



## Highfield Community Primary School

### ASSESSMENT, FEEDBACK AND MARKING POLICY

**Date policy reviewed: January 2024**

**Review Date: December 2026**

**Headteacher: Andrew Proctor**

**Assessment Lead: Andrew Proctor**

#### **Why do we assess?**

Accurate, timely use of formative or summative assessment will support children's progress and help them meet aspirational targets.

All assessment is used to inform planning, teaching, feedback and reporting.

All forms of assessment help us to define the stage that each child is at and determines the next step in their education.

It will ensure early identification of children with S.E.N.D, additional needs and those in need of further challenge, leading to timely provision.

It will ensure continuity and progression in our work with the children between year groups.

It will communicate accurate information about the child and the cohort that is useful to senior leaders, teachers, pupils, parents and governors.

#### **Formative Assessment**

##### **General Formative Assessment Principles**

Formative assessment is one of the most effective tools at a teacher's disposal. It includes:

Clarifying, sharing and understanding learning objectives.

Engineering effective discussions, activities and classroom tasks that elicit evidence of learning.

Using effective questioning, enabling teachers and children to understand where they are in the learning process. Use 'Prior Knowledge' lesson starters and retrieval tasks.

Providing feedback (written or verbal) that moves learning forward, allowing for lessons to be adapted and immediate intervention to support/challenge the child.

Activating children as learning resources for one another. Use examples of children's work.

Activating children as owners of their own learning. Produce co-constructed success criteria.

These strategies are effective in moving learning forward and at Highfield Community Primary School we are committed to developing and strengthening these skills with all our teachers.

### **Workload implications of written marking and solutions**

Historically marking has increased teachers' workload, without making significant positive impacts on children's learning. Strategies to improve outcomes and reduce teachers' workload:

When possible, books will be reviewed in the lesson with the child, leading to verbal feedback and immediate effective intervention to support/challenge the child.
Peer marking techniques will be encouraged.
When reviewing books teachers make notes to share with the children in the next lesson. Some children will still require written feedback to support them, but the aim is for all children to be active in improving their own work after instruction by the teacher.
For Maths, work will be reviewed during and after each lesson. Immediate catch up intervention will take place the same day and the next lessons planning and groupings adapted accordingly.
For English, work will be reviewed during and after each lesson. Immediate catch up intervention will take place the same or following afternoon with the next lessons groupings adapted accordingly.
All other work will be acknowledged with ticks or using the marking code when required.

### **Summative Assessment**

Summative assessment is evaluating pupils learning at the end of a period of learning. At the end of each term, teachers will undertake summative assessments that will give an accurate picture of a pupil's current attainment.

Each term the following actions will take place to support the summative assessment process:

Teachers in Y6 will use past papers and sample papers to benchmark children's current and future attainment in Maths and Reading against national standards in Autumn and Spring terms. They will also assess against the objectives in Insight. In Summer Term they will carry out the SAT's for that year which will provide a standardised score in Maths, GPS and Reading and they will also teacher assess using the Teacher Assessment Framework for writing and Science.
Y3, Y4 and Y5 are assessed using NFER Standardised Testing. Children are assessed three times a year (termly) for reading and GPS and annually for Maths. In Autumn and Spring term WRM assessments will be used. This information will be updated on the Insight tracker. This, combined with ongoing teacher assessment via the objectives, informs discussions during pupil progress meetings.
Year 1 & 2 are teacher assessed 3 times a year using the objectives on Insight.

Termly spellings and phonics assessment are completed using teacher assessment informed by <b>assessments on Phonics Bug/NFER</b>
Phonics Screening Check will be completed annually for Y1 children and any children in Y2 that didn't meet the previous year threshold. Ongoing practise for the check will be carried out using previous years examples.
Y4 will complete the annual times table check. Ongoing assessment will continue throughout the year with the help of TT Rock Stars.
Termly PIVATs assessment will take place with details updated on Insight for SEND children.
At the end of the academic year, a judgement is made for all other subjects informed by ongoing teacher assessments and is entered onto Insight.
Moderation is routinely planned to ensure teacher assessment is accurate.
Teachers will ensure that all assessments consider the needs of the children to ensure equal opportunities, e.g. reading the questions to the children, providing a scribe, giving additional time.

