

# Little Thurrock Primary

## Assessment, Marking and Feedback Policy.



Signed:

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This document draws extensively on 'Final report of the Commission on Assessment without levels' (September 2015)

## 1) The principles and aims of assessment:

**The school believes that the overarching aim of assessment is to help teachers understand what their pupils know and what they still need to work on in order to plan and teach more effectively.**

**The specific aims of the assessment policy are as follows:**

**To Give reliable information to parents about how their child, and their child's school, is performing**

- a. Allows meaningful tracking of pupils towards end of year expectations in the new curriculum, including regular feedback to parents.
- b. Provides information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Is reliable and free from bias.

**To Help drive improvement for pupils and teachers**

- a. Is closely linked to improving the quality of teaching.
- b. Ensures feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- c. Produces recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

**To Make sure the school is keeping up with external best practice and innovation**

- a. Is created in consultation with those delivering best practice locally and nationally.
- b. Is created in consideration of, and is benchmarked against, international best practice.

## 2. Arrangements for governance, management and the evaluation of assessment.

- The assessment leader in conjunction with the headteacher is responsible for ensuring the assessment policy is maintained and followed.
- The SLT will monitor the effectiveness of assessment practices in the school.
- The primary mechanism for this will be through the monitoring of teaching and learning.
- The effectiveness of the policy will be judged by the triangulation of the school's formative assessment data (SONAR), the work that pupils have completed that shows evidence of mastery of particular objectives and summative tests/tasks in reading, writing, maths and GPS.
- The school assessment leader is responsible for ensuring that the school attends all relevant local authority moderation and that school systems reflect best practice.

## 3. How assessment outcomes will be collected and used.

The school believes that assessment and pedagogy are inextricably connected and that assessment of pupils' attainment and progress should be directly linked to the curriculum.

**There are three main types of assessment:**

- **Day –to-day in school formative assessment**, for example question and answer sessions, marking of pupils' work, observational assessment, regular recaps and quizzes, scanning work for pupil attainment and development.
- **In-school summative assessment**, for example end of unit tests, end of year tests and reviews of pupils with SEN and disabilities.
- **Nationally standardised summative assessments**, for example KS1 and KS2 tests.

The school recognises the fundamental importance of formative assessment and that high quality formative assessments are an integral part of teaching and learning. With this in mind, the school's

assessment procedures place a strong emphasis on formative assessment. In-school summative assessment is used up to twice a year, but only to validate our formative assessment model and to provide further diagnostic data. In the school ensures that all statutory National standardised summative assessments are carried out.

### **SONAR**

The school uses SONAR to track children towards mastering the relevant end of year objectives. Teachers decide when a child has demonstrated that they are working towards an objective, have achieved an objective or have mastered an objective. This information must be updated regularly and must match the demonstrable skills that the children possess as seen in their books, through informal progress checks and in conversation with school leaders and external agencies. There are many ways that teachers build up a picture of what their children can and can't do, for example:

- Through question and answer sessions.
- By effective use of plenaries and key questions.
- By recording marks in spelling tests, times tables tests, short end of unit tests etc.
- Pre and post assessments in mathematics.
- Through effective marking of children's work.
- Through observation of children working.
- Recording of assessment data

The school expects teachers to keep a record of how their children are doing day-to-day, for example spelling results, times tables results and arithmetic test results but this data does not need to be entered into SONAR. Whether a child has met an objective or not, is down to the professional judgement of the teacher, but must triangulate with the knowledge and skills that the child can demonstrate and what they have shown day-to-day in their work.

**The primary purpose of the school's assessment policy is to confirm what children know and what they need to learn next.**

Twice a year, children in years 3-5 will undergo summative testing arrangements in reading, maths and GPS.

Once a term children in years 1 to 6 will have a piece of writing formally assessed.

The purposes of these assessments are twofold:

- 1) To provide a quality assurance check that our formative assessment procedures are working, i.e. that the data derived from summative testing matches what our formative assessment model (gap analysis) shows.
- 2) To provide diagnostic data to be used as a starting point for teaching moving forward.

### **The importance of effective high-quality feedback**

Teachers build up an understanding of what their children know and what they need to know next in many different ways, for example through dialogue, performance in class, short progress checks etc. but the importance of effective feedback can not be underestimated.

The school expects that feedback is provided to children in accordance with the information contained in this policy and recognises that marking/feedback in writing in particular is crucially important for building up a detailed picture of what the child is able to do and what they still need to work on. Feedback should be purposeful and should not create unnecessary workload on teachers, but should be completed with enough regularity to ensure that teachers build up an effective picture of their children as learners and that pupils understand what they have done well and where they need to go next.

