



John Clare Primary School

Inspire - Nurture – Celebrate

Assessment, Marking and Feedback Policy

Editions and Revisions:

Reviewed	November 2024
Approved by Local Governance Committee	4th December 2024
Next Review Date	December 2026

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels. It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1. To ensure teacher workload has been considered, the policy has been informed by the research report Workload Challenge research projects: overall summary by NCTL, March 2018.

Roles and Responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy. Teachers are responsible for ensuring that the policy is adhered to by their colleagues who support pupils in their class or take lessons for their class e.g. in PPA.

Monitoring

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed. The Headteacher will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies, pupil voice, pupil progress meetings, planning scrutiny.

Definitions:

Assessment for learning

The term assessment for learning refers to those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black and William).

Assessment for learning (formative assessment) is different from assessment of learning (summative assessment), which judges children's performance against national standards. Test results indicate the pupils' performance in terms of levels. However, an important aspect of assessment for learning is the formative use of summative data.

Assessment for learning focuses on what is needed to promote pupils' learning and progress. It identifies strengths and weaknesses in children's learning and how learning can be improved further. Good assessment for learning enables responsive teaching to take place. Various strategies can be used to promote progress and achievement for every child. At John Clare Primary school we have adopted the following:

Learning Objectives (LO)

Learning objectives, that explain to the children what they are going to learn and what is expected of them, are shared with the children. At John Clare Primary School, the learning objective is made to be 'child friendly' through posing this as a question. The children should understand the Learning Objective and be able to re-tell them at a level appropriate to them and assess their own progress against them.

Marking and Feedback to Pupils

At John Clare, we aim to make marking effective and meaningful, to inform the pupil's next steps and teacher's planning.

The purpose of this policy is to make explicit how teachers respond to children's work to ensure effective learning.

It is important to provide constructive and timely feedback to children, focusing on successes and improvements needed against the lesson's learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. Live marking enables pupils to instantly make progress in their learning and for teachers to use their day-to-day assessments to inform their future planning so lessons and activities are targeted to children's needs.

Our principles are that feedback should:

- Take place at the earliest opportunity.
- Be accessible to children and a tool that moves their learning on.
- Provide clear feedback to children that relates to the lesson's objective.
- Involve all adults working with the children in the classroom.
- Give recognition and praise for effort and achievement.
- Allow time for children to reflect and respond to feedback.
- Inform future planning.
- Be used consistently across the school.
- Show the children that their work is valued and purposeful.
- Ultimately be seen by children as a positive approach to improving their learning.

How do we mark and give feedback at John Clare Primary School?

- Teachers mark in green and pink pen.
- A green smiley face indicates that the Learning Objective has been achieved. A teacher may add a further, short, comment in green pen if required.
- Pink pen indicates that a further action or intervention is required. Where intervention is required (to support or challenge the pupil's learning), the action or next step is entered on the class 'Distance Marking (DM) Sheet'.
- Teaching Assistants (TA) mark and model in blue pen.
- TAs can also enter next steps on the distance marking sheet.
- It is common practice for the TA working with a class on any given day to read the DM sheet and follow up any actions.
- Actions are also followed up by teachers during assembly time or lesson time.
- When a teacher or a TA works with a child, a stick man is entered on the child's work and then signed off by the adult (by initialling) once support is complete.
- If an adult needs to write a comment, this is written in clear, legible handwriting.
- There may be times where it is appropriate to give verbal feedback to an individual child or whole class. This will be marked as 'VF'.
- Children edit their own work in red pen.

Approach for children in the Early Years Foundation Stage

- When children first begin writing, annotations of meaning will be made by adults in black pen. Towards the end of the reception year, green pen may be used to highlight desirable features of writing (e.g. capital letters and full stops) and pink pen will be used to show children where to improve.
- Feedback will be given instantly, where possible; this will focus on encouraging children to spot their own errors and self-correct.
- Teachers will use formative assessment to identify gaps in learning and assembly times will be used to address these, with the intention of 'keep up, not catch up'.

Spelling corrections:

- Years 1-4: The teacher will correct a maximum of five spelling errors per piece of work. These will be written under the work for the child to rewrite.
- Year 5 and 6: Teachers will note spelling errors with a wiggly line under the word. Children find this in the dictionary and self-correct.

Marking specific to longer pieces of writing:

- Once a child has completed a long writing task, the teacher will give one or two editing points in pink pen, related to the LO.
- Children will then edit their own work in red pen.
- Teachers will then check the editing process, and children publish their work.

Fixed assessments of children's learning:**Early Years Foundation Stage**

As the children enter our school, an informal Baseline assessment is completed. Over the year, evidence is collected through regular observations, discussion, planned and independently led activities. This evidence is used to complete the EYFS profile, which summaries and describes attainment at the end of the EYFS. This relates to the three prime, and four specific, areas of learning together with the three characteristics of effective learning.

There are seventeen Early Learning Goals and at the end of the year, each child will be judged to be meeting the level of development expected at the end of reception year (expected) or not yet reaching this level (emerging). This will be shared with parents through the child's end of year report.

The children's achievements are revised every term in school and achievements are shared with parents at parents' evenings and at the end of the school year. The views of the children are also collected and recorded.

Years 1 - 6

John Clare Primary School is a PIXL associate school. We assess children in year groups 1-6 according to the PIXL guidelines and calendar of assessment.