### **Assessment in EYFS**

A statutory baseline assessment (RBA) will be carried out on all children who start school in Reception within 6 weeks (unless the child is disapplied) and their results reported on the Baseline ePortal (BeP). Teachers will also baseline the children in the first half term on Development Matters. This assessment is entered on Insight. Teachers use this to inform planning and next steps for the children's learning.

In addition to our summative assessment, teachers use observation to assess children's learning and provide next steps. Evidence of this is recorded on Book Creator. Termly judgements will be entered onto Insight.

At the end of the year all children in Reception are assessed on the Early Learning Goals. Termly phonics assessments are also completed.

## Areas of Responsibility

### The Assessment Lead will:

Ensure assessment materials available to teachers are effective in measuring children's progress across the curriculum and manageable for teachers.
Ensure tracking systems are effective in measuring children's progress and attainment across the curriculum. Monitor all tracking systems to analyse gaps in children's learning.
Deliver training to staff so that they use any assessment materials or tracking systems effectively, taking account of teacher feedback.
Organise termly opportunities for teachers to moderate their assessments with either their year group partners, the next year group or colleagues in other local schools.
Hold termly pupil progress meetings with class teachers.
Keep accurate records of children's progress, attainment and what additional interventions are taking place, measuring the impact of these interventions.

### Class teachers will:

Use the most effective form of feedback for the children in their class. Ensure that feedback is acted on by all children in their classes and helps them to make good progress.
Each term teachers will update Insight with teacher assessments for reading, writing, Maths. Other subjects in the wider curriculum are updated at the end of each year.
Update objectives on Insight for reading, writing and Maths regularly throughout the term.
Take part in moderation sessions with their year group partner and local moderation sessions organised by the Assessment Lead.
If a child is falling behind (as shown by formative or summative assessment) ensure class support and/or appropriate intervention is implemented and when appropriate speak to the SENCO about the next steps.
Ensure SEND files are reviewed regularly and targets updated.
Where children are given places on interventions the class teacher will regularly monitor the effectiveness of the intervention and adapt as needed.

**The SENCO will:**

Where children are falling behind ensure that class teachers carry out a PIVATS assessment and set targets from this – supporting them where necessary
On receipt of a referral form, arrange for observations to be carried out by school staff (SENCO, Learning Mentor, Specialist teacher) and external agencies (SALT, Ed Psych, specialist teacher)
Continue to monitor children's progress and decide on future actions based on the success of the interventions or additional needs of the child. Please see SEN Policy for additional details.
Work with class teachers to ensure appropriate support is provided
Monitor individual support plans and EHCPs
Support class teachers to ensure accurate information is shared with parents on a half-termly basis.

**The Head Teacher will:**

Be aware of the strengths and areas for development in each year group, to allow strategic planning through the School Development Plan.
Review the data termly and use this to support Performance Related Pay targets.

**Target setting & Reporting to Parents**

End of Key Stage targets for pupils are set based on prior attainment in EYFS or KS1. These targets should be aspirational and are what teachers and the Assessment Lead track against annually and termly.

Target setting meetings for all classes will take place in the first half term of the year.

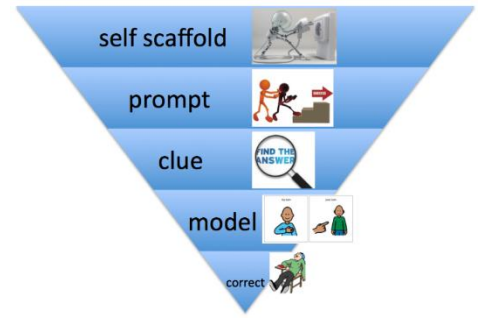
Teachers will assess children as on track, deeper learning, just below or below age related.

