



Moreton Church of England Primary School



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## Assessment, Feedback and Marking Policy

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Agreed by Governors (Date):

Signed (CoG):



## Contents

1. Introduction and Overview
  2. Types of Assessment
    - Formative
    - Diagnostic
    - Summative
  3. Planning
    - Tracking pupil performance
    - Progress
    - Attainment and Achievement
  4. SEND provision
  5. Reporting to Parents
  6. Assessment Calendar
  7. Marking and Feedback
  8. Marking Key
- 
- |            |                                  |
|------------|----------------------------------|
| Appendix 1 | Examples of Next step comments   |
| Appendix 2 | Examples of reflective questions |
| Appendix 3 | Peer assessment guidelines       |



## 1. Introduction and Overview

### Rationale

At Moreton School, we believe that effective assessment provides information to improve teaching and learning. We encourage our children to play an active role in the assessment of their learning and provide regular feedback on this so that they understand what it is that they need to do better as well as what they are good at. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, Learning Support Assistants (LSAs), children and parents are all working together to raise standards for all our children.

Promoting children's learning is the principle aim of our school; assessment, feedback and reporting lies at the heart of this process.

### Aims and Objectives

Assessment is a tool for teachers to precisely quantify what children can and cannot do and the aims and objectives of this policy are:

- To be a support in raising the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and providing feedback of children's learning
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards.

## 2. Types of Assessment

We know that there are many factors that affect a child's attainment and progress, in order to use assessment in the best possible- child centred way we use Pupil Asset, this helps us closely monitor outcomes in line with the national curriculum (2014), assessing a pupil as units of work are covered and revisited. Pupil Asset enables us to also see a child's attendance, if there has been a change in circumstance, behaviour, SEND requirements and so on. This ensures that our practice and input for specific children can be adapted and explored further to ensure the best possible outcomes for all. Our Maths and English policy provide further details on our assessment for these subjects.



# Moreton Church of England Primary School



## Formative Assessment - assessment for learning

This is an ongoing process which measures the children's learning, informs our teaching, short term planning and supports the personalisation of learning. At Moreton we strive involve children in the assessment of their own learning throughout lessons, and helping children take increased ownership of their own learning.

Embedded into our practice are:-

- Verbal and written feedback that focuses on success and improvement (see feedback section)
- Talk partners and the use of peer assessment
- Effective questioning to ascertain understanding and direct children to the correct objectives and activities
- Mini-plenaries during the lesson
- Use of visualisers and working walls
  - Mini teachers
  - Small group- targeted follow up

## Diagnostic Assessment

These are ongoing measures which help us diagnose the child's individual learning needs of specific children.

- Ongoing observation of the children across the school, but used with particular reference to stages in the Early Years Foundation Stage Learning and children on the SEN register.
- RWinc assessment from EYFS through to KS1.
- Accelerated reading assessment for all KS2 pupils and some Year 2 pupils. Children reading under their chronological ages, take part in small group Read Write Inc or Fresh Start sessions.
- Assertive mentoring assessments for maths objectives
- TT Rockstars or Numbots for Timestables and Number bonds
- Termly One Plan/ Provision Map reviews to set targets for SEN children.
- Pupil progress meetings. Held every term and used to set up strategies and interventions for achievement.
- Informal class based assessments undertaken by class teachers to evaluate impact of teaching and progress against key skills e.g. spelling, times tables

## Summative Assessment

These are the assessments that measure the children's learning at a certain point in time (attainment), and show how much progress or value has been added to the children's learning. Assessments are made termly in reading, writing, maths and RE, with speaking and listening and all other foundation subjects included in the summer assessments.



## Evaluative Assessment

These are the statutory assessments used to benchmark Moreton School against other schools nationally and in Essex and to set targets for school improvement.

- a) Early Years Foundation Stage Profile
- b) Year 1 phonics tests
- c) Year 2 SATs tests (to be scrapped after 2023)
- d) Year 4 Multiplication Tables Check
- d) Year 6 SATs tests

Both summative and evaluative assessments are used by the Senior Leadership team and governors to support the analysis of achievement of cohorts, groups or individual pupils within and across the core subjects. The focus will vary from year to year, according to school priorities and to the characteristics of particular cohorts of pupils but could include:

- Pupils who attract the Pupil Premium
- Higher attaining pupils
- Pupils from ethnic minorities
- Pupils with Special Educational Needs
- Boys or Girls
- Pupils with English as an additional language
- Pupils who are looked after by the local authority
- Other vulnerable groups

## 3. Planning

Teachers plan the curriculum using our school curriculum maps, these have been formulated to ensure full coverage of the curriculum across key stages allowing opportunities to revisit learning and develop mastery skills. Teachers plan on a weekly basis for the core subjects allowing time for assessment to steer the learning. Teachers review weekly plans regularly as part of effective 'Assessment for Learning'. Teachers, LSAs and children alike are involved in the assessment of the learning taking place, creating next steps and areas to revisit, these are then built in to plans, be it whole class, group or individual support to ensure each child is enabled to be successful.

