Burford Primary School, we believe children should be involved in this process, helping them to understand their learning, what they have done well and how they can make continued improvements as we look at developing independent learners. This policy supports our vision by:

1.2. *Respect*

Assessment, feedback and marking should respect the work-life balance of teachers and be meaningful and manageable. Positives should always be identified to children to develop a positive self-image of them as learners. We should also respect all of our children's individual needs and ensure that no child is not supported due to any special educational need.

1.3 *Aspire*

Assessments, feedback and marking should support the high aspirations we have for our children.

1.4 *Achieve*

Assessment, feedback and marking should support all children to achieve.

2. Types of assessment

2.1 Formative assessment – assessment for learning

At Burford Primary School, we believe that children will learn most when they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim. Formative assessment opportunities are constantly taking place in the classroom through discussions, targets or open questioning, and analysing work.

Both children and staff need to be able to confidently say how children are learning.

2.2 Summative assessment – assessment of learning

Summative assessment is important to support teachers understanding of the learning which a child has retained. It assessed a child's attainment at a certain point in time and will assess a range of learning that has occurred previously to that point. We recognise that sometimes children will

not perform well in 'tests' and support will be offered accordingly. This is also taken in to account when assessing children's understanding.

2.3 Tests

Testing children in a supportive way is an important way of understanding the learning they have retained.

The following subject areas are assessed using tests.

Mathematics, reading, science and grammar, punctuation and spelling are all assessed using testbase materials. These are then analysed and used to identify gaps in learning which are addressed through either individual, group or whole class support. They are also used to support teacher judgements in attainment.

Test results will not routinely be shared with parents or carers as they only give a very general view of pupil attainment. However, areas to work on, and if a child is generally working at an age-related expectation will be shared with parents and carers throughout the year at parents' evenings and through progress reports.

3. Marking and feedback

3.1 Overview

We believe that the marking and feedback that is given to children is essential in supporting their learning and moving them towards becoming independent learners. Marking refers to the physical annotation of a piece of work and feedback is sharing the way in which children can build on their learning and overcome misunderstandings. Effective marking and feedback must be acted on, therefore it should be considered as to when it is used (more information can be found on the EEF Teacher Feedback to Improve Pupil Learning). Marking and feedback should be focused on the task, subject and self-regulation strategies.

3.2 Marking

Titles should be used to make it clear what a child is learning so that it can be referred back to at a later date. If a child has fully achieved the lesson's objective, then the title can be double ticked in pink pen. If a child has partially achieve the lesson's objective, then the title can be ticked once. If the child will need to revisit this objective, a green arrow will be used. When a green arrow has been used, children will respond to additional tasks using a purple pen.

If appropriate, success criteria can be in books and marked, or can be displayed in the classroom. Marking can draw attention to one area of the success criteria.

To support children's understanding of marking, an agreed marking key will be used which is displayed in each classroom(see appendix).

Written comments will be used to support these when appropriate.

Marking will always balance positive praise highlighting what a child has done well and identifying areas the child needs to readdress. When areas are highlighted for children to readdress, they will be given time to do this.

Where additional support has been given, this will be recorded in the book.

Although no specific frequency of marking will be required, as this will depend on the type of feedback given, and marking may not always be the most efficient method, it is generally expected that all work will be 'marked' indicating if a child has been successful or not. Feedback, either

identifying a specific misconception or offering an additional challenge, would be expected approximately every 3rd or 4th piece of work in Lower School, and approximately every 2nd or 3rd piece of work in Upper School.

In Lower School, areas to work on should be shown clearly, whereas children should be guided to review certain 'parts' of their work in Upper School, such as identifying a paragraph with a spelling mistake in, rather than underlying the specific word.

3.3 Additional rewards

When a child has shown high aspirations for themselves, they can also be rewarded with stickers, in-line with the behaviour policy, or can take their work to show the Headteacher and receive a Head Teacher's award sticker, one for their book, and one for them.

Appendix – Marking Key – to be adapted as required to make age appropriate and to support teachers to design their own key

One pink tick on the title	Partially achieve the learning objective
Two pink ticks on the title	Full achieved the learning objective
Arrow (→) green	Next step, with an activity to support
Squiggly underline	Spelling or calculation mistake
... child led	unsure of spelling
Cc	Capital letters
letter formation with arrow	shows how the letter should be formed
Picture of finger	Finger spaces
Picture of ear	Sounds (pink achieved sounds, green incorrect sounds)
!	Punctuation or grammar mistake