



Assessment, marking and feedback policy



Rationale

At Oldfield Primary School, we believe that in order to facilitate aspirational teaching and learning, a comprehensive assessment strategy is essential. This assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race. We analyse the progress of all pupils, to ensure that we meet the needs of individuals and specific groups.

Aims

Using the principles and processes of assessment, our aims are to:

- Monitor progress and support learning.
- Guide planning, teaching, support, curriculum development and the creation of resources.
- Celebrate the achievements of pupils and identify areas for development.
- Encourage independent and aspirational learning, by informing children of their progress and giving guidance on how to improve.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity if a child changes year group or leaves the school.
- Comply with statutory requirements.

Early Years Foundation Stage (EYFS)

- All learning in Reception is planned, taught and assessed in line with the Early Years Foundation Stage Statutory Framework.
- The use of Learning Journeys for each child, records progress.
- In Reception, an Early Years Foundation Stage Profile (EYFSP) will be completed for each pupil. The EYFSP summarises and describes pupil attainment at the end of the EYFS.
- Each child's level of development is assessed against the Early Learning Goals. The EYFSP will indicate whether a pupil is meeting expected standards of development, if they are exceeding the expected levels, or if they are not yet meeting the expected levels ('emerging').
- Parents will also receive the results of the EYFSP, and will be given an opportunity to discuss any concerns with the teacher who completed the profile.
- Early Years assessment outcomes will be subject to moderation by Bradford LA (on request).

Key Stage 1

- Teacher assessment milestones are recorded electronically using assessment proformas provided by school leaders.
- Formal testing is scheduled across the year, to inform teacher assessment judgements. Formal tests are not strictly timed and are likely to be incorporated into everyday classroom practice.
- At the end of KS1, children's attainment in mathematics, reading and writing is teacher assessed; this is informed by externally-set, internally-marked tests for maths and reading.

- The proportion of pupils achieving expected standard/greater depth in reading, writing, mathematics and science is published at a national and local authority level. Outcomes are reported to parents and carers.
- **Curriculum Adjustment Meetings** for each year group are regularly scheduled and focus on:
Reviewing the progress of all pupils.
Identifying and monitoring cohorts of pupils that are underperforming.
Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, Disadvantaged, LPA, EAL and SEND factors.
Selecting research based intervention strategies to implement as a team, to tackle barriers to learning.
Whole class strategies - factors affecting underachievement and the steps that will be taken to combat this.
- Phonics Screening and KS1 assessment outcomes are subject to external monitoring/ moderation visits by Bradford LA (on request).

Key Stage 2

- Teacher assessment milestones are recorded electronically using assessment proformas provided by school leaders.
- Formal testing is scheduled across the year, to inform teacher assessment judgements. Formal maths, reading and EGPS tests are timed. Other tests are not timed and may be incorporated into everyday classroom practice.
- At the end of KS2, children's attainment in mathematics, reading and EGPS is assessed through externally-set, externally-marked tests. Attainment in writing and science is teacher assessed.
- The proportion of pupils achieving expected standard/greater depth in reading, writing, mathematics, EGPS and science is published at a national and local authority level. Outcomes are reported to parents and carers.
- **Curriculum Adjustment meetings** for each year group are regularly scheduled and focus on:
Addressing the balance of the curriculum & pupil needs.
Identifying and monitoring cohorts of pupils that are underperforming.
Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, Disadvantaged, LPA, EAL and SEND factors.
Selecting research based intervention strategies to implement as a team, to tackle barriers to learning.
Whole class strategies - factors affecting underachievement and the steps that will be taken to combat this.
- KS2 assessment outcomes are subject to external monitoring/ moderation visits by the LA (on request).

Leadership Responsibilities

- The school's Senior Leadership produces an annual Assessment Schedule for staff.
- Regular moderation opportunities within the school and Bronte Academy Trust are provided. Staff also attend LA sessions to ensure that judgements are in line with other schools and academies.
- The wider Trust Leadership Team is responsible for the quality assurance of teacher assessment judgements.
- School leaders analyse data for individuals and groups and meet regularly with staff to facilitate relevant and aspirational provision for all children.
- The Head of School and Assistant Head ensure that the correct procedures are adhered to by all staff and children during statutory assessments.
- The school utilises Bradford Local Authority as its moderation and monitoring provider.

- The Leadership Team reports regularly on standards to the Governing Body and Bronte Academy Trust Trustee Board.

