

Nanpean Community Primary School
Nurturing Children's Passion to Succeed



Assessment and Feedback Policy
Headteacher: Mr Nicholls
Chair of Governors: Mr Tucker

Approved by Governors (Date): 19/09/2023
Next Review (Date): July 2024

Mission statement

At Nanpean School we provide every child with a safe and healthy environment in which to learn and develop the skills they need to be positive members of the community.

Introduction

Assessment is an essential part of teaching and learning; it ensures that teaching is effective thus allowing the learner to move forward and progress at a pace suitable to the individual and their ability / needs. How children are assessed and receive feedback has a direct bearing on learning attitudes and future achievements.

Aims

- To give an overview of the progress of cohorts, including individuals and groups and to enable effective tracking and monitoring.
- To provide a valid and reliable basis for reporting pupils' progress to others.
- To provide feedback to pupils regarding their successes and areas for improvement so they know the next step to make progress.
- To provide a sound basis of information on which to evaluate the effectiveness of our curricular provision.
- To provide an environment in which children are encouraged to take responsibility for their own learning.
- To foster the sense of partnership in education between parents, children and staff.

Purposes and Principles of assessment

The following characteristics are generic to all assessment that promotes learning:

- It is embedded in a view of teaching and learning and is seen as an essential part of this.
- It involves sharing learning intentions with pupils.
- It aims to help pupils to know and recognise the standards they are aiming for.
- It involves pupils in self-assessment.
- It provides feedback which leads to pupils recognising their next steps and how to take them.
- It is underpinned by confidence that every pupil can improve.
- It involves both teachers and pupils reviewing and reflecting on assessment data.

There are three main forms of assessment: **in-school formative assessment**, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; **in-school summative assessment**, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and **nationally standardised summative assessment**, which is used by the Government to hold schools to account.

In-school formative assessment is an active and ongoing process in the classroom between the teacher and the pupil to inform teaching and learning. These include:

- Question and answer (probing and recapping)
- Marking of pupils' work
- Observational assessment (i.e. Early Years Foundation Stage Learning Journeys on Tapestry)
- Independent learning/ distance work through regular recap quizzes
- Intervention tracker assessment notes
- Self-assessment/ peer assessment

In-school summative assessment comes at the end of a teaching sequence to evaluate pupils' learning and progress. These include:

- STAR reading tests
- Specific assessments for individual needs, e.g. Dyslexia screening
- Termly NFER tests

National statutory summative assessment takes place at the end of each key stage to hold schools to account. These include:

- End of EYFS assessment, e.g. Early Years Foundation Stage Profile
- Year 1 Phonics screening (and Year 2 re-takes)
- End of KS1 National Curriculum tests and teacher assessment
- End of KS2 National Curriculum tests and teacher assessment

Tests

As a school we use NFER tests and White Rose (Maths) tests for Year 1 (Summer Term) and from Year 3 to Year 5 for our termly assessment weeks. Years 2 and 6 use previous SATs papers. During the assessment week, children take tests in Reading, Arithmetic, Mathematical Reasoning, and Grammar, Punctuation and Spelling. These tests results are used to inform teacher assessment judgements.

This range of standardised assessments has been developed by a team with assessment expertise and teaching backgrounds and are standardised with over 60,000 pupils taught the current curriculum, enabling us as a school to:

- Benchmark our results nationally
- Reliably monitor attainment and progress
- Make accurate comparisons between pupils and groups of pupils
- Gain formative information to guide teaching and learning.

Marking of pupils' work

All marking should have a clear purpose for both the pupil and the teacher. It helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes, and to identify where they need to target their efforts to improve.

Written feedback should:

- Be consistent across the school
- Relate to the learning objectives and pupils' individual progress
- Be manageable for teachers
- Involve children in the process
- Provide opportunities for pupils to reflect on their work/learning
- Give recognition and appropriate praise for achievement
- Give clear feedback for improvement through next steps
- Inform future planning

Self-Assessment / Peer Assessment:

Pupils assess their own or their peers work in a variety of ways including:

- We feel it is important for children to be immersed in their own 'marking' and 'self review' where possible. Therefore, in lessons such as Reading Comprehension, Maths and GPS, we try to encourage 'self marking' or 'peer marking'. The aim of this is to ensure children are involved in their own / peers learning, and to consider staff workload. Time at the end of some lessons is devoted to this with children marking in **blue pen / pencil**, and, where appropriate, children can also focus on a specific area for improvement during this

time. The class teacher would still check the books and marking to ensure it is correctly completed and to provide an overview which would inform future planning.

- Responding to Feedback
- Drafting and editing work

Written feedback non-negotiables:

Our written feedback ('marking') focuses on 'Chat, Challenge and Change'.


