

ST LAWRENCE COLLEGE JUNIOR SCHOOL

ISSR Para 3a Assessment Marking and Feedback Policy

Assessment Overview

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Assessment is closely linked to our curriculum planning, since it is only by continually assessing what children have learnt and understood, that we can know what 'next steps' should be planned.

We give our children regular oral and written feedback on their learning so that they understand what to do in order to improve. 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, children and parents are working together to raise standards for all our children.

Types of assessment:

Formative assessment is the ongoing assessment carried out by teachers both formally and informally during lessons and units of lessons. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative assessment occurs at pre-defined periods of the academic year such as PIRA and PUMA tests, progress tests or multiplication tests. Summative tests help teachers to benchmark pupils and also to make mid-year and end of year assessments. They are also of use in determining a pupil's attainment against progress objectives.

Appendix 1 provides a full overview of our assessment and reporting programme.

Assessment aims and objectives

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide SLT with information that allows them to make judgements about the effectiveness of the school.

EYFS assessment

Our EYFS teaching team record their initial assessments of the children in a form of a baseline, observational assessment. These take into account all available information from parents and previous settings. We continue to observe children and will regularly record our observations, particularly when we see 'wow' moments, which are recorded on Tapestry. We analyse and review what we see or know about each child's development and learning, and then we make informed decisions about the child's progress, this enables us to plan appropriate next steps. Tapestry online documents each individual child's learning journey. This includes: observations, photos and examples of their work in school. We assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at three other points in the academic year, termly tracking. Profiles are moderated within school with colleagues from other year groups and with other schools within our collaboration.

Assessment Key Stage 1 and 2

New starters to our School are all tested through Language link which identifies and gives guidance on support for children below national average, this also enables a dialogue to be initiated between the Teacher, our SENDCo and parents. (Language Link commences in Reception.)

Phonics Screening

All children in Year 1 will participate in a phonics screening check. This assessment will be administered by the Year 1 teachers. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Administering the assessment usually takes between four and nine minutes per child. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2.

PiRA (reading), PUMA (maths) and GAPS (Grammar, Punctuation and Spelling)

Children from Reception to Year 6 take PiRA and PUMA tests to give us age standardised scores compared to national averages. These tests cover the content taught by the National Curriculum. In Reception the first test is at the end of the school year, for all other year groups the testing occurs twice a year.

The national standard score for PiRA, PUMA, GAPS and reasoning tests is 100. Parents will be given this information via the school report and parents meetings. Teacher assessments will also be used to build up a picture of each pupil's learning and achievements. We introduce Verbal and Non Verbal Reasoning tests from Year 3 onwards. From Year 3 we also supplement PiRA with a GAPS test.

We follow the National Curriculum and enhance each subject, sometimes referred to as National Curriculum plus. There are programmes of study for each National Curriculum subject, these form the basis of our subject handbooks, setting out the content and objectives to be taught at each key stage.

We plan our lessons with clear learning intentions. These show progression throughout the year and across all year groups and link to objectives set out in the National Curriculum. We strive to ensure that all tasks set are appropriate to each child's current level of attainment. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next session. Teachers record formative assessments throughout each week. Our planning is consistently reviewed following a lesson, so that we can take the needs of these pupils into account when planning for the next lesson.

At the beginning of the academic year, teachers use historic and current data on each pupil to set them an end of year target for attainment and progress in reading, writing and maths. During Pupil Progress Meetings (PPMs), which are held three times a year, progress against these targets is reviewed by the SENDCo, SLT and class teachers so that support and interventions may be put in place where needed. PPMs are held once in each term. During these meetings, the progress of all children is discussed by referring to teacher knowledge and by looking at data that has been collected over the period that a child has been at the school. Points for action are made and specific areas of support are identified. These meetings are integral to the school being able to allow children to make progress that is at least in line with the national average. Children requiring extra intervention and support will be added to their class' Provision Map. Teaching Assistants are integral to the effective delivery of interventions. This process allows us to track these children more closely, with a specific focus on the impact of the intervention that they are receiving. These Provision Maps are reviewed and monitored by the SENDCo.

We recognise various methods of assessing a child's learning. The types of assessment that we make vary from subject to subject. We record information that affects future learning and that can be passed on through the school. Individual subject leaders have implemented ways of assessing and recording within that subject to ensure progression.

