

Assessment Policy 2021-23 *(including marking and feedback)*

*This policy outlines the approach to assessment across our curriculum, marking and feedback at
Arnbrook Primary School.*

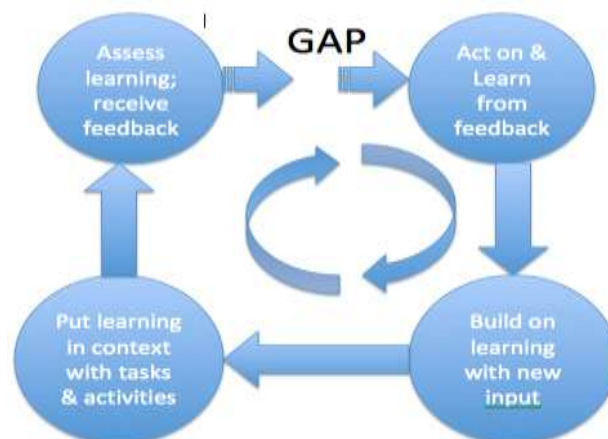
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1. Purpose & Rationale

This policy is designed to ensure that our approach to assessment, marking and feedback at Arnbrook Primary School is consistent and has a strong, positive impact on children's progress. We value each child as an individual so that they can develop their potential through an active role in their own learning. We believe that regular, high quality assessment, marking and feedback across the curriculum will:

- Help students to get better and make progress.
- Build positive relationships; students see that teaching staff care.
- Ensure all subjects have a high quality approach to assessment.
- Improve presentation of students work.
- Allow teaching staff to evaluate teaching and improve planning whilst not being overly time-consuming.
- Make students value what they do; they know teaching staff will read it.
- Improve behaviour; teaching staff have high expectations.

Our core concept, the rationale behind the policy, is 'closing the gap'. Students need to close the gap between the work they have done originally and a higher level of work suggested by the feedback they receive. In other words, 'closing the gap' means 'acting on feedback'.



2. Background

Our policy is rooted in evidence and academic research, summarised by the following quotes:

'The most powerful single moderator that enhances achievement is feedback' John Hattie

The impact of feedback is 124 times more cost effective than reducing class sizes' (Higgins/Sutton Trust Report)

Research shows that verbal feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning objectives and success criteria. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session

3. Aims of the Policy

A consistent, whole-school approach to assessment, marking and feedback will:

- Ensure pupils understand the feedback provided to them and how to act on it.
- Have a strong, positive impact on children's learning.
- Ensure all subjects are given equitable and comparable status within our curriculum
- Ensure consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations.
- Develop children's self-esteem through praise and valuing their achievements.
- Create a dialogue which will aid progression.
- Contribute to a manageable workload for staff which ensures staff maximise time spent enhancing teaching and learning

This policy is designed so that all stakeholders; parents/carers, teaching staff and pupils understand our approach to assessment marking and feedback, which centres on **closing the gap**.

4. Expectations

4.1 Verbal Feedback

We give children verbal feedback on their work whenever possible; immediate feedback at the point of teaching or summary feedback at the end of a lesson. It is interactive and developmental. It may give reassurance or a check on progress during a lesson or may be in the form of a learning review in a plenary session.

VF is written, by either teacher or support staff, either:

1) Where 'in-lesson' verbal feedback has been given, VF is where you give feedback while the child is working & makes an instant difference, thus putting VF on the line/ during the sentence/ in their work.

OR

Where verbal feedback is given at the end of a lesson/task, and the pupil is being given a next step or told what to review during response time.

4.2 Written Feedback

Across our curriculum, successful elements of a child's work, related to the LO and success criteria, are acknowledged through the use of a 'double tick' (✓✓) or a use of a green highlighter. A maximum of 3 good features are identified. This is always 'subject specific' and linked to the intended learning. This is not required in Maths, where children's answers will be marked using a tick (✓) or a dot (.).

Across our curriculum, where children have produced a section of a piece of extended writing, one next step will be identified through written feedback to move learning on. It will be directly related to the intended learning and success criteria. The next step is child-friendly and gives children either something to fix or a clear task/question to consolidate or extend learning. The next step will be appropriate to the subject.

Not every piece of work will have a next step. When it does, it will involve an action for the children to carry out during an appropriate response time. Actions will be checked by an adult for accuracy.

In Talk for Writing lessons, where pupils are in Stages 2 and/or 3 and producing extended pieces of writing, there is an expectation that there will be a next step for every pupil in at least one in four pieces of work.

A highlighted box will be placed around a section of the child's work and this will indicate the area of work that needs to be edited/uplevelled. It may only be a highlighted sentence/word depending on the ability and/or age of the pupil.

In the wider curriculum, in Key Stage One, there is an expectation there will be a next step for one out of three pieces of work (regardless of whether it is extended writing). In the wider curriculum, in Key Stage Two, next steps will be given during extended pieces of writing for pupils.

In Maths, the next step does not always need to be recorded as the child will automatically move onto the next appropriate challenge or step within our lesson structure. Pupils who need additional next steps will consult their 'Mastery Challenges' sheets in the front of their maths books. A next step can also be given for a child to review or consolidate their learning.

Numbers/calculations incorrectly formed are to be highlighted and in an appropriate space, children are to practice their numbers/calculations.

Written feedback will be appropriate to the age and ability of the child and will vary across year groups and key stages. Pupils will respond to written feedback (next steps) using their green pen where appropriate. Responses will be completed at appropriate times designated by the class teacher.