## Effective Feedback for All

### Do all children receive the same type of feedback?

Teachers need to be able to use different feedback strategies to respond to the different needs of their children.

This table shows how feedback can be easily differentiated to meet the needs of the different pupils.



Child's responsiveness to feedback	Methods of feedback
Can work independently and self scaffold after teacher input	<ul style="list-style-type: none"> <li>○ Whole class verbal feedback using whole class feedback formats, either on the board or teacher notes after English/ Maths lesson</li> <li>○ Self-assessment after teacher input</li> <li>○ Use the success criteria to self-assess after teacher input</li> <li>○ Teacher stops mid-lesson to give verbal feedback</li> </ul>
Needs a prompt – briefing hint what needs work	<ul style="list-style-type: none"> <li>○ Hints given through the marking code</li> <li>○ Work with partner to support them/ have conversations about improvements</li> <li>○ Teacher stops mid-lesson to put examples on the board using ipad</li> <li>○ Verbal feedback within the lesson in a group</li> </ul>
Needs some clues- narrow down where problems lie without being too specific	<ul style="list-style-type: none"> <li>○ Use symbols to direct them to particular aspects of whole class feedback on board</li> <li>○ Using written marking code to be more specific about the error</li> <li>○ Cooperatively improved with some teacher input</li> </ul>
Needs modelling- showing how to correct errors before working independently	<ul style="list-style-type: none"> <li>○ Teacher models improvements to a group of children with similar errors, then children work independently</li> </ul>
Tell them exactly what to correct and where	<ul style="list-style-type: none"> <li>○ Teacher includes written comment telling them what to improve</li> <li>○ Teacher working with individuals to support them to make improvements</li> </ul>
<b>Children must always make improvements (in response to verbal or written feedback) in purple pen or with a purple asterix for longer corrections</b>	

**Our principles for Whole Class Feedback**

- Feedback must be linked to lesson learning objectives and help children to improve their understanding.
- Feedback given to children can take the form of spoken, written, peer or self-assessment. Children use this feedback to make improvements in their work.
- Feedback must be meaningful: it varies by age group and subject.
- Feedback must be manageable: whole class feedback is used for most children, this feedback is matched to the needs of the children.
- Feedback must be motivating: it should help children to make progress. It is important to value a child's efforts and achievement and celebrate success.
- Teachers must not accept work that children have not checked sufficiently and then provide extensive feedback. Children should be taught and encouraged to check their own work in an age appropriate way, so that they complete work to the highest standard.

**Immediate feedback in lessons includes:**

- Discussion of success criteria/ exemplification of learning objectives (used at teacher discretion to support the children).
- Mini- plenaries where the teacher responds to the needs of the class at any point in the lesson, sometimes redirecting, offering additional challenge or modelling.
- Questions and answers offer opportunities to adapt teaching to the needs of the class throughout the lessons
- Children should sometimes mark their own work in maths and be encouraged to self/ peer assess in the lesson.

**After children have worked on a writing task in English (or cross-curricular writing)**

Teacher uses green highlighter to indicate high quality sentences, word choices or recently taught grammar used effectively. The marking code will be used to inform pupils of errors including the three tick code. Teacher completes lesson review sheet to identify these to share with the class and pupils who need more support in the next lesson or more challenge.

**After children have worked on other tasks in English, guided reading, phonics/spelling.**

Teacher will assess whether the child has understood the milestone and identify using 3 tick code (see below). Teacher completes lesson review sheet to clarify feedback for the start of next lesson and to identify which pupils need more support or more challenge.

**After children have worked in Maths books (as per expectations below):**

All questions will be marked with a tick if correct or a dot if incorrect. Teacher identifies which pupils need more support in the next lesson or more challenge and completes lesson review sheet; adapting interventions, planning and grouping for next lesson accordingly.

**For all other lessons** teachers will mark using the 3 tick code.

**At the beginning of the next lesson:**



- The teacher can share their feedback with the class, explaining/ re-teaching aspects of the previous lesson, focusing on key children's misconceptions.
- Any feedback actions completed by children are completed in a purple pen or demarcated using a purple asterix. Children should be able to talk about how they have improved their work in response to feedback.

