Marden Primary Academy Assessment Policy

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Date	Version No	Brief detail of change
Apr 2022	1.0	Changes made from LAT overview document.
Sept 2022	1.1	Collaborative review and amendments made
Sept 2023	1.2	Policy reviewed and updated
Sept 2024	1.3	Policy reviewed and new feedback codes added

INTRODUCTION AND CONTEXT

At Marden Primary Academy, we believe that feedback and marking should provide constructive feedback to every child, focusing on the purpose of the learning and the success and improvement against learning intentions and key ingredients. Feedback and marking should empower children to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of feedback and marking that is consistent and continuous, across each stage within our school, that informs and influences our planning and which enhances children's learning.

OBJECTIVES OF MARKING

Effective feedback and marking should:

- only happen if it deepens learning
- inform children of their achievements and the next steps in their learning;
- empower children to take responsibility for improving their work by giving them clear strategies on how to improve;
- relate to learning intentions and key ingredients for each lesson;
- provide children challenges to move learning on;
- help teachers evaluate teaching and inform future planning and next steps in learning;
- provide a tool for teacher assessment, and help parents to understand the strengths and areas to develop in their children's work.

FEEDBACK AND MARKING IN PRACTICE

At Marden Primary Academy, we believe that it is vital for teachers to assess all learning on a daily basis. We promote the 80/20 model of feedback as seen below; this is where most feedback is given during a lesson as opposed to after a lesson. All lesson feedback obtained should, where appropriate, be used to adapt lessons and inform future planning.

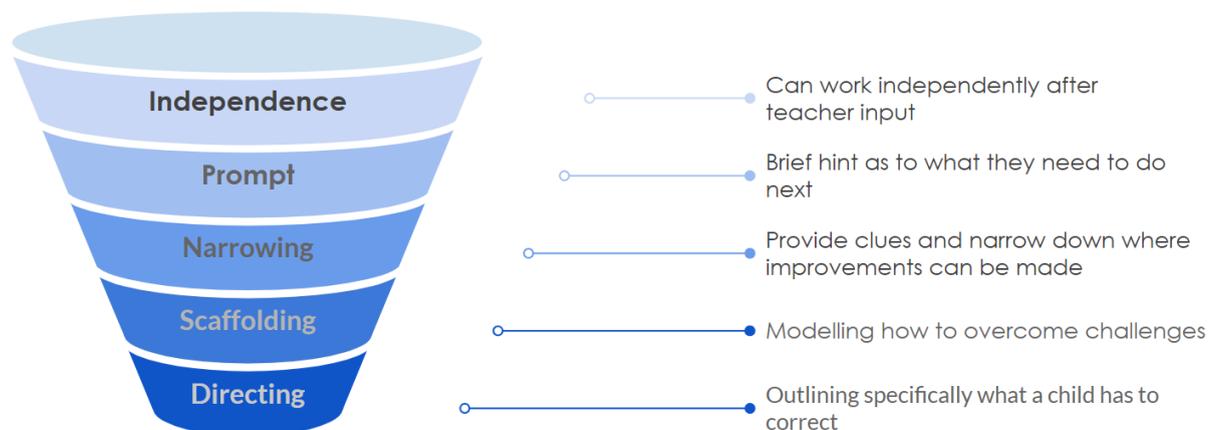| In Lesson feedback	Post Lesson feedback

The 80/20 feedback model can be achieved through one of four common stages in the learning process:

1. **Immediate feedback** – at the point of teaching
2. **Summary feedback** - at the end of a lesson/task
3. **Next lesson feedforward** – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. **Summative feedback** – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

Feedback Type	What does this look like?	Evidence
Immediate	- Includes teacher gathering feedback from teaching through Lesson observations/ learning walks over the course of the lesson - Takes place in lessons with individuals or small groups - Often given verbally to pupils for immediate action - May involve use of a teaching assistant to provide further support or challenge - May re-direct the focus of teaching or the task	Verbal feedback is noted in books (i) with one word or phrase summarising feedback given
Summary	- Takes place at the end of a lesson or activity - Often involves whole groups or classes - Provides an opportunity for evaluation of learning in the lesson - May take the form of self or peer-assessment against an agreed set of criteria - May take the form of a test or score on a game	- Lesson observations/learning walks - Some evidence of self – and peer-assessment noted as (SA) or (PA) in books - Test results logged separately by the teacher
Feedforward	- Assessment during the lesson and post-lesson (marking) is used to adapt the next lesson - Any next steps, errors and misconceptions are addressed in subsequent lessons - For writing in particular, often a large part of the next lesson will be spent giving feedback to the class about strengths and areas for development, and giving time for development areas to be worked on and improved through proofreading and editing their work.	- Lesson observations/ learning walks - Evidence in books of pupils responding to feedback - Evidence of lessons or concepts being re-taught - Evidence in books of pupils editing and redrafting their work in purple pen
Summative	- End of unit or term tests - Statutory assessments outlined by the government such as SATs, phonics screening and multiplication tests	Test results