## 4 Arrangements for ensuring teachers are able to conduct assessment competently and confidently

The school expects all of its teachers to be able to competently assess the attainment and progress of their children and will support them to this end by providing good quality continuing professional development.

**This professional development may take many forms:**

- a) Regular INSET/Staff meeting sessions on a Wednesday after school focussed on assessment.
- b) Attendance at local authority training.
- c) Attendance at other training courses deemed necessary by the teacher or assessment leader.
- d) Professional discussions between colleagues for example as part of weekly PPA sessions.

If any member of staff is unsure of any part of the assessment policy or feels they need additional guidance, they should speak to the assessment leader or other member of the SLT for guidance.

## 5 Detailed guidance on different forms of assessment

The school believes that all children can achieve if taught well and that the vast majority of children will meet the demanding age-related expectations. However, the school does recognise that for a small number of children with pronounced Special Educational Needs, the age-related curriculum may be inappropriate, but that they can still achieve well relative to their starting points.

Specific arrangements for formative assessment vary within each phase/key stage, but the basic principle of : Plan based on pupils strengths and weaknesses, teach, assess and use the results of assessment to inform future learning is consistent throughout the school.

In Nursery and Reception, formative assessment is primarily through observation, which is used to inform progress towards the Early Learning Goals.

In Key Stage 1 and 2, teachers plan lessons using objectives drawn from the National Curriculum that are appropriate to the children's ability and then record their progress towards achieving those specific objectives. The school uses SONAR to record children's progress against specific objectives using curriculum statements for years 1-6.

In every phase/Key Stage, it is essential that work is marked/discussed with the children regularly in order that teachers can build up a detailed picture of attainment and also plan effectively for future learning.

### Day-to-day formative assessment

- The starting point for all teachers is what the children already know and the specific objectives that children need to learn as defined in the relevant part of the National Curriculum.
- Teachers will measure progress towards meeting these expectations.
- Question and answer sessions will be used to evaluate pupil understanding and address misconceptions.
- Plenaries will be used to enable pupils to demonstrate their understanding of different concepts.
- Teachers will record the results of spelling tests, times-tables tests and arithmetic tests.
- Teachers will mark children's work purposefully and will provide worthwhile feedback to children.
- Children will undertake peer and self-assessment as a means of understanding where they are as learners and what they need to do next.
- Teachers will record children's progress towards achieving/mastering objectives using SONAR at least once a week in Reading, Writing and Maths. Science objectives will be completed half-termly.
- Gap Analysis from SONAR will be used to decide what different pupils need to be taught next.
- For some pupils, this may mean setting up small-scale timely interventions to ensure that they meet age-related expectations. The phase group leader in conjunction with class teachers and the SLT will be responsible for overseeing these.

### In school summative assessment

The school does not believe in testing for testing's sake. Summative assessments have two purposes:

- 1) To validate what teachers know about their pupils' learning through formative assessment.
- 2) To yield useful diagnostic data from which next steps may be taught.

The school uses the following summative assessments.

- On exit assessment in Nursery.
- Reception Baseline assessment.
- End of EYFS assessment.
  
- Commercially purchased end of year tests in reading, maths and GPS.

### **Nationally standardised summative assessments**

The school understands that nationally standardised summative assessments are important for benchmarking the performance of the school against other schools and for helping all stakeholders to understand how well the school is performing. The school ensures that all statutory tests are carried out as follows:

- Year 1 pupil sit a phonics screening check
- Some Year 2 pupils retake a phonics screening check if they have not met the required standard
- Year 2 pupils take externally produced and internally marked KS1 tests
- Year 4 pupils undertake a multiplication tables check exercise
- Year 6 pupils take externally produced and externally marked KS2 tests

### **Early Years Assessment**

Within the first six weeks of a child beginning school they must carry out a Reception Baseline Assessment (RBA) which is a statutory standard assessment for all children. If a child starts school later in the year they will still need to carry out this assessment if they have not already done so in a previous setting.

At the beginning of the year teachers also carry out their own baseline assessments in the form of observations and activities to build their understanding of the child's strengths and needs.