### Tracking pupil performance

At Moreton we use a data management system 'Pupil Asset'. The use of this tracking system allows teachers to establish a pupil's rate of achievement and progress over time.

Children are assessed through the year and the assessment data is inputted on a regular basis.

ARE = Age Related Expectation



Descriptor	Qualifying criteria
Below Key Stage	Child is below all criteria for working at a level below the key stage expected
Below expected	Child is below all criteria for working towards or at ARE
Working towards Expected (WTC)	Child is at the working towards ARE
At expected (EXS)	Child is working at age related expectations
Greater depth (GDS)	Child is working at above age related expectations

Attainment will continue to be measured against a 'secure fit' model, for each child on an ongoing basis.

### **Pupils in Key Stages 2 working below the expected levels for their age**

A very small number of pupils – usually those with additional needs – will not be working at a sufficiently high enough level to access the curriculum designed for their age group. These pupils will be learning at an appropriate assessment level.

### **Progress**

The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked - or followed, carefully - throughout their time here. Targets are set for pupils based on the outcome of marking and feedback.

Most pupils join our school in EYFS, but a growing number of pupils join the school at other points during the academic year in other year groups. Once they have settled, within their first half-term here, on-entry assessment is undertaken. This is the initial starting point for measuring pupil progress. An accurate baseline against which to measure future progress needs to be established by teachers. Previous school records are analysed to ascertain pupils' respective starting points.

### **Evidence of Pupil Progress**

Evidence of pupil progress is obtained through:

- end of term assessments
- book looks
- teacher / TA notes where applicable
- repetition of baseline assessments.
- Pupil asset
- Mini assessments at ends of units, and the use of TT Rockstars etc
- year group data files and discussion in Pupil Progress Meetings



## Attainment and achievement

There is an important distinction between these two terms:

**Attainment** refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

**Achievement** is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- A high attaining pupil to have low achievement. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- A low performing pupil to have high achievement. This means that the pupil concerned is still performing below the national average for their age, but making good progress from their starting point: they are doing well and, almost certainly, trying very hard.

A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding.

As a school we aim to create a **high achievement culture** and expect every pupil to reach the highest possible attainment of which they are capable and in line with national expectations. The mark of an outstanding teacher is that every pupil in their charge surpasses the progress they were expected to make.

## 4. SEND provision

At Moreton School when supporting children with Special Educational Needs and Disabilities we follow an assess, plan, do, review model as outlined below:

**Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. These baseline assessments are used to inform the types of interventions put in place and their subsequent effectiveness. These assessments vary in form either from an 'expectation' checklist or using an approved diagnostic assessment. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

**Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.



# Moreton Church of England Primary School



**Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

**Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

While we recognise that children may not meet the expected level as outlined in the national curriculum 2014, we follow similar expectations for progress. This is achieved by setting smart and measurable targets that are agreed with parents and monitored by all members of staff involved in that child. (Please see SEND policy)

## 5. Reporting to parents

When reporting to parents the necessity of being clear, succinct and informative is regarded as highly-important by all staff. Formal consultation evening are held in the Autumn and Spring term, and children are encouraged to attend. Reports conform to statutory regulations.

Reports, verbal and written, highlight achievement and progress, both within long and short-term time-spans. They include indications of future developments and targets. A fully comprehensive written report is given at the end of summer term, this report aims to celebrate each child's successes as well as set targets in preparation for their transition into the next year group.

Early Years have a separate report which comments on each aspect of learning and the characteristics of learning, informing parents of the assessed outcome and information about their child in that area. These reports also contain transitional targets for Year 1.

Phonics screening results are included in the Year 1 report and Year 2 reports if retaken. SATS results are similarly included alongside the teacher report and teacher assessments. Whilst it is not a statutory requirement to report SAT's results at end of KS1, parents can request for the school to provide them with the necessary information.

The school has a highly effective open door policy allowing for on-going oral discussion when needed, where applicable home/school liaison books are also in place. We have two parents' evenings each academic year, which we encourage children to attend, where reports are discussed.