Based on the summative data obtained through the year, we have developed our own in house Target Tracker with data in a colour-coded system to record months of progress in relation to actual months passing. This enables children's progress to be closely monitored through the year and at transition of years, so that we can provide the best possible opportunities and highest levels of support for all children.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to chat informally to staff at the beginning and end of the day and should it be a more formal matter to contact the school for an appointment if they have concerns about any aspect of their child's work.

We offer parents the opportunity to meet their child's teacher three times a year. Twice a year parents receive a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the future. We also include a space for parental feedback. Throughout the year, children are encouraged to offer their own evaluation of their performance.

We provide information each year about how children have performed in relation to end of year national expectations.

In Years 5 or 6, we hold additional meetings to explain the secondary admissions process and provide information for parents opting for secondary selection into Kent Grammar schools and for those who wish to stay on to join our Senior School, which starts at Year 7 with pupils joining Kirby House.

At the start of each half term starts Topic sheets are distributed detailing the main areas of study.

Pastoral Assessment

In Year 5 and 6 we undertake Steer Pastoral Tracking. The brain regulates our social and emotional steering through a region called the hippocampus. The hippocampus serves like our 'mental taxi driver': it steers our emotional and social responses down familiar and repetitive routes. So, a pupil's current hippocampal pattern indicates their future mental route. The STEER tracking assessment measures the pupil's 'mental taxi driver route' to provide us with an indicator of the pupil's steering and their specific risks from poor self-regulation. Evidence of STEER tracking impact is obtained by directly comparing the number of pupils whose steering biases reduce when supported by STEER tracking, compared to those who are not supported by STEER tracking. STEER tracking provides an effective and efficient way of collecting comprehensive tracking data on pupils' personal development. At the same time, every individual pupil action plan is recorded and can be provided as evidence by the school of what they have done to support a child. Pastoral tracking enables us to understand each child and build an effective pastoral support network around their individual needs. Parental permission is gained before assessing the children but results are not directly shared with parents. From 2023 the intention is to extend STEER tracking to include Year 4.

Marking and Feedback introduction

Pivotal to the principle of formative assessment, marking should be seen as a process of dialogue with pupils, through which pupils are encouraged to take increasing ownership of, and responsibility for, their own learning.

We are conscious to promote a growth mindset across all members of the school community. For pupils, we will praise the process and effort that has gone into tasks and help them to feel that mistakes are all part of learning. We will aim to build resilience in our pupils. Teachers will model their own growth mindset and be prepared to show that they are learning too.

We regard marking and feedback as the response to pupil's work, both during and upon completion. This contributes to the continuous learning and assessment of each pupil.

Verbal feedback is an essential element of effective teaching because it provides pupils with immediate, precise guidance that they can act upon straight away, strengthening learning in the moment. Unlike written comments, which can be delayed or misunderstood, verbal responses allow teachers to clarify misconceptions instantly, model next steps and adjust teaching to meet pupils' needs in real time. This responsive dialogue not only supports deeper understanding but also promotes pupil confidence, motivation and ownership of learning. For these reasons, verbal feedback will form the initial and primary mode of feedback in KS1 and KS2, ensuring that all pupils benefit from timely, meaningful and impactful guidance that drives progress.

According to the task, marking and feedback will be given by the teacher and when appropriate the pupil will be encouraged to take part in peer or self-assessment activities.

The expectation is that teachers and children respect one another's work and therefore the feedback given will be constructive and specific to the task and not the person.

General Aims of Marking and Feedback

Lessons / tasks need to have clear success criteria explained at the outset so that the pupils know in advance what a successful outcome will look like. Marking and feedback should be based on a concise set of criteria, of which pupils are made well aware. For clarity, and where possible, the work will be modelled at the start of the task, then reinforced at various stages.

The marking and oral feedback comments will invite dialogue with the pupil and set clear attainable targets for improvement. Teachers appreciate that some tasks need to have an open-ended nature so the pupil can enquire and investigate, opening up the opportunities for independent learning. Verbal feedback during the lesson and when reviewing work with a pupil will form the initial and main feedback moment with a pupil as it is timely and discussed during the piece of work so has maximum impact.

The pupil's response to the dialogue needs to demonstrate what has been gained from the marking and feedback.

Everything written in the books is for the benefit of the children.