In the early years (both Nursery and reception) at Little Thurrock Primary, assessments are gathered daily for individuals and groups of children. Knowledge of the children is obtained through adult-led activities, observations made as children play and explore and information shared from parents. The information gathered is transferred to Tapestry and SONAR by linking it to the relevant statements from the EYFS profile. Evidence such as observations, children's work, child comments, photos and practitioner knowledge all contribute to the teacher's judgement about a child's development and progress. Development in all seven areas of learning is tracked and this ongoing formative assessment informs planning on a daily and weekly basis.

Throughout the year summative assessments are made using SONAR to indicate if a child is meeting their age-related expectations. In order to track development, summative assessment records whether a child is working at significantly below, below, just at, at, above or significantly above the age-related expectation.

At the end of the reception year Teachers make an assessment on the statutory Early Learning Goals (ELG) for each of the 17 aspects within the 7 areas of learning. The ELG are referenced as the expected level for this age. There are two judgements at the end of reception. The teacher will decide whether a child has met the expected level (expected) or not yet reached this level (emerging).

End of year reception judgements contribute to the school's national measure which is governed by the number of children that are operating at expected level, for all aspects within Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Mathematics. These children have therefore achieved a Good Level of Development (GLD).

## 6) Sharing information with Stakeholders.

### Sharing information with pupils

Assessment is important for pupils because they need to know what they have achieved and what they still need to work on in order to make good progress and achieve their potential. The school believes that a dialogue between pupils and their teacher is essential, if children are going to understand the specific skills that they still need to develop. With this in mind, all teachers in years 1-6 must give regular individual feedback to pupils. During this feedback, children and teachers should discuss what they think they have done well and also what they still need to work on in terms of their age-related objectives in reading, writing, maths, science and GPS with their peers or their teacher. The school does not believe in giving children scores without contextualising them. Scores on their own are meaningless, the dialogue should always be around what the child has done well and what the child still needs to do to improve.

### Sharing information with parents

Once a term, the school holds parents' evenings when parents and carers are invited to a meeting to discuss the progress of their children. **The school expects teachers to meet the parent(s)/carer(s) of every child every term and it is the responsibility of class teachers to take every reasonable step to ensure this is the case.** During parents' evenings, teachers discuss with parents/carers what their child/children have achieved; what they still need to work on and how they can be helped at home. At all times the discussion must be focused on what the child needs to do to achieve age-related expectation unless the child has an identified special need(s) which means they are working on an adapted curriculum. All teachers must impress upon parents the school's belief that all children can make good progress and the vast majority of children can achieve age-related expectation.

Once a year, parents receive an annual report on their child's progress and attainment relative to National Expectations.

The school also operates an open-door policy and teachers, phase leaders, the senior leadership team and headteacher must be prepared to meet with parents to discuss the progress of their children at other times throughout the year as necessary. For children who have an Educational and Health Care Plan (EHCP), separate meetings are held with the head/class teacher/SENCO and parents, where their progress is discussed.

### Sharing information with governors

The school recognises the importance that good governance can play in helping a school to run successfully. Information on how well the school has performed in National Summative Assessments is discussed annually. As well as this, information on how well children are progressing towards end of year objectives is discussed at every governing body meeting through the mechanism of the headteacher's report. Information on how well specific groups are progressing, for example children who receive pupil premium funding and children with SEN is also regularly discussed. As well as this, governors play an active part in the life of the school and undertake monitoring visits to better understand how well specific groups of children are progressing towards their end of year objectives.

## 7) Marking and Feedback

### Overview:

- Work in all subjects is marked in accordance with the assessment, marking and feedback policy
- Work is marked by adults in blue pen
- Pupils mark their own work in purple pen
- Pupils are given time to respond to marking

- All teaching staff are expected to mark pupils' work

### **Rationale**

Effective oral or written feedback, is essential in enabling pupils to know where they are in their learning; what their next steps are and in ensuring all pupils make good or better progress. Marking completed in good time allows staff to understand the strengths and misconceptions of individuals and groups of pupils in order that planned work can be amended where necessary to reflect the needs of the pupils.

The principal function of marking is to provide feedback to pupils in terms of:

- What is good about a piece of work
- What the pupil needs to do next in order to improve
- Engaging pupils in the development of their learning and enabling them to take some responsibility for their own progress

### **Aims:**

Through thorough and effective marking, pupils are clear about their own strengths and next steps as learners and adults hold a very clear understanding of the needs and abilities of all pupils within their class or group.

