Gunthorpe Church of England Primary School assessment, marking and feedback Policy

Policy reviewed: June 2024

1. The principles and aims of assessment

Effective assessment should be at the heart of high quality teaching and learning. It should inform teaching and learning to improve pupil progress and outcomes.

Formative assessment

- Is used for the purposes of diagnosing strengths and areas for improvement in children's knowledge, skills and understanding.
- Is used to give effective feedback to pupils in order for them to improve.
- Is inclusive and may vary in scope and complexity in response to the needs of different ages and abilities.
- Is used to shape future learning to enable pupils to make progress.

In-school Summative Assessment

- Is used to measure progress over time.
- Will inform pupils, parents, teachers and governors of attainment and progress over time

Nationally standardised summative assessment

- Is used to compare pupils nationally.
- It is used for school leaders to benchmark the school against other schools nationally.
- It is used for external assessors and parents to make judgements about the performance of the school.
- Shared with parents/carers at parents evening/end of year reports.

We are clear about the purpose of assessment and the different forms which it can take. We are careful not to use assessment for too many different purposes. Our assessment strategy relies on a guiding principle of 'what do the children know, understand and can do and what should they do next'. This informs children, teachers and parents.

The collection of assessment data had been drawn out of this principle, and is balanced with the use of external tests and tasks for summative purposes. The transference of information from books to data collection is straightforward, clear and designed to reduce the teacher workload.

We compare our assessment principles and practice with other local schools and moderate our assessment outcomes in order to be rigorous and secure.

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

All teaching staff, including teaching assistants, are responsible for ensuring that the marking and feedback policy is maintained. Senior leaders and subject leaders will monitor this through book scrutiny and observation. The head teacher will monitor the overall effectiveness of assessment through monitoring the impact on outcomes across school.

The effectiveness of assessment will be judged on its impact on teaching which will be reflected in outcomes:

- Progress should be good or better.
- The proportion of children attaining age related expectations or attaining at greater depth is above the national average.
- Feedback of information to pupils and parents is clear and understandable.

Moderation of assessment outcomes across school is undertaken in all year groups. It also takes place between other schools (locally and within Aspire) for EYFS and Year 6, with the vision being that Aspire schools will moderate across all year groups. Gunthorpe is also moderated by the Local Authority within their usual cycle of moderation.

3. Assessment points.

Children who enter school at the beginning of the reception year will complete the National Baseline Assessment in Autumn 1. Ongoing observations are used to inform next steps and progress in learning. At the end of Reception, children are judged as either emerging or expected against 17 areas of learning.

We will use data directly replated to evidence in children's books, commercial tests and assessments to inform teachers own assessments which will in turn be informed by evidence in children' work. Currently, we baseline children in September and then summative judgements are then made at the end of each term.

National standardised assessments take place in the Summer Term, this includes Y1 (phonics screening) Y2 (KS1 optional SATS) Y4 (Multiplication Tables check) and Y6 (KS2 SATS).

All information collected will contribute towards a requirement of one or more of the following: pupils, teachers, parents, governors and the DfE.

4. Staff CPD

The promotion of a good understanding of assessment practices begins with discussion and agreement and is followed up with monitoring of practice through work scrutiny, moderation and training.

The head teacher will ensure that relevant and up to date training is taken up by all staff, especially where it relates to national demands. The school will seek out good practice amongst local schools and from within Aspire MAT. The use of nationally agreed exemplification of standards can be used as a benchmark and advice from the local authority on interpretation of guidance will be sought to ensure a shared understanding of assessment practice.

5. Our approach to assessment.

Approach to teaching and learning based on Formative assessment.

Children work for the most part in mixed age and ability groups. Some ability grouping takes place related to specific skills such as phonics. Assessment for learning looks at what children are capable of and where they need to further develop. Assessment also takes account of expectation and where children are assessed as being short of that expectation further support is necessary. Children will progress at different rates according to their aptitudes and abilities and this rate will fluctuate over the course of their primary education. Teachers are mindful that all children require to be challenged and assessment needs to distil what challenge they can accept. A culture of high challenge low stakes permeates through all our assessment where children feel secure to push themselves to achieve their potential.

Work in children's books is a key indicator of progress and capability. Testing and checking are also sound ways of determining ability in relation to expectation. We will assess children formatively:-

- Against a set of key learning objectives.
- In terms of skills, knowledge and understanding.
- In terms of their learning styles.
- Against agreed success criteria.
- To ascertain any barriers to learning.

Marking and Feedback

As stated by the DfE, we recognise that, 'feedback should be meaningful, manageable and motivating'.

Formative assessment will include a range of written and verbal feedback strategies and also adaptation to future planning. Marking and checking work will go on throughout lessons (live marking) and also on completion of tasks. Green pen is used for positive written feedback and another colour (blue) for constructive comments. Teachers and teaching assistants will use an agreed form of coded marking such as:-

I - Independent work

(S) - Supported work

✓ - Evidence of objective

- Next steps

VF – Verbal Feedback

CF – Class Feedback

We will also break down learning into effective steps and use a RAG rating:

Red – has been taught but still lacks knowledge, skill or understanding.

Amber – Has a developing understanding.

Green – Has a secure understanding

e.g. In KS2

Date	Pupil	Teacher
I can count in 8's	●	●
I can show multiplication as repeated addition	●	●
Challenge: I can begin to show repeated addition as multiplication	●	●

In Key stage 1 children will not be asked to RAG rate themselves but teacher/TA RAG rated will be discussed as appropriate.

Children will also have the opportunity to self-edit work – known as, 'purple pen' activities. In these instances, children will be asked to 'think like a teacher', when they are editing work.

Pre and post teaching activities are used to give additional support and help children to make progress across the RAG rating.

Other forms of assessment which may contribute to learning development will include self and peer assessment where pupils themselves are involved in making judgements on work done. This will be achieved by children using a clear set of guides. Teachers discussing the children's view of their work. Children being asked to respond to marking and feedback.

The assessment needs of children with SEN and disabilities will be catered for through adjusted assessment protocols such as the interim pre-key stage standards. Where these are deemed unsuitable we will take advice from external support agencies.

In-school summative assessment.

Summative assessment is collected at three main points through the year. These tend to be towards the end of terms, however some information is necessary to gather prior to parents evenings in order to provide parents with information regarding progress and attainment early on in the year and at the mid-point. Currently information is gathered on objectives that are secure or

otherwise (RAG rating) for each child across reading, writing and maths. This can also form the basis for discussion of ways forward for parents, pupils and other relevant staff members to set targets. The key objectives are regularly shared with parents annually and there is a clear avenue for promoting home learning.

The information provides teachers with an overview of the group; for instance it may suggest that although an objective has been taught the majority of the group have not yet secured it and therefore it may require a change of approach in re-teaching. The information will also indicate gaps in understanding for individuals or groups of pupils and this can then be addressed through interventions.

We use external tests which relate closely to our key objectives in maths and reading. External tests give an objective view of attainment and are chosen to offer formative assessment information. We use the national optional tests at Y3, Y4 and Y5 at the end of summer term. The standardisation of these tests comes from the piloting of the tests against known parameters.