

LONDON BOROUGH OF HAVERING



ST. URSULA'S CATHOLIC PRIMARY SCHOOL

ASSESSMENT MARKING AND FEEDBACK POLICY

"With God at the heart of our St Ursula's family, we welcome all as we learn and grow together"

Autumn 2022

Assessment, Marking and Feedback Policy

PART ONE

ASSESSMENT

We have an assessment process that is integral to children's learning and attainment. Our processes monitor individual progress and development. Our school assessment philosophy asks of children, "Is the progress rapid and sustained? Does the child have an understanding of their learning? What can we do even better?"

Research Based Practice

Our research project (2013/2014) led by Christ Church University, Canterbury has empowered all adults (teachers and teaching assistants) working with children to make formative assessment central to their teaching and to children's learning. Through this research we have created a coherent strategy that accurately lives the DfE's quote of 27th March 2014, to ensure that our school's formative assessment procedures will be the most effective for our students, parents and staff.

What is expected of the Classroom Teacher?

The classroom teacher needs to know two things: the children who can do "X" and the children who cannot. The class teacher's involvement in the data system is about individual ASSESSMENT of every child taught.

Every term teacher's moderated assessments will feed into the school's tracking system:

1. Teachers will moderate children's work with their year group colleagues.
2. Teachers will then date the half termly national curriculum attainments. This ensures that every curriculum target has a covering piece of work.
3. Data is presented and discussed at termly pupil progress meetings with the Executive Headteacher and subject leads.
4. Focus groups are identified, impact of interventions is assessed and adjustments are made where necessary to ensure that any differences are diminished and all children are challenged.
5. Teachers discuss with parents the child's individual targets at parent consultations. Mid-term and termly reports are sent out every six weeks. Parents are informed about whether the previous targets have been achieved and new targets are provided. (See Parents' Chart on page 3)

Moderation Processes:

Class teachers have a professional duty to ensure that they agree with colleagues from their own year group as part of phase meetings and during PPA time and specific CPD sessions.

Each term a whole school CPD session will be held to moderate across the federation. Every term the school will moderate with colleagues from other schools that are in partnership with the school through locality or Deanery or from the Seven Kings Teaching Alliance.

What this means for Children

Children do not need to know where they are on a relative scale compared to their peers, or to other schools nationally. What matters to children in classrooms is that they know what they can do, what they need to do next, and how to do that in order to improve (developing a growth mindset towards challenges they face).

Teachers have a deep understanding of the background, attainment and barriers to learning of every child in their class; it is this depth of knowledge that enables children to make outstanding progress. Every term children discuss their targets with their teachers and review their progress towards meeting them. We aim for all children to write their own targets on their report cards that are shared with parents.

What this means for Parents

Parents need to know what their child can do and what they need to do next to improve. The school follows the same system.

Autumn 1 (October)	Parents Evening – meeting with class teacher.
Autumn 2 (December)	<i>Review of End of Term Report and new targets sent home.</i> <i>Celebration of work afternoon.</i>
Spring 1 (February)	Parents Evening – meeting with class teacher.
Spring 2 (March / April)	<i>Review of End of Term Report and new targets sent home.</i> <i>Celebration of work afternoon.</i>
Summer 2 (July)	End of Year Report. <i>Celebration of work afternoon.</i>

Each End of Term Report outlines the child's attainment relative to their age (SEND pupils may have a separate curriculum report). Progress and attitude to learning is reported to parents, as is attendance.

What this means for School Leaders including Governors

The outcomes of each termly assessment cycle are shared with all governors, enabling them to challenge and support the school effectively. The school uses Fischer Family Trust summative data tracking system to track and analyse pupil outcomes, 3 times per year (Autumn, Spring & Summer). Every member of staff is accountable for the learning of the children in the school. Tracking highlights those who are:

- a) at year group expectations,
- b) those who have exceeded year group expectations,
- c) those who have made slower progress (emerging).

The Inclusion Manager, English and Maths Leads: review data, identify emerging trends and then support staff to implement actions. The impact of these interventions is monitored every six weeks.

Phase Leaders: will review moderations ensuring that ticks are linked to examples in the child's work and that judgements are correct. Phase leaders will also support staff to implement any actions necessary.

Governors: require a clear overview of children's attainment and progress, to be able to challenge and support. They review targets regularly to ensure children will reach the end of KS2's expected standard.

Headteacher: holds teachers to account as part of their performance management ensuring positive outcomes from all children. They set targets for the year group for the end of KS2 at expected standard and at the higher standard. They review targets annually.

PART TWO

MARKING AND FEEDBACK

Marking and feedback in our school is constantly reviewed and adapted to meet the needs of our children and in the light of any new research. Our Action Research defines clear conclusions as to the most effective marking and feedback for the children in St Ursula's Catholic Primary School.

Feedback is the process of trying to ensure that children make progress, whereas marking is about increasing children's conscientiousness in the accuracy of their work.

Feedback has a huge impact, as it is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. Our research project has enabled us to recognise that the type of feedback we give and when we give it must always have a positive effect on our pupils. Therefore our verbal feedback in lessons is concerned with clarity, effort or aspiration. It is given to small groups or individuals and enables these children to make progress swiftly in the lesson. We do not offer children "empty praise" in place of positive feedback e.g. "you worked hard today". Teacher comments and marking is fully focussed on creating "growth mind-sets" and to encourage pupils to be the best that they can be.