IMMEDIATE FEEDBACK:

The type of immediate feedback provided can vary depending on a child's understanding and the barrier to learning they are experiencing. The following feedback triangle illustrates how feedback should be differentiated for pupils based on their understanding of a task.

Independence	Can work independently after teacher input
Prompt	Brief hint as to what they need to do next
Narrowing	Provide clues and narrow down where improvements can be made
Scaffolding	Modelling how to overcome challenges
Directing	Outlining specifically what a child has to correct

Teachers should start out with the assumption that all children can work independently given prior input. The amount of intervention should only be increased if a pupil cannot get on with the task without support. Children should be given take up time and allowed to persevere for a short amount of time. Children should be encouraged to overcome challenges and should be doing the majority of the 'work', not the teacher.

ANNOTATIONS AND FEEDBACK IN BOOKS:

Teachers are expected to record feedback and to acknowledge children's efforts on a daily basis in the following ways:

- Whilst walking around the class and assessing children's outcomes in books, a teacher is expected to tick correct work and provide verbal feedback for improvements or challenges.
- Where a teacher has given a child verbal feedback in a lesson, they should note this with (i) If a teacher wants to specify the reason as a reminder for the child they can do this with one word summarising the discussion e.g. i: Tense.
- After verbal feedback, an improvement in the pupils' work should be noted. If a child has not worked with nor had their book assessed by a teacher during a lesson, the teacher should assess the book after the lesson and either tick the outcomes or provide feedback/next steps.
- The aim of challenge marking is to move children forward with their learning through questioning or scaffolding. If this can't be done with post-lesson feedback, then it should be seen in the next lesson.
- Where children are self-assessing or peer assessing they should do this against set criteria and note it as SA (Self-Assessed) or PA (Peer Assessed).

- Teachers are expected to be aware of the outcomes from SA or PA and should use this to inform future lessons. A teacher is expected to use the feedback obtained to adapt subsequent lessons and planning.

RESPONDING TO FEEDBACK IN BOOKS

For post-lesson marking to be purposeful, teachers must give the pupils an opportunity to respond to their feedback. It is imperative that pupils are given the time at the start of a lesson to read and consider the teacher's feedback. Children should be encouraged to ask for clarification and be clear about what they need to do in their next piece of work. Children should respond to feedback either verbally or in writing in a purple pen. This should be subsequently checked by the teacher to ensure that learning has taken place.

FEEDBACK IN WRITING

To allow children to produce well-structured, quality writing outcomes, editing lessons are planned into the learning journey. Editing will only be effective if children have been given diagnostic and specific feedback. Therefore feedback in writing should be provided in one of the following ways:

- **Self-Assessment** – A child assesses their work against the key ingredients and amends as necessary.
- **Peer Assessment** – in groups of three, children assess a piece of writing against the key ingredients. The child whose writing is being scrutinised is only allowed to make changes to their work, whilst the others make editing suggestions.
- **Editing stations** – each table has a different editing focus (this could be linked to the key ingredients or common errors identified through AFL). Children move in groups to the different focus tables and edit their work either with their peers or independently. Prompts and ideas can be made available on the focus tables to support children in editing their work.
- **Conferencing** – once a half term, on the editing day, each child has an opportunity to discuss, on a 1:1 basis, their writing outcomes, targets and areas of development with their teacher.

FEEDBACK IN EYFS

In the Early Years Foundation Stage, it is vital that children receive immediate feedback in the moment to ensure learning is moved forward quickly. Through high quality interactions with practitioners; skillful questioning will scaffold and develop children's cognitive, social and emotional development.