Effective Feedback and Marking

At Oldfield Primary School, we believe that Effective Feedback should be provided for every child; focusing on progress and improvement needs. This enables children to become reflective, resilient learners and helps them to close the gap between current and desired performance and to aspire to higher levels of achievement. Staff should provide pupils with incisive feedback about what they can do to improve their knowledge understanding and skills; this may be verbal or written. Marking should be purposeful and should not add unnecessarily to teachers' workload. Pupils can then use this feedback effectively to progress in their learning.

Effective Feedback should:

- Raise standards of attainment by identifying examples of success in a child's work and areas for development
- Ensure all children receive timely feedback that enables them to move their learning forward, as aspirational and self-motivated learners.
- Provide children with the opportunity to regularly respond to teachers' marking and feedback.
- Inform the teacher of a child's progress, to inform future planning.

Marking Guides

EYFS

- In EYFS, the emphasis is on verbal feedback and comments are made in conjunction with the pupil. Verbal feedback should be referenced as VF. Additional notation should indicate the Early Learning Goal identified during the discussion.
- All work should be marked in **blue** pen. The use of praise marking, is encouraged.
- Marking must link to developmental ages and stages. There is no need for emerging, developing, secure; as that is assessed over time.
- On all observations, next steps should be given to move children's learning on. These should then be followed up and dated, once they are achieved.
- When a child mark makes, staff should record a commentary where possible and that all relevant areas of the curriculum are cross referenced.
- Marking should reference evidence of Bronte Brain independent learning behaviours.
- Formation is key and incorrect handwriting/number formation should always be altered/modelled and given as an Improvement Point for the child.
- Next Steps/Improvement Points should be completed by children in green pen, then signed and dated by staff when achieved.

KS1 and KS2

- Children of all ages should be taught how to edit and improve their own work using green pen.
- All work should be marked in **black pen**, utilising agreed marking codes (Appendix One). The use of praise marking is encouraged.
- Marking should reference evidence of Bronte Brain independent learning behaviours
- Time should be allocated within the school day to ensure that children can respond to feedback.
- Pupils should initial all comments made by a teacher.

- Staff should use their professional judgement when using improvement points (comments on how the child can improve their work), however there should be regular improvement points drawn from year group objectives/non-negotiables. Improvement points must be written explicitly so that the child knows exactly what is required. Children must be actively encouraged to read and act upon improvement points and staff should check their responses. Incorrect responses should be followed up with additional support.
- Immediate intervention identified in books should be addressed and the work completed in the **same book**, for evidence
- Children should regularly self/peer-assess in lessons.
- Where peer marking/self-marking has been used, teachers should tick to show that work has been reviewed.
- Green pen should be used by children for editing/marketing/improvements/responses to staff marking.

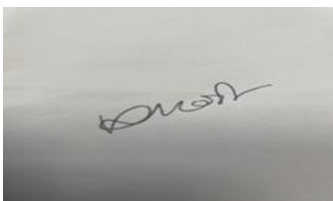
English

- Improvement points should be used to develop the skills of writing. Personal targets should be drawn from objectives for the appropriate stage. Children should be aware of their targets and this should underpin all writing. Persistent failure to achieve targets should lead to evidenced as 1:1 feedback.
- Titles and word dates should be written in books
- Cold writes should be completed prior to the start of new writing units. Two targets should then be set after the cold write (relating to year group objectives and unit outcomes).
- Targets should be referenced throughout the unit
- Set targets must be formally assessed during the hot write and dated on assessment sheets, if learnt and applied (in the hot write and, where applicable, in the Creative Curriculum).

Mathematics

- A single tick should be used to indicate correct working out.
- A dot should be used to indicate incorrect working out. In most cases, no more than 4 dots should be used per piece of work. If a child has repeatedly made a mistake with the use of a particular calculation, this misconception must be addressed. For example: a worked example presented in the book; verbal feedback or an intervention session with the child/group of children.
- Staff may set consolidation questions (usually following a modelled example in the child's book).
- Additional challenges may also be set to extend learning.
- Next steps are given focusing on reasoning.

Review of the Policy




D Booth June 24

Reviewed in two years

Appendix One

Oldfield Primary School Marking Codes

| Symbol | Function |
|---|---|
| . | Calculation incorrect. |
| IP | Improvement point. This is for English and Topic. |
| T | Target for cold writes (Limited to three) |
| S G P | Spelling/Grammar error. This should be in the margin. |
| // | New paragraph needed. (KS2) |
| VF | Verbal feedback given. |
|  | Next step (Maths) |
| WS | With support |