When we mark pupils work we are respectful of their property and their learning:

- We write neatly.
- We write concisely.
- We do not write over children's work/learning.

Marking and feedback at St Ursula's:

- The power of our marking and feedback processes is that they are individual to the child. Teacher's model and explain their marking and feedback process to their classes at the beginning of each year.
- Class teachers are all good and mainly outstanding practitioners who have engaged in research on the most effective ways of impacting on children's learning through marking and feedback.
- Teachers have the autonomy to use marking and feedback in a variety of forms that impact on the individual's progress and attainment at that particular time for a particular subject.
- Marking and feedback are always part of the professional dialogue at St Ursula's. Professionals constantly reflect on the impact of their marking for the particular child and take action as necessary.

Suggested marking and feedback strategies are:

1. Asks questions to move children on rather than describing what they have done.

- Why have you done...?
- How could you improve...?
- Is... correct?
- Try this
- Your next step is

2. Keep it brief; children want to know how to improve rather than being told what they are already good at.

- SIR acronym; S: strengths I: improvements R: response.
- A differentiated next step task, "Complete next step B". At the start of the next lesson, the tasks are on the board and pupils complete their assigned next step.
- Printed-out next steps.

3. Focus on the objective that you wanted the children to learn, if you mark every error pupils will be overloaded and end up learning very little

- Highlight areas where they would like feedback
- Asking children to highlight where they have struggled
- Focus on three or four spelling errors – but encourage child to find / identify the correct spelling e.g. Circle the correct spelling:
because becuase becuse becase

4. Marking is regular and has individual impact

Pupils can be given specific improvement tasks tailored exactly for their particular needs. As long as lesson time is dedicated to ensuring pupils act on the fruits of your marking you are providing personalised, differentiated learning activities. Plan your marking comments with your success criteria and learning objectives in mind.

5. Good marking should guide the child to reflect on what they need to do next to improve.

Teacher/pupil "dialogue" in books at St Ursula's Catholic Primary School looks like this:

- Teachers / Teaching Assistants provide comments and feedback to children on how they have worked and how to improve e.g. "you remembered the method, don't forget to carry the ten."
- Pupils may highlight where they have achieved the lesson objective.

6. Verbal Feedback is as valid as written feedback to children

The teacher or teaching assistant may offer suggestions, show alternative strategies and engage in learning discussions. This feedback is **immediate** and **impactful**.

The adult or child will write VF or use a Verbal Feedback stamp in the margin, often this will be accompanied by a phrase or word from either the child or adult.

7. The Next Step is The Next Lesson

This ensures consistency and progress within the children's learning and addresses the next steps that are needed in the context of the whole class. Teachers will need to review their planning and adapt where necessary to have misconceptions or errors dealt with quickly or to challenge and extend children's learning.

Mark Mate is used to provide Next Steps OR Next Steps to be displayed on the board at the beginning of each lesson – Teacher to give children time to answer the NS and then model the correct answers.

8. Self-Checking and Marking

In lessons such as maths and grammar, self-checking can be embedded into the lesson structure. Teachers make answers to problems available to children and children check their own work after they have completed 4 or 5 questions. This introduces an ethos of addressing mistakes quickly and alerts the teacher immediately that the child may need some extra support.

Self-checking helps to increase pupils' confidence too as they quickly see that they are getting questions right and move on to a greater level of challenge or they have a chance to address difficulties straight away and make progress in every lesson.

In KS1, children will find it more difficult to edit their own work to begin with and therefore the greater the degree of scaffolding the teacher needs to do to ensure that children gain independence in self-checking their work. If necessary the teacher could set a group editing challenge for children who find self-checking difficult whilst the other children continue with paired editing.

9. Stamps/Marking Key to be used in KS1 during the lesson:

*Verbal Feedback *Independent *Supported * Marked by me (Year 2 only)

Stamps to be in KS2 during the lesson:

*Verbal Feedback *Whole class marking *Independent *Supported

* Marked by me

10: Writing across the curriculum

Teachers to support children with a visual checklist – this will be displayed on the IWB for any subjects where writing may be included, for example, Literacy, RE and CLC.

Checklist for a Newspaper Report	
Did I include a headline?	
Did I include the 5 W's? (Who? What? Where? When? Why?)	
Did I use a capital letter at the beginning of each sentence?	
Did I include a quotation?	
Did I use a capital letter for a name or place?	

Teacher pen colours – what do they mean?

As of February 2022 all teachers will mark in 2 colours to ensure consistency across the whole school. Please see below:

Green pen: Green pen will be used for all 10 strategies identified above as these all provide opportunities for growth. Green for growth.

Pink pen: Pink pen will be used when teachers are providing positive praise for pupils who are working independently and achieving their targets. Pink for praise.

Example of Pink for Praise: *“Well done, you have used personification effectively to better describe your story setting.”*

Signed:

Headteacher:

Governor:

Date:

Date for review:



10/10/2022

Autumn 2023