Marking and feedback provide constant opportunities for teachers to assess and record the pupil's progress.

Marking and feedback supports the children to become independent learners; to take ownership and to assess their own progress.

Marking and feedback enables teachers to check the pupils have understood what has been taught.

It is recognised that pupils are motivated by their work being marked regularly, discussed in a timely fashion and understandable to the pupil. Constructive comments and focussed praise encourages them.

Marking will include

- Marking and feedback will be detailed and specific to the success criteria; it will enable the pupil to see what has gone well and what could be done to make it even better. The books will evidence that the pupil has responded to and benefited from the marking and feedback.
- The pupils will be given 'Mad' time (Making a Difference) to reflect and answer any dialogue questions; this will be scheduled on a regular basis. For older pupils it will be independent rewriting or answering further questions; for younger pupils this will be a regular dialogue with the teacher. MAD time will be developed as pupils progress through the school, so that it is always age and ability appropriate.
- On certain tasks Teachers will guide pupils with peer and self-marking, but only where success criteria have been modelled before the task commenced so the pupils know what they are working towards.
- In English, marking grids will often provide pupils with the opportunity for self and peer-assessment as part of the formative assessment process. In English the pupils will work in their 'log' books as a key component of the learning process then produce final work in their 'best book'. This two book system will be introduced and developed as pupils progress through the school, so that it is always age and ability appropriate.
- In Maths the pupils' targets will be presented in their books. Upper school pupils are given opportunities for live, self-marking within a lesson either as a class or in groups. This can provide instant feedback, highlighting children who require immediate support and therefore targeted intervention can be built into the lesson as required. Upper and Lower School pupils will go through their Maths books during MAD time.
- There is a high value placed throughout the school on oral feedback given, this will be evidenced via lesson observations.
- **When the pupils respond to marking and feedback they will undertake this with a green pen**, this will make their progress more evident. This applies to pupils in KS1 and KS2, EYFS responses will be given orally and recorded on Tapestry.
- Marking will take account of pupils' individual learning needs, e.g. reflecting a pupil's learning support prompts.
- All marking will be done promptly and kept up to date. Timescales for the return of marked work will depend on the nature of each subject and on the regularity of lessons; For some subjects two stars and a wish works well and other subjects may effectively use a smile icon and T for target, subject-specific expectations are provided in Subject Handbooks.
- **Marking will be done in a colour different from that in which the pupils' work has been written, using a pink pen**. Use of colour by teachers should be consistent throughout a pupil's work, with variation employed only for specific reason, e.g. intentional colour-coding.

- The benefits of neat, clear presentation will be reinforced. Staff will set a good example in the way that their comments are written.
- A significant number of corrections/alterations will be avoided, as this can be demoralising for pupils.
- A numerical mark may be awarded, depending on the nature of the task.
- Marks/results/outcomes will be recorded in teachers' mark-books and on Tapestry. More detailed marking will be evident in the pupils' books and shared with parents at Parents' evenings.
- Children will have targets in their books to which they and their teacher will regularly make reference.
- Prep pupils are rewarded:
 - with housepoints when the work they have completed is 'good for them' or has required obvious effort
 - with Commendations for exceptional work
- Smiley faces, stamps and stickers may be used to reinforce positive feedback.
- Outstanding work and effort will be rewarded with a range of certificates presented in assembly.
- It is accepted that different subjects will, to an extent, employ different approaches to marking. Subject Leaders are responsible for ensuring that clear guidance is offered within Subject Handbooks.
- For some subjects, such as Art and Music, written feedback may not be appropriate, however oral feedback and an ongoing dialogue about the work will inform both teachers and pupils of progress made and development points to address.

Monitoring of Marking and Feedback

- SLT and Subject Leaders will collect in samples of pupils' work on a regular basis to check that departmental guidelines are being followed. (See Teaching & Learning Development Plan.)
- All staff participate in the appraisal process, through which the quality and suitability of marking is assessed formally every year. The observation within the appraisal process also gives an opportunity to record and analyse effective verbal feedback given in real time. The pupils have told us they learn best when feedback is given at the time, over and above written feedback.

This policy will be reviewed in accordance with the policy review schedule.

Appendix Matrix of Annual Assessment and Reporting Overview

Revision History

| Version No. | Revision Date | Summary of change | Approved by | Updated by |
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