Marking is only effective if:

- the comments made are specific and relate to the learning objective/success criteria
- a clear indication is provided of how the pupil can improve the piece of work
- the pupil has time to review the marking and take action as a result
- it informs teachers of the level of support a child has had
- it informs teachers of gaps in children's knowledge and understanding in order that they can plan effectively

### **Strategy:**

The quality of marking across the school must be consistent (within and across year groups) and highly effective - it is the responsibility of the SLT and phase leaders across the school to ensure this is happening by regularly monitoring the quality of marking.

Discussions between a pupil and an adult about a piece of work are a valid and highly effectively form of marking, if verbal feedback is given, the child should be expected to respond appropriately.

Marking must be done in accordance with the learning objective/success criteria to ensure pupils are clear about what it is they have / have not achieved.

Pupils mark and edit their own work (against the learning objective, success criteria or next step) and make written or oral comments on their own progress and attainment in purple pen.

### **Expectations with regard to frequency of marking**

Clearly, there is more potential benefit to be gained from marking a piece of extended writing, which can then be revisited and possibly edited, than in slavishly marking numerous pages of addition problems .

The school expectation is that all pieces of work should be looked at to support formative assessment. In most cases, simply ticking/stamping the work is evidence that this has been done. This can be completed



during the lesson. Please, however, see the marking of writing and Mathematics below. This expectation should not, however, be followed in a robotic manner - teachers must use their professional judgement to identify which pieces of work would offer most benefit to the pupil if marked more fully and any misconceptions or issues will need addressing.

### **Peer and Self-Assessment.**

The aim of Peer and Self-Assessment is to involve children in the analysis and constructive criticism of their own work. It is important that:

- Feedback is incorporated into the structure of the lesson.
- Time is allocated within the lesson for reflection, in a structured way.
- Pride in successes, amendment and improvement become a natural part of the lesson.

The key Principles of Peer and self-assessment are:

- Children can constructively mark their own work against agreed success criteria for the task, sometimes with a partner.
- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.
- There needs to be ground rules about paired marking to maintain self-esteem.
- Feedback can be oral or written.
- Teachers should monitor the quality of the self and peer assessment.
- At the end of some lessons children should be encouraged to indicate their own level of understanding by placing their work in the appropriate coloured tray (KS1) – green (fully understood), yellow (partially understood), red (require support). In KS2 children can indicate their confidence by using one tick (require support), two ticks (partially understood), three ticks (fully understood).

### **Key Questions**

Five Key questions are asked in the majority of lessons.

**What are you learning today?**

**How does your learning link to the previous lesson?**

**How does your learning link to last year and the year before?**

**How does your learning link to other subjects?**

**What are you going to learn next?**



### **Marking of writing**

Extended writing should be marked more thoroughly, annotating work to indicate positive aspects and next steps in the children's writing as follows:

- use the agreed school marking / editing symbols (see below)

- identify where the pupil has met the learning objective
- identify next steps where the pupil could improve using the NS symbol
- a combination of observations and questions as a comment

### **Marking / editing symbols for use with all written work:**

Not every error needs to be identified and the level to which they are signposted will vary dependent on the ability of the child. For example, less able children, may have the individual mistake identified, whereas more able children may have a correction symbol placed in the vicinity of their error, the expectation being that they spot the error themselves.


For children with spelling difficulties/dyslexic difficulties, it is expected that only spelling errors that you know a child can spell e.g. known high frequency words or spelling patterns should be identified. Children's work must be marked for each individual and the level at which they are working. Use your professional judgement to prioritise the next steps. The main aim of their use is that it is clear to the children what they have done well and what they must do in order to make progress.

### **Children at age-related expectation and above in KS1 and KS2- strengths and areas for development annotated in the writing in blue pen**

- Spelling errors (no more than three) to be indicated by sp.
- Grammatical errors to be underlined with a straight line.
- Punctuation errors to be circled.
- Capitalisation errors to have a box around them.
- Meaning not clear to be indicated with a question mark.
- Change the word order to be indicated with a double-sided curvy arrow.
- Missing word or letter to be indicated with an inverted V.
- New paragraph to be indicated by two backslashes.

See below for a table of the symbols to be used.

It is important to note that when children are at the end of a Key Stage and may have their writing formally moderated, teachers should not over use marking symbols as this could be construed as too much scaffolded support that signposts children to the improvements to be made to their work.

sp	sp = spelling error. Children to correct no more than three spellings.
_____	Straight line = grammatical error
○	Circle = punctuation error. In maths = where the calculation is incorrect.
□	box = capital letter error.
?	Question mark = meaning not clear.
	Change the word order/ change the letter order.
^	Add something else.
//	New paragraph.