All practitioners are expected to capture new learning through observations. Learning observations will include:

Context of learning - Early Years practitioners will record whether learning is Adult Led or Child Initiated and capture pupil voice.

Area/s of Learning identified - In the Early Years Foundation Stage we take a holistic approach to child development. Practitioners will support all children moving forward in both PRIME and SPECIFIC areas of learning and a careful balance of new learning in all areas will be observed and recorded in Learning Journeys.

Next steps - Skillful questioning will ensure children move forward in the moment of teaching and learning. It is vital, however, that this information is shared so all practitioners are able to lead learning. Next steps on observation slips.

APPENDIX 1: FEEDBACK CODES

All Teacher annotations are to be made in green pen. Teacher comments post-lesson to be at a minimum and only when it deepens learning.
All child responses including PA and SA in Purple pen.

FEEDBACK & MARKING

CONFERENCING
- Feedback in the moment
- Modelling in green pen
- Ticking work to keep children focused
- No code needed

INTERVENING
- Prompting by giving direct instruction/support
- Narrowing by going through, step-by-step
- Specific support in an area
- Code = i
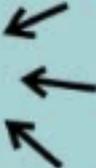
SUPPORTING
- Use when significant support has been given
- Support can be an adult or if work is heavily scaffolded
- Code = s

SPELLING
- Identifying key words that should be spelt correctly
- Children to correct in purple pen
- Code = wiggly line in green under the word

PYP Assessment Outline

The purpose and philosophy of assessment is to inform teaching and learning. Through rigorous, meaningful assessment, planning is carefully tailored to the needs of the children and ensures their ongoing progress and achievement. Our consistent, academy-wide view on assessment is based on the following:

- Assessment is fair, inclusive and free from bias
- Assessment is open, honest and transparent
- Assessment secures high expectations for all
- Assessment is appropriate to age, task and desired information
- Assessment is accurate and consistent
- Assessment outcomes provide meaningful and understandable information for all stakeholders
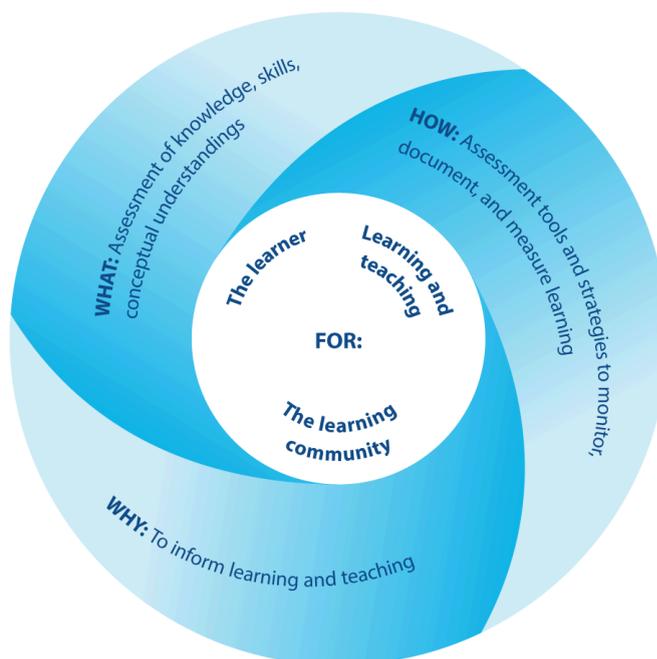
As well as our own internal assessment structure, we also conform to the DFE requirements for national assessments in EYFS, KS1 and KS2.

Effective use of Assessment

As well as using assessment data to inform and report on pupils' achievements, we also use assessment data to:

- Monitor and evaluate our curriculum
- Track individuals, groups and cohorts in the short, medium and long term
- Identify strengths and weaknesses in the academy's provision
- Target setting at academy level
- To inform parents of their child's progress and attainment

Roles and Responsibilities

The Principal and Vice Principal are responsible for:
- The assessment overview for the academic year
- The accurate administration of the EYFS baseline, KS1 Phonics Screening, Year 2 SATs, Year 4 Multiplication Check and Year 6 SATS
- The collection of data to track pupil progress
- Ensuring staff are aware of the assessment procedures

