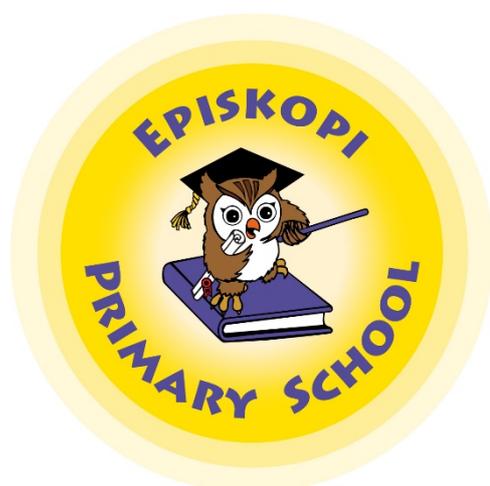


Episkopi Primary School

Assessment, Marking & Feedback Policy



SLT
1-20-2021

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Assessment, Marking & Feedback Policy

1 Assessment

- 1.1 We believe that effective assessment is an essential element of effective teaching and learning, and provides crucial information without which teaching cannot be appropriately focused on the needs of learners.
- 1.2 We use two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.
- 1.3 Assessment *for* Learning (AfL) is a type of formative assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. Clarifying and understanding learning intentions and criteria for success is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning, how they have progressed towards that aim, and what they need to learn next in order to achieve it. This principle applies equally to the most able learners and those with additional needs.
- 1.4 Assessment *of* learning refers to summative assessment and involves judging pupils' learning and attainment against Key Performance Indicators. Teachers may make these judgements at the end of a unit of work, at the end of each term, and at the end of a key stage. Tests are a straightforward form of summative assessment, although teachers' ongoing assessments of pupils' progress in terms of National Curriculum attainment, will also be mainly summative in nature.
- 1.5 We give our pupils regular feedback on their learning so that they understand what it is that they need to improve or to learn next. **Such feedback will be both oral and written and will be given mainly during the lesson period in order to maximise the impact on learning.** Research has shown that pupils' involvement in the process of development of their own learning (self-assessment) and helping to develop the learning of others (Cooperative peer feedback) raises standards and empowers pupils to take action towards improving their achievement.

2 Aims and objectives

- 2.1 The purpose of assessment in our school is:
 - To enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
 - To enable teachers to record the attainment and progress of pupils;
 - To create a **learning culture**, where children and teachers have a **growth mindset** and a belief that they can achieve;
 - To increase pupils' motivation by celebrating their learning achievements and enabling them to understand what they have learned and what they need to learn next;
 - To help pupils recognise the standards they are aiming for, and to understand the criteria of effective learning and achievement;
 - To enable teachers to provide regular information for parents and carers about their child's progress in learning and enabling parents to support their child's education through online collaboration and effective communication with the school;
 - To provide the headteacher and governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

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3 Planning for assessment

- 3.1 As teachers plan their lessons, so they should plan for assessment opportunities. These will occur at key points in the lesson and will be based on pupils' response to the learning task in question and, more specifically, to the teacher's use of focused questions, designed to assess learning.
- 3.2 Our revised curriculum workbook statements are used in KS1 & KS2, along with National Curriculum and EYFS national expectations, to assess pupils attainment and progress. These assessment systems help the teacher to determine the 'developmental steps' a pupil must take in order to progress. It is very important that such teacher assessments are based on a range of work in different contexts, over time, and not solely on one or two pieces of work.

For children in the EYFS, objective led planning is used in direct response to the children's interests and this builds on evaluations of prior learning.

Our ongoing assessment cycle allows us to link our teaching to the individual needs of the children and provides regular opportunities for us to identify "next-steps" and adjust our long term planning accordingly.



- 3.3 We use our school's curriculum plan to guide our teaching. This long-term plan follows National Curriculum guidance and is based on the Chris Quigley Threshold Concept approach to long term learning. Our curriculum is bespoke to our unique location and aims to strengthen children's knowledge and understanding, embedding learning in the long-term memory. Teachers understand the age-related expectations of the National Curriculum, in terms of expected attainment, and will plan their lessons to enable the maximum number of pupils to be working at age-related expectations or above. For those pupils working significantly below age-related expectations, teachers will plan additional support, together with the special educational needs coordinator (SENCO).