Throughout the school, WWW (What Went Well) will indicate a comment on success and an NS symbol will indicate a comment on next steps. These comments should link to the learning objective and be focused on enabling the child to clearly identify what they were successful at and what they need to do in order to make progress in their writing.

Children must be provided with next steps (footprint symbol) twice a week in writing and mathematics and once a week in reading. If children are undertaking extended writing in another curriculum area, then a teacher may decide to provide a next step in this subject rather than in writing.

Next steps can take the form of a specific skill that the child needs to practice, an action, a challenge or a question.

Opportunities for children to respond and make changes in purple pen must be planned.




Teachers must monitor children's responses to next step comments.

### **EYFS and Year 1**

In EYFS the majority of feedback given to the children is verbal.

In Year 1 whilst the majority of feedback may be verbal, four marking symbols are used at the start of Year 1 (capital letter, finger space, full stop, frog talk) – leading to introducing all of the marking symbols by the end of Year 1.

## Year 1 marking symbols

	Full Stop
Aa	Capital Letter
	Frog Talk
	Finger Space

### Marking of Mathematics

Mathematics must be marked thoroughly just as any other core subject would be marked. In this way, the teacher will become aware if a child has or has not understood the concept being covered. In addition to this, the school's method of formative assessment relies on teachers being able to confidently say whether a child has or has not met the specific learning objective being covered on a daily basis. Teachers can mark mathematics using the WWW to identify elements of the success criteria that they have met if relevant and the NS symbol to identify next steps. The use of ticks and dots to indicate which calculations/work is correct/incorrect is used in mathematics along with a circle to indicate where a calculation is wrong. Underlining can be used to draw attention to where key information has been misinterpreted. Sometimes children can work in pairs or small groups to mark their own work using the agreed symbols, but this can never replace regular marking by the teacher.

### Marking of Homework

It is not expected that all homework is marked, it is at the discretion of the teacher and what she/he expects from the homework. There is no need for all homework to be marked in detail, there is an expectation that it is read and at least acknowledged.

### Marking of Foundation Subjects

It has been agreed that any extended writing in the foundation subjects or Science should be marked using the Marking Guide. The marking must be linked with literacy skills as improvement in writing is a whole school development target.

Other work can be acknowledged with a tick or discussed with the pupil.

### Other codes to be used

VF should be used to acknowledge verbal feedback.

AS (Adult Support) should be used to show that the child was supported individually or as part of a group.

I should be used for children who normally work with adult support, but have completed work independently.

HLTAs should initial work to show that they have covered a lesson.

Supply teachers should follow the school's marking policy and initial work.

## 8) Implementation and review of the assessment, marking and feedback policy

The assessment leader and SLT have overarching responsibility to ensure that the assessment, marking and feedback policy is implemented and adhered to. Phase leaders have a responsibility to ensure that all members of their team follow the policy robustly. The consistent and effective implementation of the assessment, marking and feedback policy is a core component of every teacher's performance management review.

The policy will be reviewed and updated annually to ensure that it always reflects best practice.

The school will seek the views of parents and pupils around assessment and will update this policy annually. The school firmly believes that encouraging pupils to understand the principles of assessment is an important way of them taking responsibility for their own learning and progress. Similarly ensuring parents understand the way in which pupils will be assessed and the purposes for which they will be assessed – will enable them to support their pupils more effectively and will help to avoid unnecessary pressure on pupils.

## Appendix 1 – Examples of next step marking.

Reading :

KS1: How is the character feeling?

What would you do differently?

Lower KS2: Based on what you have read so far, what do you think the main character will do next and why?

Circle the word in the text that has the same meaning as.....

Upper KS2: Based on what you have read so far, how is the text similar or different to the last text you read?

What impression does the word slithered give you about the character?

Writing :

KS1: Where should there be a capital letter in this sentence?

Which word best describes the character? (choice of words).

Lower KS2:

Add a fronted adverbial to one of your sentences.

Create an expanded noun phrase to describe the .....

Upper KS2: Write a sentence demonstrating that you can use a semicolon correctly.

Write a sentence of three to describe the contents of the room.

Maths

KS1: Tom has fewer than 8 sweets, how many sweets could he have?

Show me two different ways to make 10.

Lower KS2: Spot the error in this calculation.

Use the inverse to solve this problem.

Upper KS2: Complete the calculation  $87 \times 46$  using a formal method.

One bag of flour weighs  $3\frac{1}{3}$  Kg, the other bag weighs  $1\frac{1}{2}$  Kg, what is the difference in weight between the two bags?