



Northgate Primary School

Assessment, Marking and Feedback Policy

What is assessment?

Assessment is the means by which the progress of pupils is monitored. It is used as a tool to inform the teaching and learning process.

“In order for formative assessment to be embedded in practice, it is vital that teachers have *children’s learning* as their priority, not their teaching or the opinions of outside parties.” (Shirley Clarke 2003)

Why do we assess?

- To define each child’s ability in terms of their knowledge, skills and understanding in order to assist and support their learning.
- To identify a child’s strengths and weaknesses and ensure that specific educational needs are identified and addressed early: this includes the identification of children with SEN and more able children.
- To evaluate the effectiveness and coverage of the curriculum.
- To help teachers plan ‘next steps’ for pupils using the results of assessments.

Methods of Assessment

Foundation Stage

- In Reception teachers form their own baseline assessment using the Development Matters ages and stages. This is used as an early indicator of SEN and to identify what additional interventions are needed to ensure a Good level of development for each child.
- Observations carried out and ‘next steps’ identified.
- Records of progress are kept using the 2BuildaProfile programme. Photos of activities and notes of progress are recorded on Tablets and are regularly shared with parents by email.
- Assessment covers a mixture of child initiated and adult led activities.
- Year group data is collated on SIMS.
- At the end of the year children are assessed against the Early Learning Goals and the results are reported to the parents.

KS1 and KS2

- Key knowledge and skills are taught during the distinct English and Maths lessons. Cross curricular teaching and learning opportunities are planned in other areas of the curriculum to allow children to use and apply skills taught. Teachers then assess the pupil’s ability to use knowledge and skills in Maths and English across the curriculum.
- Teachers also use end of unit/term ‘Head Start’ tests in Maths and English. Children in KS2 take NFER tests in Maths and English at the end of the summer term.
- National Tests are carried out in the required subject at the appropriate time. These include the Phonics test in Year 1 and the end of KS1 tests in Maths, Reading and Grammar.
- Other tests which inform teachers about pupils’ attainment include the Salford Reading Test and the Sandwell Early Numeracy Test.
- Pupil Progress Meetings take place with all teachers twice a year to identify children not making expected progress and ensure appropriate interventions are in place.
- Staff use the National Curriculum Outcomes to assess attainment in other areas of the curriculum.

Standardisation and Moderation of Teacher Assessment

In each class in KS1 and 2 a sample of 5 pupils is selected to reflect the ability across the class in reading, writing and maths. There will be one child from each of the following categories:

1. Gifted and Talented /High Achieving Child
2. High Achieving Child
3. Average Achieving Child
4. Low Achieving Child
5. Child on the SEN register

A mixture of boys and girls will be selected and children with EAL will be included as appropriate to provide a cross section of evidence about progress in all groups in each class.

The teacher collects evidence from the child's independent work which demonstrates how the child is using and applying their skills. Evidence can be in many forms e.g. written work, test outcomes, staff's observations written on an assessment sheet or annotated photographs. This evidence is used to provide a 'baseline' for moderation and is evidence to show the progress children are making over time.

When appropriate, teachers will discuss assessment and judgements within year groups, looking at and comparing 'Balance' data, during weekly planning and assessment time.

Teachers meet formally each term to moderate their judgements against the Early Learning Goals in YR and against the National Curriculum objectives in Reading, Writing and Mathematics in KS1 and 2. There is a focus on one subject per term in KS1 and 2. Samples of work are scrutinised against the attendant scores recorded on 'Balance' and compared against each other to ensure the consistency of teacher judgements. The knowledge gained from assessing and moderating the work of the sample children is used to make any required adjustments to the judgements of attainment of other children in each class. The SLT will review the outcomes from teacher moderation meeting to ensure curriculum coverage is adequate and individual teacher judgements are sound.

School staff regularly attend cluster moderation meetings to share good practice and ensure their judgements are in line with those of staff in neighbouring schools.

Marking and Feedback

1. Aim

Effective feedback given to pupils through marking and reviewing work will provide constructive steps for every pupil to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling pupils to become reflective learners and helping them to catch up and close the gap between current and desired performance. At Northgate Primary this important stage of the teaching and learning process is also called '*Developmental Marking*'.

Effective marking and feedback aims to:

1. Inform the pupil what they have done well and what they need to do to improve.
2. Support pupil confidence and self-esteem in learning, and contribute to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.

4. Develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

2. Processes

Four types of marking and feedback occur during teaching and learning at Northgate Primary:

i) **Teachers' well considered intervention** to prompt deeper thinking, and swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. It may also be verbal feedback given during a 1:1 learning conference with a pupil or on a group basis. For younger pupils this can be noted down to record the feedback and response process.

ii) **'Light' marking of work**, acknowledging and recognising attainment and/or progress, success and/or completion of pupils' work.

iii) **Developmental Marking** in which incisive feedback on attainment and success is given and response from pupils may be required to strengthen the teaching and learning process in order to accelerate and deepen learning. There may be a discussion between pupil and teacher about the appropriate score to record on 'Balance' against the objective covered.

iv) **Self-assessment and peer assessment** of the attainment and success of a piece of work. Again this might include the pupil's own allocation of a 'Balance' score as part of the self-assessment process.

3. Procedures for Marking.

- All marking is to be done in a clear legible hand at a level consistent with the reading ability of the child.
- The marking code is to be followed in all cases. (See Appendix 2)
- The marking code should be accessible to all pupils in the learning environment.
- **All pupils' work is to be at least 'light' marked by Teacher or Support Staff.**
- **In both Maths and English at least 1 piece of work per pupil should be developmentally marked in depth per week.**

In developmental marking

- Success against the learning objective will be identified using the marking code. There will be some **specific achievement feedback** which identifies specific aspects of successful attainment and of progress.
- Improvement required will be identified with a 'Next Steps' comment. There will be some **specific improvement feedback** which identifies where mistakes or misconceptions lie and how work can be improved. (May be verbal in KS1 and a mixture of verbal and written in KS2)
- In KS2 or with higher attaining pupils in KS1 there may be some **specific extension feedback** which identifies where further understanding can be explored, to deepen learning and further extend higher order thinking.

When developmentally marking writing, attention should be given to spelling, grammar and punctuation in line with the stage of development of the individual and strategies used to support their development. This will be done in line with the marking code. **In general no more than 3 spelling corrections for a piece of work will be made.**

4. Providing Effective Feedback

Any feedback given must be comprehensible to the child and designed to help them improve work and make progress.

In KS1 the majority of feedback will be given verbally particularly during focused group work when an adult is developmentally marking a child's work.

In KS2 feedback will be a mixture of verbal feedback and written comments at the end of a piece of work which identify what has been done well in a piece of work and, where appropriate, identify an area for specific improvement or deeper investigation.

The marking code symbols will be used in both KS1 and KS2.

Effective feedback may:

- Provide additional explanation to consolidate or reinforce understanding.
- Extend understanding to deepen learning.
- Address/explore misconceptions.
- Pick up errors if apparent (e.g. misspelling of high frequency words, calculation errors).
- Address incomplete work or presentation issues.
- Focus on a need to practise – e.g. times tables, attention to place value, spellings, punctuation, grammar.

5. Self-Assessment and Peer Assessment.

Self-assessment

Pupils will traffic light their work against their learning objective as follows:

Red: 'I find this difficult'

Amber: 'I can do this but need more help to feel confident'.

Green: 'I can understand and do this and it shows in my work'.

Peer-Assessment

Towards the end of KS1 and throughout KS2 pupils will have opportunities to 'Peer assess' each other's work. Pupils will highlight positive aspects of the work and suggest areas for improvement.

How are assessments reported?

At Northgate Primary School assessments are recorded in the following ways:

- Parents are informed of their child's progress through termly parents' evenings.
- An annual report is issued to each parent towards the end of the summer term. It contains information about their child's academic and social achievements during the year. Parents have the opportunity to discuss the report with their child's teacher at a parents' meeting in the summer term.
- The results of Teacher assessment at the end of Year 2 are reported to parents as part of the annual report.
- Parents of children in YR have the opportunity to discuss their child's performance in relation to progress in Development Matters and attainment against the Early Learning Goals.
- Parents of children on the SEN register meet the teacher each term to review progress against targets set.
- Staff are always prepared to meet parents at a mutually convenient time.

Looked After Children/EAL (English as an Additional Language)/SEND (Special Educational Needs and Disability)

No child who qualifies under one of the above headings will be discriminated against. These extra needs will be taken into account and consideration be given on an individual basis (through IEP, PEP, PSP, BSP).

**Northgate Primary School
Assessment Policy**

Agreed by staff: January 2019

Agreed by governors: January 2019

Review Date: Annually

Chair of Governors

SY SM SH JP EO RS GJ JD LC HJ CS GB SM LS HW RB