The Inclusion Lead is responsible for:
- Tracking SEND pupils
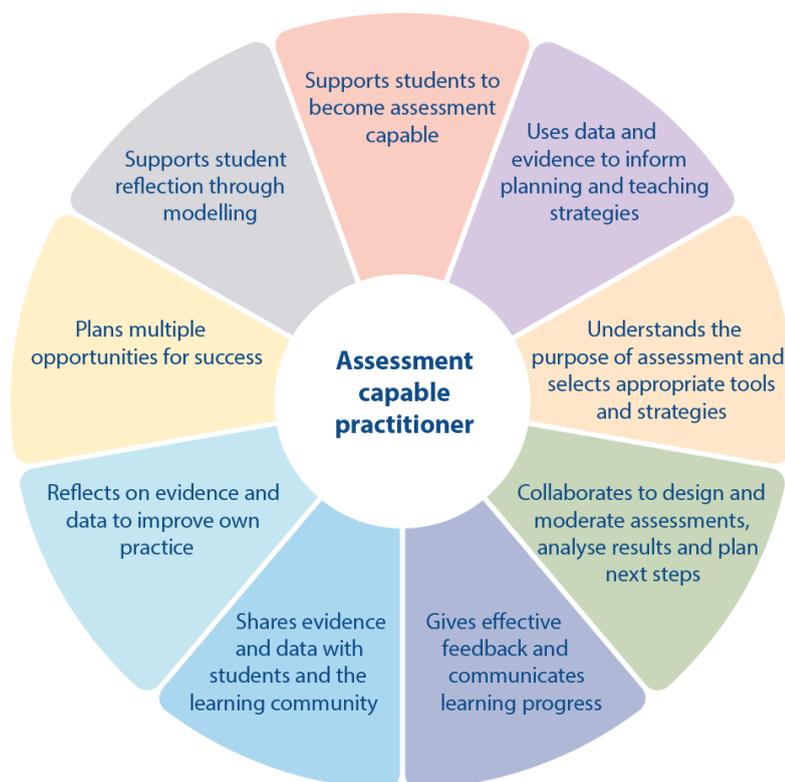
- Supporting staff with accurate assessment

The Wider Leadership Team are responsible for:
- Ensuring the assessment schedule and guidance is adhered to
- Supporting the teachers in their phase
- Leading Pupil Progress Meetings with the Vice Principal to ensure progress and attainment

Teachers are responsible for:
- Recording assessment through the digital marksheet
- Making use of formative assessment and adapting teaching in the moment
- Meeting deadlines for summative assessments
- Keeping parents informed in line with the academy policy

The children are responsible for:
- Engaging in feedback
- Taking responsibility for their learning
- Being reflective and self-assessing

Monitoring learning	Documenting learning
Measuring learning	Reporting on learning

Types of Assessment

As an International Baccalaureate Primary Years Programme Candidate School, our assessment has four dimensions: monitoring, documenting, measuring and reporting. Although each dimension is valued, we place a greater emphasis on monitoring and documenting learning as this is critical to providing feedback to the children.

Monitoring Learning:
- Assessment for learning
- Formative assessment
- Questioning
- Observing
- Peer and self assessment
- Low stakes testing

Documenting Learning:
- Inquiry journals, skills books, maths books, reading journals
- Displays
- Social media
- Reflection sites

Measuring Learning:
- Assessment of learning
- Summative assessment
- National Statutory assessments
- SOLO taxonomy to measure conceptual understanding

Reporting Learning:
- Internal data drop to inform planning, learning and teaching
- Pupil progress meetings
- Parent/teacher conferences
- End of year progress reports

Summative Assessments by Year Group

EYFS	Reception Baseline Assessment (RBA) taken in the first six weeks of the academic year
	Early Learning Goals (ELGs) assessment at the end of Reception
Year 1	Reading and Maths assessments in Module 2, 4 and 6.
	Phonics assessment each module
	Phonics Screening Check in Module 6
Year 2	Reading and Maths assessments in Module 2, 4 and 6.
	Reading, Writing and Maths assessments in Module 5
	Phonics Screening Check Resit in Module 6
Year 3	Reading and Maths assessments in Module 2, 4 and 6.
Year 4	Reading and Maths assessments in Module 2, 4 and 6.
	Multiplication Check in Module 6
Year 5	Reading and Maths assessments in Module 2, 4 and 6.
Year 6	Reading, Maths and GPAS assessments in Module 1, 3 and 4.
	SATs in Module 5