- 'Chat' focuses on support during the lesson, and verbal feedback from supporting adults. This should be identified (using 'marking codes' listed below) in children's books.
- 'Challenge' is a whole school initiative to ensure more children are working at the higher levels (Greater Depth). Therefore, a 'Challenge' is included under the Learning Objective (LO) on every piece of work (for Maths, this is reflected in the use of 'deeper' and 'deepest' picture symbols).
- 'Change' is used to encourage children to 'change' their work. This relates to them responding to misconceptions and feedback so they make further improvements and progress.
- **Positive** aspects of the pupil's work will be annotated in **green pen** and **areas for improvement** annotated in **orange pen**.
- We do not expect to see long comments in green or orange (see above for colour coding) as this negatively impacts staff workload and can deter children from reading them. However, we do expect comments to be appropriate, purposeful and informative to the children, **praising work** and **ensuring they have a focus for further progress**.
- 'Live marking' comments (written by adults during the lesson) will be linked to the Learning Objective (LO) or pupil's individual learning and will be a clear action that they need to complete at an appropriate time. 'Next step' comments (written after the lesson) may not necessarily link to the LO, but will relate to the Curriculum subject in a broader way. These will be indicated to pupils and identifiable through the use of marking codes or visual symbols (see box titled 'agreed marking codes' below, on the next page).
- Pupils will be given time (either during a lesson as part of 'live marking' or at another appropriate time) to respond to feedback.
- Additional adults that support the individual/group must indicate support given and initial it. If no initials are evident, then it is the Class Teacher who has supported the child.
- Volunteers can indicate where they have supported the children's work (at the teacher's discretion and if this is appropriate).
- Exceptional work will be acknowledged by awarding a House Point (on Class Dojo) or Busy Bee.
- Agreed marking codes must be used consistently by all adults.
- Marked work must be returned to the child as soon as possible and ideally the next day.

English and Maths:








Due to the subjective nature of written work in English, we expect staff to mark this in detail (using **green** and **orange** pen to feedback to children, see above). We also expect staff to have a relentless focus on correcting basic errors (such as spelling and punctuation), and this should be reinforced in all forms of written work. In English, up to three spellings, that a child is expected to know, will be underlined. If it is a spelling that the child should know, they will be expected to correct it themselves. If not, it will be written for the child to copy out three times.

In many areas of Maths (and also Reading and GPS sessions), work can be self-assessed / marked. This would then allow the teacher / adult to briefly look at the books to form an overview, and be beneficial to their planning for future lessons. Children can mark their own work in a different coloured (**blue**) pen / pencil. The expectation is that this forms the last 10 minutes (approximately) of a lesson. This will also allow staff to correct any misconceptions at this time or provide further challenge to children, and can help inform future planning.

Agreed marking codes:

Symbol	Indicates:
WS	With support (initialled by adult)
	Verbal feedback given
HP	House Point awarded
BB	Busy Bee awarded
G (word underlined)	Grammar errors, word / phrase underlined if the child is likely to need support identifying the error
P (word underlined)	Punctuation errors (maximum of 3 they should know), position of error underlined if the child is likely to need support identifying the error
Sp (word underlined)	Spelling errors (maximum of 3 they should know), word underlined if the child is likely to need support identifying the error
//	New paragraph required
.	Maths error (identified as an error in orange pen).

EYFS additional codes:

	Remember finger spaces
	Remember full stops
	Remember capital letters
	Hear and say sounds in your words
	Letter formation
	Effort
	Copied from scribe

These marking symbols must be displayed in each classroom for pupils to refer to.

Presentation non-negotiables:

- Date and Learning Objective at the top of a piece of work to the left and underlined (may be printed or written by adult) – full date in English
- A 'challenge' included underneath the LO so all children have the opportunity for their learning to be extended during the lesson
- If a page in an exercise book is unfinished the last piece should be ruled off and work should carry straight on
- If a mistake is made, one neat line made through it (scribbling out is not allowed)
- Rubbers to be used at teacher's discretion
- No correction fluid (or similar) allowed
- On squared paper, one square to be used per digit
- All numbering of answers should be written in the margin
- Handwriting should be in line with the handwriting policy, including adults!
- Upper KS2 pupils will write using pen, except for drawings and maths work which will be in pencil.
- No writing or doodling on book covers should be allowed and must be rectified if it occurs.

Equal opportunities

Marking should be as objective as possible whilst also allowing for the different levels of ability and the need to motivate. Children should perceive the marking system to be fair and be given access to any criteria used. Each teacher should be vigilant for trends in performance that might be related to ethnic origin, social class or gender. Every attempt should be made to avoid allowing personal preference to effect marks awarded or comments made.

Reporting

The aim of reporting to parents should be to benefit the child, parent and teacher, promoting greater understanding of the education process and leading to improvement in the child's achievements.

We communicate pupils' achievement and areas for development in the following ways:

- Newsletters
- Autumn and Spring Term reports for parent consultations
- End of year EYFS Learning Journeys and EYFS Profile Scores
- End of year reports
- Year 1 Phonics Screening results
- End of Key Stage 1 and 2 National Curriculum tests results

For transition, the following information is communicated to the new Class Teacher / School:

- Teacher Assessments
- Test results
- Friendship groups
- Provision Maps/Intervention tracker targets/Learning Plans
- Individual needs information, e.g. SEN stage/concern list/FSM/FSM6/CLA/SP/GRT/EAL/G&T
- Relevant CP (child protection) information

Policy reviewed: September 2023

Approved by governors: 19.09.2023

Date of review: July 2024