## 5. Assessment calendar

	Autumn	Spring	Summer
<b>Assessment</b>	Reading, writing and maths: December	Reading, writing and maths: April	Reading, writing and maths- Speaking and listening Science and foundation subjects Early July
<b>Statutory</b>	EYFS - Baseline		EYFSP-July  Phonics Screening (Y1)- June  Multiplication Tables Check (yr 4) - June  SATS (Y2* &Y6)- May *until 2023
<b>Reporting</b>	Parents Target setting day  October	Parents Evening  Feb / March	Annual Reports
<b>To parents</b>			
<b>To Governors</b>	Data Overview including statutory assessments from previous year	Data Overview	Data Overview
<b>Analysis</b>	SLT of statutory assessments (during summer recess)	Pupil Progress meeting	Pupil Progress meeting



## 5. Feedback and Marking

*Research studies have proven that feedback has the greatest impact on learning, it is essential that we all share the same high expectations and consistent approach to we feedback to the children.*

We identify the need for a consistent and unified approach to the marking, assessment and correction of children's work. Expectations of the pupils should be as high as possible, and these should be made clear to all pupils. Children are given opportunities to respond to feedback marking, discuss any challenges they have faced, peer mark and work collaboratively to deepen their understanding.

Feedback can either be oral or written but should aim to support and guide the pupils to improve their work as well as praise what they have already achieved. Effort level, and risk taking should also be acknowledged as part of positive learning behaviours. At Moreton we understand the positive impact 'live marking/feedback' can have and strive to offer this as much as possible during a lesson, this allows us to 'strike while the iron is hot' to address any challenges.

Marking should be **meaningful, manageable and motivating.**

*'The quantity of feedback should not be confused with the quality'* (Eliminating unnecessary workload around marking March 2016)

Marking and feedback should:

- Be manageable for all teachers and learning support assistants
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Inform future planning and individual target setting
- Be accessible and inclusive
- Be seen by children as positive in improving their learning
- Relate to learning intentions and success criteria which have been shared with the children
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Involve children in the marking process, both as self-markers and in peer marking
- Consolidate learning (where applicable)
- In some cases provide opportunities to reason or deepen thinking.



# Moreton Church of England Primary School



At Moreton CE Primary School the teaching staff have jointly agreed a key checklist to ensure effective marking and feedback. All marking should take place in **blue**, and children should respond to any feedback in a **green** pen, making their edits or scaffolded learning clearly identifiable. Pupils will give peer feedback to each other in a **purple** pen. The adopted marking key should be applied consistently by all staff to enable children to access written marking with ease. Regular use of stickers, stampers and smiley faces may be used to recognise and reward good work and effort. Where verbal feedback has occurred, **vf** should be written; the outcome of this is likely to be seen by a child's green pen markings or accelerated learning in the next section. Where appropriate, misspelt key spellings will be identified by the class teacher by writing the spelling and the child will copy out x3. Comments should be kept brief and to the point- with a clear step to support the pupil's learning either to consolidate or extend. This may be using a 'Next Step' sticker. An **S** will be used to identify where support has been given.

The Assessment for Learning Marking key will be used across the school for all areas of the curriculum. A copy of the marking key will be displayed in every classroom and where appropriate. The following explanations relate to the key, stating what each symbol means and how children are also reviewing their own progress:



## Marking Key

	All editing will be completed in <b>green</b>
On the learning objective- daily ✓ Succeeded ✓✓ Exceeded → working towards	
<u>vf</u>	verbal feedback given
^	missing word
sp. <u>wobbly line</u> <u>they</u> • • •	spelling mistake, check in a dictionary write the spelling 3 times correctly
o	missing punctuation
=	capitalise
//	new paragraph needed
<u>wobbly line under section ?</u>	check this makes sense
	<u>next step</u>

The **green pen** should be used by children when:

- completing corrections independently;
- marking their own work against a mark scheme/answer sheet
- editing or improving work;
- peer or self reviewing work;
- completing stem sentences ( see below)



Stem sentences are reflection sentences, mainly, but not exclusively, used in maths, which we suggest that children complete at the end of a topic/block or unit of work. Here are some suggestions for the starters that children can complete. (more ideas in appendix 2)

**The most important thing I learnt was..**  
**I used ... to help me**  
**I must remember ...**  
**What really helped me was...**  
**I am going to work on ...**  
**What really made me think was...**

The **purple pen** should be used by children when:

- providing peer feedback to each other;
- marking work against a mark scheme/answer sheet
- completing stem sentences (see below)

**CONVERSATION STARTERS**

**Agree**

- I agree with the point you made...
- I think you are right about...In my experience...
- I really liked it when you said...because...