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- 3.4 We plan our lessons with clear learning outcomes; these may differ for groups of differing ability or for individual pupils. Teachers' short-term planning will make clear this differentiation. These are based on the teacher's detailed knowledge of each child.
- 3.5 Teachers always share the lesson's learning objectives/curriculum targets with the pupils, either at the beginning of the lesson or, in some cases, as the lesson develops. They also share with pupils, or, indeed, often agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning and that of their peers. Some aspects of self-assessment or peer-assessment, against the shared success criteria, will be a common, planned feature of our lessons.

Each piece of work to be clearly dated and titled with a clear 'learning intention'. This should be recorded on every piece of work which indicates the purpose of the task which is clear and concise (child-speak). Typically, these are recorded by the children (depending on age) or teachers can pre-print stickers if this benefits the pupils (age-related). These can be referred back to throughout the lesson. Teachers strive to ensure that learning objectives and success criteria are expressed in language which can be understood by the pupils whom they are teaching. This ensures that pupils from the very youngest age in school have a good understanding of their learning and are able to talk about it.

- 3.6 Teachers ask well phrased and carefully directed questions (e.g. using Bloom's and SOLO taxonomies) and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misunderstandings. The results of these are noted and are addressed in the lesson or planned in to future lessons.

4 Target-setting

- 4.1 Target-setting is used by the school in a number of ways and at a number of levels. We have targets for the percentage of pupils making good progress, exemplified, for example, by National Curriculum age related expectations and nationally agreed standards of attainment. These targets are based on each individual pupil's end-of-year target, which will seek to ensure that each individual makes good progress from their starting point at the beginning of the year.

Pupils' progress towards their targets is reviewed termly, and focussed interventions planned where necessary.

- 4.2 We set learning targets for particular areas of the curriculum using our curriculum and assessment workbooks. We ensure that these 'curriculum' targets relate to the learning objectives and success criteria of lessons. Teachers regularly discuss whole class and individual learning targets with pupils, helping to increase their understanding of their learning journey.
- 4.3 We encourage our older pupils to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress.

5 Recording

- 5.1 We use various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. An electronic assessment profile is kept for each child to provide a summative record of attainment and progress.
- 5.2 After lessons, we make notes of pupils who do not achieve the planned learning intention, or who excel by achieving more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson.

For children in the EYFS, Tapestry is used as an electronic recording tool where teachers and practitioners record observations and include examples of work. This is shared with parents through the App, and parents are encouraged to contribute their own observations.

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Teachers in Y1-Y6 also use White Rose Maths end of unit tests and termly NFER standardised English and Maths assessments, in order to produce a summative score that tracks progress term by term.

- 5.3 Using the assessment guidelines referred to above, teachers record the progress of each child against age-related expectations. This involves making a judgement about the work of each child in relation to the National Curriculum age related expectation and EYFS statements. This allows us to monitor the progress of each child. Teachers record this information, on a regular basis to inform their teaching. Our assessment system always begins with the child and assessments made by the teacher build the summative data that is fed into our School Improvement Plan.
- 5.4 Teachers in Years 1-6 will use 'SeeSaw' to electronically mark some written work (see 7.8 Remote Learning).