- In Years 1-5, maths, reading and grammar are assessed at three fixed points over the year.
- In Year 6, maths, reading and grammar are assessed at four fixed points over the year.
- Year 6 children also take SATs exams in May.
- PIXL tests are administered and marked by Senior Leadership, teachers and TAs.
- When completing the tests, children are grouped according to their individual access arrangements.
- Teachers and TAs enter children's marks in the Question Level Analysis (QLA) spreadsheet and upload these to PIXL. Teachers use the QLA document in a number of ways:
 - To inform their planning and identify a child's individual next steps;
 - To share a child's next steps with their parent/carer;
 - To group the children in the class according to particular needs per subject;
 - To identify and gaps in learning from previous year groups;
 - To identify trends across the class;
 - To reflect on the effectiveness of recent learning.
- In writing, children in EYFS to Year 6 are assessed at three fixed points over the year as per the Soke Education Trust Writing Moderation arrangements:
 - All Trust schools take part in the same writing assessment.
 - Teachers meet with all Trust schools to moderate a selection of writing. This happens once per term.
 - Assessed writing for Trust moderation is completed in children's books and is clearly marked as ASSESSED. It is not a requirement for children to publish their 'assessed' pieces.

In-school summative assessment

In all year groups, Insight Tracking is used as a means of collecting teacher assessments in core subjects. Data is analysed to enable identification of pupils who need support or curriculum areas that need to be a focus. At Pupil Progress Meetings, attainment and progress are discussed, specifically: all pupils

working at B; any pupils who are not making expected progress; any other pupils who the class teacher feels would benefit from intervention or adapted provision.

Within Insight Tracking, attainment is assessed through a system of steps that is consistent from EYFS to the end of year 6. The terminology aims to provide consistency and clarity while avoiding judgements when describing the attainment of pupils working below the expected band for their year group.

Each year band has been broken down into four steps:

B - working **below** the standard of the year group expectations

W - working **towards** the standard of the year group expectations

X - working at the **expected** standard of the year group expectations

G - exceeding: working at **greater depth** within the end of year group expectations

Target Setting

Target setting, from whole school down to the individual, impacts on learning, as children are able to understand where they are going next and what they need to do to get there. Teachers also use targets to help focus on areas that the children are not so confident in and also for areas that have been identified as a weakness in teaching or curriculum coverage. Achieving targets set at these levels helps to ensure that we are continuously improving the opportunities we give to the children and we are personalising their learning.

Target setting, where possible, is driven by children's end points from the previous phase. For example, targets for the end of key stage 2 are set against attainment at the end of key stage 1. Target setting from EYFS to KS1 is managed carefully as the children move from the Early Learning Goals to the National Primary Curriculum, and makes full use of teacher knowledge of pupils' learning to ensure that the level of challenge for each pupil is appropriate.

The target setting process at John Clare Primary School

Individual pupil targets are set in a number of ways.

- In early years, the Foundation Stage Profile and the Reception Baseline Assessment allows very detailed individual pupil target setting for all aspects of the Foundation Stage curriculum.
- In Key Stage 1 and 2, formal end of year targets are set for each pupil for reading, writing, GPS (grammar, punctuation and spelling) and maths. Targets relate to starting points and also take into account the progress made during the key stage. They are formed with aspiration in mind, resulting in targets taking into account the possibility for accelerated progress.
- Target statements for reading, writing, GPS and maths are reported to parents three times a year as part of our reporting to parents arrangements.
- Pupils on the SEND register have additional, specific target set through our APDR (Assess, Plan, Do, review) cycle - these are shared and reviewed regularly with parents/carers.
- Pupils are made aware of next steps in their daily work by the verbal or written feedback they receive in work and by the learning objective of each lesson. These small, proximal goals enable children to reach the distal goal of their end of year (age related) target.

Collecting and using Data

At 3 assessment points in the year, each class teacher will update their data for class or groups onto Insight Tracking and then the data will be analysed carefully by teacher, subject leaders and the Senior Leadership Team (SLT) during pupil progress meetings. The school will then react to the needs of the children in order to maintain the desired outstanding progress across the school.

Work in books and test results, alongside teachers' own records of assessment will be the focal point for such assessments and these will then give rise to the targets for the children providing the next steps in their learning. Records are retained in Insight Tracking by the school only while the pupil is on roll. The information is shared with parents/carers at Parent/Teacher Consultations and via school reports.

Reporting to parents

There are 3 opportunities each academic year for parents/carers to be invited to discuss their child's progress:

October – Review how each child has settled into the new year group and consider early targets for reading, writing, GPS and maths. Teachers share these through a short report preceding the parent consultation evening.

March – Review progress towards English and maths targets and look carefully at expected progress and new levels achieved by individuals. A short report with comments is sent to parents ahead of the parent consulting evening. There is an additional focus of how can this be extended with support from home.

July – Annual Report to parents including levels attained and a review of the targets set. Parents are given the opportunity to meet and discuss the report with teachers.

In addition to this, we provide an 'open door policy' where parents/carers can arrange to meet teachers to discuss their child's work at any other time during the year. We also hold termly 'Stay and Share' sessions for parents to look at books with their children in the classroom. Making visual or audio recordings of staff during these meetings is not permitted.

At John Clare Primary School, we provide equal opportunities and are fully inclusive. We follow and include all pupils with appropriate assessment procedures to suit the particular needs of every child. An intervention process is in place which tracks children's individual progress and provides appropriate strategies for each individual child.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use

meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.