**Build On**

- I would like to build on when you said...with an example...
- I like it when you said, and I think that also...
- When you said \_\_\_\_\_, it made me think about...

**Respectfully Disagree**

- I can see why you would say...but have you thought about...
- I respectfully disagree with the point\_\_\_ because...
- I agree with when you said...but I don't agree with...

@CasaTodd

**CONSTRUCTIVE CRITICISM**

**What is awesome**

- I really liked...
- One of the most powerful elements in my opinion...
- What this media piece does really well is...

**Consider changing**

- One thing I think that might need to be modified is... because...
- I'm not sure that \_\_\_\_\_ is the most effective choice.
- I liked \_\_\_\_\_ and I think that also...

**Things to Think About**

- Have you thought about...?
- When you said \_\_\_\_\_, I was wondering if....

@CasaTodd

*(these are used by pupils in Key Stage 2)*



## Appendix 1

### Examples of next step comments

#### Marking prompts

*Marking can reinforce under-achievement and under-expectation by either being too generous, or being unfocussed.* Shirley Clarke identifies three different kinds of marking prompts:

**Reminder** prompts – generally used for higher attainers

- Redirect pupils' attention to the learning intention
- Literally remind the pupil of something that they need to do to improve their work
- They are generally minimal – a 'nudge in the right direction'.

**Scaffolded** prompts - generally used for middle attainers

- Focus the pupil's attention on something specific by asking a couple of questions
- Offer the pupil some kind of scaffold to assist her to improve

**Example** prompts - generally used for lower attainers and younger pupils

- Provide some examples that the pupil has the choice to use
- Act as multiple-choice possibilities. The pupil picks one to use.

Teachers and teaching assistants of young learners might consider using these types of prompts when providing oral feedback to children.

Example: Which of these connectives would be best to use in this sentence?

#### **Reminder prompt**

*How did you make that bag?*

#### **Scaffold prompt**

Was it hard to make that bag? Did you use the stapler? What else have you used?

#### **Example prompt**

You've made a bag haven't you? How did you stick the handles on? Did you use glue, or string or a stapler?



## Appendix 2

The following questions may be used to assist children to reflect on the learning process:

- What have we learnt about today?
- What was the most important thing you found out today?
- How many new things did you learn?
- What are the things you have to remember to do if you want to be a good learner?
- What was our learning objective?
- Did we choose the right success criteria?
- Why have we been learning about this?
- What was the most interesting thing you found out?
- Have you learnt anything about the way you learn?
- What helped you to learn?
- Was there anything that made it difficult for you to learn?
- How can you use what you have learnt?
- How could you use what you have learnt in . . .?
- What are the important words that we have used in this session?
- How will you be able to remember what you have learnt?
- What is the connection between this learning and the work we did in . . .?
- How can you improve on what you have achieved in this session?
- Was there anything you found hard?



## Appendix 3

### Peer assessment: guidelines for teachers and rules for children

- Avoid a wide gap in attainment between those taking part
- The roles of all parties need to be clearly defined.
- Children need to be reminded that the focus of their task is the learning objective.
- The pupil needs time to reflect on and check his or her writing before a peer assesses it.
- The response partner(s) need time to take in the child's work, so it is best for the author to read the work out first. This also establishes ownership of the piece.
- The response partner(s) should ask for clarification rather than jump to conclusions.
- The response partner(s) should begin with a positive comment about the work.
- Children need to be trained in the success and improvement process, or whatever is being used, so that they are confident with the steps involved.
- Children must both agree the part to be changed.
- The author should make the marks on his or her work in purple pen, as a result of the discussion.
- The improvement suggestions should be verbal and not written down. The only writing necessary would be the identification of successes and the improvements.
- It would be useful to role play peer assessment in front of the class, showing them the wrong way and the right way to proceed.

### Agreement between children

We decided that there are some agreements we all needed to keep. When we become peer assessors we all agree to:

- respect our partner's work because they have done their best and so their work should be valued.
- try and see how they have tackled the learning objective and only try to improve things that are to do with the learning intention.
- tell our peer the good things we see in their work.
- listen to our peer advice because we are trying to help each other improve
- look for a way to help our peer to achieve the learning intention better by giving them a 'closing the gap' activity to do.
- try to make our suggestions as clear as possible.
- try to make our suggestions positive.
- get our peer to talk about what they have tried to achieve in their work.
- be fair to our peer. We will not talk about their work behind their backs because we wouldn't like them to do it to us and it wouldn't be fair.
- Did you encounter any problems? How did you overcome them?
- What would happen if . . . ?
- When your mum asks you what you learnt at school today what will you tell her?