A maximum of three spellings will be identified for pupils to practice. Spellings will be underlined to indicate with the correct spelling given in the margin - spelling to be corrected by the child. In English, spelling errors should focus on high frequency words. In the wider curriculum, technical and subject specific spellings will be identified.

To help inform future teaching and learning, if a pupil has not yet met the learning objective, a bullet point will be drawn next to the Learning Objective.

4. Assessment across the curriculum

In maths, reading and writing, teachers make termly judgements on each child's current ability through the use of four bands; experiencing, emerging, expected or exceeding. This judgement is reached through use of regular, formative assessment and recorded using an online assessment system, where teachers 'traffic light' individual objectives. Summative assessments (both previous SATS papers and NFER tests), taken at end of each term support these judgements.

This information is scrutinised and used to inform teaching and learning, adapt provision for individual and/or groups of pupils and provide professional development for staff where appropriate. Moderation of teacher assessment takes place at regular intervals by school staff, leaders and trust leaders.

We believe that assessment is vital across our curriculum and that procedures should be clear, consistent and equitable assessment procedures in all subjects. We only collect assessment data when it's going to be used to impact on pupils learning, now or in the future.

In all subjects not defined as 'core' (reading – including phonics, maths and writing) our approach to assessment is as follows.

- Ensuring pupils are taught identified key knowledge and concepts is key.
- 'Rewind' at the beginning of each lesson (across curriculum) will be 2 or 3 multiple choice questions based on previously acquired key knowledge in that topic. This approach will show progression through each phase; as children get older there may be additional multiple choice options, or questions with two correct answers for example. Multiple choice options could include different numbers, words, short sentences, pictures, photos etc.

- Common system for pupils to answer these questions which has minimum impact on teacher workload: pupils will be shown each question and then close their eyes; holding up 1/2/3/4 fingers to signify the option they think is correct. Teachers will then use that in the moment assessment to identify and correct misconceptions straight away. If necessary, teachers will review teaching sequence and adapt this to meet the needs of their cohort.
- Composite tasks (where they are listed in unit planners) allow pupils to deepen understanding and reflect on key concepts, ideas and issues. If necessary, teachers will review teaching sequence and adapt this to meet the needs of their cohort.
- Teachers will reflect on units taught and effectiveness of teaching and learning through completion of an online form. This will provide subject leaders and school leaders with an understanding of areas of learning which children excelled or found more challenging and be used to inform future teaching and learning, resourcing, professional development requirements, needs of the cohort etc.

For information about how assessment is used in early reading (phonics), please see information within our Approach to Reading document.

5. Behaviours for learning

Where pupils have displayed behaviours linked to the characteristics of an effective learner this will be rewarded with an 'Awesome Arnbrook' sticker related to that behaviour. For example, if a pupil has successfully edited and improved their work a reflective sticker may be used.

6. EYFS Assessment

Many aspects of this policy and approach will begin, informally at least, in our EYFS. However, our EYFS pupils are assessed against using the EYFSP and EYFS Baseline assessment. Ongoing assessment is used to inform teaching and learning for individual pupils, groups and the cohort.

7. Pupil Self and Peer Assessment/Feedback

We encourage the children to make comments about their work and the work of fellow pupils where appropriate. This is through self and peer assessment. Children use class-based systems, however effective use may need to be modelled by the teacher in the first instance.

Pupils should be encouraged to identify their mistakes by re-reading their work independently. Children should be given a reminder about the focus for checking, linking back to the Learning Objective and success criteria.

8. Marking Key

- - learning objective not yet met
- ➔ - Next steps to move learning on
- √√ - identifies excellence in work

Word underlined to indicate spelling error with the correct spelling given - spelling to be corrected and checked

I – SEND child has worked independently

PS – peer support given

AS – adult support given

VF – verbal feedback given

9. Stakeholder involvement

Staff, parents and carers and pupils have been consulted in the formulation of this policy in Spring 2021 & a subsequent review in Spring 2022. Information regarding our approach to assessment, feedback and marking is explained to pupils in school and is made available to parents through our online messaging system and on our website. Our approach is regularly reviewed to ensure its effectiveness and reduce any negative impacts, including on staff workload.

10. Monitoring and Review

The Headteacher will be responsible for monitoring the implementation and effectiveness of this policy/procedure. The policy/procedure will be reviewed in September 2023.

Appendix 1. 100 High Frequency Words

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Appendix 1. Next 200 High Frequency Words

water	bear	find	these	live
away	can't	more	began	say
good	again	I'll	boy	soon
want	cat	round	animals	night
over	long	tree	never	narrator
how	things	magic	next	small
did	new	shouted	first	car
man	after	us	work	couldn't
going	wanted	other	lots	three
where	eat	food	need	head
would	everyone	fox	that's	king
or	our	through	baby	town
took	two	way	fish	I've
school	has	been	gave	around
think	yes	stop	mouse	every
home	play	must	something	garden
who	take	red	bed	fast
didn't	thought	door	may	only
ran	dog	right	still	many
know	well	sea	found	laughed

let's	fun	any	better	lived
much	place	under	hot	birds
suddenly	mother	hat	sun	duck
told	sat	snow	across	horse
another	boat	air	gone	rabbit
great	window	trees	hard	white
why	sleep	bad	floppy	coming
cried	feet	tea	really	he's
keep	morning	top	wind	river
room	queen	eyes	wish	liked
last	each	fell	eggs	giant
jumped	book	friends	once	looks
because	its	box	please	use
even	green	dark	thing	along
am	different	grandad	stopped	plants
before	let	there's	ever	dragon
gran	girl	looking	miss	pulled
clothes	which	end	most	we're
tell	inside	than	cold	fly
key	run	best	park	grow