6 Reporting to parents and carers

- 6.1 We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.
- 6.2 Each term, we offer parents and carers the opportunity to meet with their child's teacher. At the first meeting of the school year, we share and discuss the targets that we have identified for their child and any specific interventions that may be needed to support these. Midway through the year, parents receive a 'Learning Behaviour' report prior to their second parents' meeting with class teachers. This report indicates a pupil's acquisition of essential learning behaviours: Relationships, Resourcefulness, Reflectiveness and Resilience.
- 6.3 At the end of term 3, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We provide a progress/attainment judgement against the National Curriculum statements for the year group, and on religious education. In this written report, we reserve a space for pupil to give their own evaluation of their performance during the year. We also invite parental feedback.
- 6.4 In reports for pupils in Year 2 and Year 6, we provide details of the levels achieved at the end of the key stage. These are based primarily on teacher assessment, informed by formal assessment tasks in reading, writing and mathematics.
- 6.5 We offer parents and carers of pupils in the EYFS the opportunity, at parents' meetings as well as incidentally throughout the year, to discuss their child's individual learning journey with the teacher. In addition, parents have direct access to their children's learning journey through Tapestry and can also contribute to the observations by commenting on observations made by staff or adding their own from home.
- 6.6 We administer the National Phonics Screening Check to all children in year one and report results to parents. Where children do not meet the required standard at the end of year one they continue with the RWI programme and are re-tested at the end of year two. At the end of Y4, children take part in the National Times Table testing programme, and results are communicated to parents.
- 6.7 When it is identified that a child will require extra support in class an Individual Learning Plan (ILP) will be written by the teacher and shared with the parents. When it is clear that additional support is required that involves interventions either from the SENCO or outside agencies, a meeting will be arranged between the parents, child (age depending), class teacher and SENCO. This meeting will also include outside agencies when

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appropriate. As well as this, if there are multiple outside agencies involved, parents will be invited to an Early Help meeting to discuss the progress of their child.

7 Marking and Feedback

- 7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. As a school we have taken the approach of marking fewer pieces of work in depth, but with a real focus on the improvement of learning. This ensures that all marking is meaningful to the pupil and has a developmental impact on learning as well as ensuring that the teachers' workload is well balanced.
- 7.2 Feedback at its best is much more immediate, with lots of oral interactions and cooperative peer marking. Giving extensive written advice for the future is fairly futile as by the time the next similar context has arrived, the comment may well have been forgotten.
- We give children verbal feedback on their work whenever possible (marking it with a VF). We usually do this when the children are working during the lesson, either through individual feedback or, where the feedback would benefit several children
- 7.3 Where teachers feel it is necessary, they give written comments on key pieces of work which support the pupils' "next steps" in learning. These comments are appropriate to the child's age and children are given the time to read and reflect upon these comments. These comments should be in a colour that is in clear contrast to the child's work.
- 7.4 **When we give written feedback to a child, we relate this to the learning intention or the success criteria for the lesson.** Comments may also relate to individual targets. We make clear whether the learning intention has been met, and we point to evidence to support our assessment. If we consider that the learning intention has not been met, we make it clear why we think so and what the child needs to do to improve. In either case, we identify what the child needs to do in order to produce even better work in the future. In this way, we intend marking comments to be instructional and formative. We aim to give deeper written feedback for each pupil for longer pieces of work across the curriculum.
- 7.5 **It is important to note the difference between an "error" and a "mistake" when marking:**
- A "**mistake**" appears only once or twice, such as missing punctuation or a careless spelling error. When these appear the teacher will circle the punctuation and may underline the incorrect spelling (depending on the ability of the child) but not provide the correction. The pupil is then given the time to identify the mistake and make the correction.
- An "**error**" is an underlying misunderstanding that may become evident through a pattern of consistent wrong answers or omission of punctuation & grammar. The teacher will use written (or verbal) feedback at this point to remind the pupil of a related rule (e.g. apostrophes are used for contractions; remove the 'e' and add 'ly' etc.) or to provide a hint or question that leads them towards a correction of the underlying misunderstanding.
- 7.6 Having children reflect on and cooperatively improve their own or each other's work can be very effective because it enables them to apply the shared success criteria and to clarify their ideas on progressing to the next step. However, this must be carefully managed to avoid children being overly critical of themselves or their peers, and simply wanting to 'play the teacher'. Self assessment (SA) and peer assessment (PA), a central part of assessment for learning, should always support the intended learning. Teachers always check the work themselves afterwards.
- 7.7 **Cooperative Improvement** is used in many lessons and may take the following format:
- The teacher ensures children fully understand how to respond effectively by offering exemplification of looking closely

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- Both children read and discuss one of their pieces together, so only one book between them. They identify any improvements that can be made.
- Rather than squeezing improvements over the top of existing writing, the child writes any improvements below their current piece and identifies the piece they are improving with a *. This is so that the improvements can be written with no limits and retain legibility;
- No comments, e.g. 'I like this', should be written on the piece by either child and the child whose book is being discussed has the last word on the choice for improvement. We make it clear that they do not have to change their ideas for their partners ideas;
- The class teacher will always check over the responses and changes and will make a brief verbal or written comment;
- Cooperative Improvement can be used across all subjects.