All pieces of work will have been reviewed by the teacher and will still have some form of teacher marking, e.g. marking symbols or ticks.

## Appendix 2

### Marking Code

(Only used if prompt required)

Marking Code	
	= incorrect spelling
	= Capital letter or missing punctuation
^	= A missing word
//	= A new paragraph needed
IV (teacher's name)	= intervention
_____	= incorrect grammar
✓✓✓	- Going above and beyond the LO
✓✓	- Learning objective achieved
✓	- More feedback/intervention is needed for the pupil to adapt/improve work
TA	for TA support
S	Supply
VF	indicates verbal feedback (often accompanied by an explanation)
T	Teacher support
inc HLTA	when marked as such



## Appendix 3

### Termly Assessment Calendar

Term 1	Term 2	Term 3
Reception Baseline & RBA Emotional Literacy Questionnaire End of Year Target Setting NFER Autumn Assessments White Rose Maths assessments Phonics/Spelling assessments Y6 Past Papers Y1 past phonics check Data input on tracker PIVATs updated Pupil progress meetings Governors SEC meeting Thrive	Select Key Adult Parents' Evening NFER Spring Assessments White Rose Maths assessments Phonics/Spelling assessments Y6 Past Papers Y1 past phonics check Data input on tracker PIVATs updated Pupil progress meetings Governors SEC meeting Thrive	Parents' Evening EYFS Profile KS1 Phonics (June) KS2 SATs (May) NFER Summer Assessments Y4 Times Table Check Data input on tracker PIVATs updated Pupil progress meetings Reports Governors SEC meeting Thrive

## Insight

	Autumn	Spring	Summer
Reception	Baseline teacher assessment for 7 areas  End of term teacher assessment for 7 areas  Phonics phase	End of term teacher assessment for 7 areas  Phonics phase	End of term teacher assessment for 7 areas  Phonics phase  <b>EYSP teacher assessment for 17 areas</b>
Year 1	Teacher judgement - Reading, Writing, Maths, Phonics?, Grammar	Teacher judgement - Reading, Writing, Maths, Phonics?, Grammar	Teacher judgement - Reading, Writing, Maths, Phonics, Grammar, Art, DT, History, Geography, Science, PE, Computing, RE, PSHE, Music  <b>Phonics assessment score</b>
Year 2	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar, Art, DT, History, Geography, Science, PE, Computing, RE, PSHE, Music
Year 3	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar  NFER standardised score – Reading, Grammar, Spelling  WRM raw score - Maths	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar  NFER standardised score – Reading, Grammar, Spelling  WRM raw score - Maths	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar, Art, DT, History, Geography, Science, PE, Computing, RE, PSHE, Music, French  NFER standardised score – Reading, Maths, Grammar, Spelling
Year 4	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar  NFER standardised score – Reading, Grammar, Spelling  WRM raw score - Maths	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar  NFER standardised score – Reading, Grammar, Spelling  WRM raw score - Maths	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar, Art, DT, History, Geography, Science, PE, Computing, RE, PSHE, Music, French  NFER standardised score – Reading, Maths Grammar, Spelling  <b>MTC raw score</b>
Year 5	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar  NFER standardised score – Reading, Grammar, Spelling  WRM raw score - Maths	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar  NFER standardised score – Reading, Grammar, Spelling  WRM raw score - Maths	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar, Art, DT, History, Geography, Science, PE, Computing, RE, PSHE, Music, French  NFER standardised score – Reading, Maths Grammar, Spelling
Year 6	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar Mock SAT scaled score – Reading, Maths and GPS	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar Mock SAT scaled score – Reading, Maths and GPS	Teacher judgement - Reading, Writing, Maths, Spelling, Grammar, Art, DT, History, Geography, Science, PE, Computing, RE, PSHE, Music, French  <b>SAT scaled score – Reading, Maths and GPS</b>