CHRIST CHURCH C.E. FIRST SCHOOL

-Feedback, Marking and Assessment Policy-

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Feedback and Marking Policy

"I can do all this through him who gives me strength." Philippians 4:13

This policy should be read alongside our Assessment Policy

Rationale

At Christ Church C.E. First School, we take a professional approach to the tasks of marking work and giving feedback on it. Marking should be meaningful, manageable and motivating, driven by professional judgement but should not be unnecessarily burdensome.

All our pupils are entitled to regular, suitable feedback on their learning, which is an essential part of our assessment process. We encourage all pupils to take an active role in the learning process by reflecting on their work and contributing to the evaluation of the learning and their progress. For the most part, this type of feedback will be used when pupils produce extended pieces of written work although there are many development points that can be drawn out in other subject areas through marking and feedback.

We know that merely ticking a pupil's work (acknowledgment marking) will not enhance progress so we aim to "mark" less but "mark" better. This involves a purposeful learning conversation between teacher and pupil and involves pupils having time to reflect on their own work and respond to the feedback given. Teachers at Christ Church will plan time within their lessons to allow pupils to respond to feedback given when the need arises. It is anticipated that pupils will spend as much time responding to feedback as the teacher spent marking the work.

There will be a range of marking approaches used on books. It is important that teachers mark the best work a pupil is capable of.

Marking is seen, both by the teacher and learner, as a positive, encouraging experience – a process that enhances self-esteem and self-confidence. Success is celebrated, future learning is informed, achievable targets are set and progress is monitored.

The ultimate aim is that through this process of positive celebration and sharing of work, pupils are encouraged to become confident, independent pupils. Pupils will develop evaluative skills enabling them to reflect upon their own learning through shared strategies e.g. success criteria, individual or layered targets, guiding them through the next stages of their learning journey.

In our books, there will be little or no mention of grades or scores as this can be demoralising. The purpose of teacher feedback is to ensure that pupils take responsibility for their own learning and complete tasks to improve their work. For this purpose, it is important to note that there is a difference between mistakes and errors.

- A mistake is something that has been done incorrectly (in this instance) that is normally completed accurately.

Pupils will be expected to self-correct mistakes.

- An error is an incorrect answer due to the misunderstanding of a concept.

Where errors occur, these should be addressed in greater depth and can be done effectively through a hint, a short explanation, a question or multi-choice questions to address the misunderstanding. By simply correcting errors for pupils, we will make little or no impact on their learning. However, the most important aspect of marking and providing feedback, should focus on core learning, rather than looking out for errors.

It is important that pupils be given constructive feedback that allows them to move forward in their learning. For this reason, it is helpful to use success criteria to guide pupils' work as they are completing tasks. It is also helpful to give pupils specific targets to work towards to help develop their learning but it is important that pupils fully understand what the targets are asking of them.

For clarity, teachers will use a green pen to edit pupils' work. They may also highlight errors in pink to help pupils identify areas for improvement. Pupils will self-edit or correct using purple pens.

Marking Codes

Staff may use a range of codes when marking to support the pupils' learning. These are explained to the pupils by individual members of staff. As most marking in KS1 is verbal feedback, codes are mostly used in KS2 and determined by the individual members of staff.

Assessment Policy

The purpose of assessment is to:

- Inform teachers of pupils' attainment, progress, next steps and gaps in their knowledge.
- To provide information to parents about their child's attainment and progress
- To provide stakeholders with information about the attainment and progress of the pupils in the school, including vulnerable groups
- To provide an accurate measure of the school's performance locally and nationally and how we can improve

How do we assess?

At Christ Church C.E. First School, we use a range of assessment methods to inform teachers and other stakeholders about pupils' ability. These are outlined below:

Termly

Reception

In Reception, the children are assessed against their progress towards the Early Learning Goals. They are given a baseline at the start of the academic year and then assessed termly. Evidence is recorded and gathered from a range of sources including books. Based on the assessment data, staff constantly review progress to develop the children's next steps in learning.

Children review their own work and learning with a member of staff in EYFS.

A range of stakeholders contribute to the ongoing assessment of the pupils – outside agencies, other staff members and the children themselves.

Interventions take place based on the gaps on pupils' knowledge, the identified areas of need or on extending and challenging the most able.

Key Stage 1 and 2

We use PIRA (Progress in Reading Assessments) at the end of each term for reading and to provide a standardised score to measure progress.

We use White Rose Maths end of unit assessments for ongoing progress measures and to inform planning. At the end of the academic year, we use PUMA (Progress in Understanding Maths Assessments) to provide a standardised score to measure pupils' attainment maths. This summative assessment, along with the ongoing teacher assessment is used to give pupils an assessment score at the end of each term.

In all other subjects, we use assessment statements to guide planning and assess pupils against national curriculum expectations. These statements are used by teachers to identify gaps in knowledge and inform planning as well as assess pupils' progress towards end of year expectations.

At the end of Key Stage 1, we use TAFs to inform planning and Teacher Assessment indicators in reading, writing, maths and science as required by the Standards and Testing Agency (STA).

A statutory phonics screening takes place in Year 1 and is repeated, as necessary, in Year 2 if pupils fail to meet the expected standard.

Recording Assessment Data

We use SIMs to record our assessment data on a termly basis. Our tracking system uses a 9-point scale and pupils are tracked from baseline through to the end of the year.

To meet end of year expectations, pupils need to make 7 points progress over the course of the academic year.

Progress is based on their individual starting points.

Attainment is measured against age-related expectations although we acknowledge that not all children will meet this expectation at the end of the year. This will be particularly true of children with additional needs. We have very high expectations for all our pupils but acknowledge that some pupils will find it extremely difficult to meet age-related expectations. In order to minimise anxiety, we ensure that the pupils have access to the curriculum that best suits their needs and that they are able to make progress and experience success. To support this, we offer intervention sessions to pupils who require additional support with their learning.

Baseline data is measured from the end of EYFS and is determined by how children achieve against the Early Learning Goals.
Pupils who leave Reception with GLD, start Key Stage 1 at 1.0
Pupils who fail to achieve GLD will start at the range of 0.5-0.7
Pupils who exceed ELG will start on 1.1-1.2

Reporting to Parents

Parents are invited to discuss their child's progress and attainment on a termly basis.
Full written reports are completed annually.
At the end of the academic year, information on Early Learning Goals achievement is sent home to parents.

Reporting to Governors

Reports on data and attainment are presented to the Local Governing Body on a termly basis. Subject leaders in all subject areas are invited to the meetings once a year to discuss the action plans in their subject areas and to discuss their data. This gives the Governors the opportunity to interrogate the data and understand how subject leaders are developing their subject areas to ensure they are providing the best possible opportunities for their pupils.

Governors also receive the information from ASP and IDSR – national data comparisons.
Governors also carry out a annual book scrutiny with class teachers and subject leads.