7.8 Remote Learning

In order to facilitate a smooth transition to remote learning (should this become necessary) teachers in Years 1-6 will use SeeSaw to electronically mark some written work. This will keep staff and pupils current with its use and will be completed on one longer piece of writing once a half term. Verbal feedback will be the focus of this marking with a view to improving the piece in the next session. Errors can also be highlighted and corrected during this. Time will be given for pupils to listen to feedback and respond in their books and then any revisions will be uploaded to SeeSaw. Parents will also be invited to comment on the children's work via the app.

8 Inclusion and assessment for learning

- 8.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are at promoting, for example, racial and gender equality, and including pupils with disabilities or special educational needs.
- 8.3 Children with SEND will have additional support to ensure they have full access to the curriculum. The support will be recorded on an Individual Learning Plan (ILP) and reviewed regularly with all involved parties.

9 Moderation of standards

- 9.1 **All subject leaders** study examples of pupil's work within their subject area, and build an exemplification portfolio of levelled examples, showing work assessed to be ARE-, ARE, ARE +. Time is allocated for teachers to discuss levelled work, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. Regular moderation sessions take place each term to ensure consistency continues.
- 9.2 It is each subject leader's responsibility to ensure that the samples that they keep of pupils' work, for moderation purposes, reflect the full range of ability within each subject.
- 9.3 External moderators, organised by MOD Schools, visit schools regularly to moderate and confirm our assessment judgements in the EYFS and at the end of Key Stage 1 and 2. In addition, subject leaders across the island meet termly to moderate work, agree expectations and share good practice.

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10 Monitoring and review

- 10.1 The Headteacher/SGC is responsible for monitoring the implementation of this policy. The Headteacher/SGC will scrutinise samples of pupils' work, teachers' marking and assessment records and use lesson observations to observe the policy being implemented in the classroom.
- 10.2 Senior staff monitor pupils' overall progress on a regular basis so that possible under-achievement can be identified and addressed as soon as possible.
- 10.3 This policy will be reviewed every three years or sooner if necessary.

Appendix 1

Assessment timeline

Teacher to keep a 'folder' for each child to be passed on to next school.

Month	Activity
Early September (Or as pupil arrive in school)	Individual pupil performance targets are established. Baseline assessment for new starters where necessary - NfER tests from end of summer term in the previous year. (Assessment Baseline on Workbook completed)
Mid October	Teacher uses assessment data to check pupils' progress against targets. Ensure assessment workbooks are updated. Raise individuals causing concern to head teacher/phase leader in pupil progress meetings. Term one parent consultations are completed with targets shared with parents.
Early December	Pupil progress meetings to discuss progress over the term and highlight focus children for Spring term.
End of Autumn Term	NfER tests completed Ensure assessment workbooks are updated.
Mid February	Ensure assessment workbooks are updated. Raise individuals causing concern to head teacher/phase leader in pupil progress meetings. Half yearly 'Learning Behaviour' reports sent to parents prior to the parent consultation meetings. Term two parent consultations are completed with targets shared with parents.
April	Ensure assessment workbooks are updated. Pupil progress meetings to discuss progress over the term and highlight focus children for Summer term.
End of Spring Term	NfER tests completed. Ensure assessment workbooks are updated.
May	Year 2 & Y6 NCT's Teachers assess progress towards the child's targets. Update Assessment workbooks. Raise individuals causing concern to head teacher in pupil progress meetings
June	Y1 Phonics Check Y4 Times Tables Test Submission of Key Stage One and Two data Parent Consultation meetings completed

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End of summer term	NFER tests completed. Assessment Workbooks updated. Final teacher assessments to head teacher. EYFS Profile completed and submitted
July	Pupil hand over meetings held with new class teacher, including gap analysis of individual child's assessment workbook. Y6 and SENCO transition meetings to secondary school. End of year reports to parents. Parent consultations meetings – optional (if requested by parent)

Appendix 2

Marking and Feedback Procedures

The following procedures have been agreed:

- Clear 'learning intentions' should be recorded on every piece of work (date and title). These can be pre-printed (age-appropriate) and stuck in to the books where necessary.
- Children should be reminded of the agreed standards/criteria (e.g. handwriting, basic punctuation etc.) and those working independently should self-assess their work against these at the end of the session.
- Differentiated success criteria should be established for each group where appropriate – this should be used as the criteria for judging the piece of work being marked.
- The success criteria should be used to help move the child on to the next step in their learning.
- Children should be encouraged to self improve their work on a regular basis.

English

- Children will study a variety of genres. When children are working on their innovation/inspiration phase (adaptation based on a model text), teachers should mark the work of all pupils within (in their guided group) or following the session (children working independently). **Work must be marked before the start of the next writing session although it is important to note that not all pieces will require a long written comment.**
- Successful learning or application of a key skill may be highlighted so that the children can clearly see their achievements, particularly SEN children.
- Where the success criteria **have not** or have only partially been met, **one** of the following should be used:
Verbal feedback given and time provided for the pupil to make a change to the writing;
- Make a "closing the gap" comment written to prompt the child to improve an area of their writing.
- Time should be given to the pupil during the lesson, or at the beginning of the next lesson, to allow them to read the marked comments and reflect/respond – i.e. make an improvement in a

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contrasting colour based on the teacher's comment. Whilst the pupils are focussing on the improvements, the teacher can carry out any face to face discussion that may be needed.

- At the end of a unit of work, the extended piece of writing will be marked against current targets shown on the owl sticker. A written comment will be added to all extended writing pieces.

Handwriting, Spelling and Grammar & Punctuation

- Spelling mistakes should be underlined with a wavy line and the pupil should be given time to identify and make the correctons. For some children with additional needs, teachers will only focus upon targeted spellings or patterns to avoid excess marking
- A comment should be made on all marked pieces of work **where common errors are occurring** or when pupils are not producing work appropriate to their set target.
- Handwriting formation should be followed at all times and any errors quickly addressed. Targeted intervention should be put in place quickly for children who are incorrectly forming many letters or joining incorrectly

Maths

Open ended tasks: (e.g. problem solving/ using & applying)

Next step scaffolded comment with illustration of how to improve.....'Now try this' where appropriate – **most feedback should be given verbally (VF) within the lesson;**

Closed Questions:

Tick for correct answers and large dot for those that are incorrect.

Children need to be given the opportunity to **correct their mistakes**. Children are asked to use a coloured pencil to show that an attempt at improving their work has been made.

Curriculum subjects

Work completed in topic books needs to be marked by the class/PPA teacher, using a question or observation to prompt further thinking where appropriate.

Comments or questions will reflect the ability of the child, for example:

LA - Knowledge/comprehension

Tick the correct...

Who was it that...

Explain the meaning of...

Explain the process of...

Describe what happens when...

What do you mean by...?

What effect does this piece of coding create?

MA - application/analyse

What would you change if...?

Think of another example where...

How is this similar to...?

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How might this affect other...?
What would you like about...?
Why did you choose this coding?

HA - evaluation/synthesis

Is there a better solution to...?
How would you improve...?
Would you recommend this...why...?
How effective are...?
Predict what would happen if...
Invent coding to achieve...?

*Where learning *does* involve extended writing or maths then the marking policy reflecting those subject should be used.

Marking codes

Marking and Feedback – a Summary

VF – Verbal feedback.

PA – Peer assessment (followed by an ★ underneath to show where the improvement has been made).

SA – Self assessment.

LSA – LSA supported.

T – Teacher supported.

ST – Marked by a supply teacher.

(M) Write by the LO to indicate the LO has been met.

(O) Error – something missing or incorrect, e.g. punctuation.

// Start of new paragraph.

~~~~~ Indicates a misspelling.

● Incorrect in maths.

✓ Correct.

Use a yellow highlighter to highlight *positive* aspects of a child's work.

Mark in any colour **apart from red**, so long as it is a clear contrast to the child's work.

Discourage brackets for ~~mistakes~~.
A simple, neat line through will suffice.



*The use of rubbers (erasers) should be discouraged.