

ABINGDON PRIMARY SCHOOL
ASSESSMENT : MARKING AND FEEDBACK POLICY

Introduction

At Abingdon Primary School, assessment and recording are a crucial and integral part of the teaching and learning process. Marking should be positive but constructive, unobtrusive and move the children's learning forward.

Equal opportunities for all underpins the ethos of the policy.

Aims

Through our assessment and recording policy, we aim to:

- Recognise and celebrate all pupils' achievements within and beyond the National Curriculum subjects and Religious Education
- Use the information gained from this on-going form of assessment to inform planning and pupil progress
- Raise the levels of expectation, attainment and self-esteem
- Improve focus and perseverance within work and raise aspirations

Methods of Assessment

- All children are assessed according to the Early Years Outcomes and the Foundation Stage Profile prior to entry to Key Stage 1
- Children are tracked using Letters and Sounds and phonic phase data to ensure progression throughout the phases
- Teacher assessments are integral to the process and supported by moderation exercises within teams and across phases to ensure judgments are secure and consistent
- Teacher assessments are collated half-termly into the school tracking system
- Pupil progress meetings take place half-termly with SLT members
- Observational assessments are a key method of obtaining information across all key stages. Post-it notes and observation sheets must be completed by the staff with the group. All staff need to be clear about the observations to be undertaken and recorded e.g. lesson objective and success criteria, what children did, how they did it, what they used, confidence levels and misconceptions
- Assessments are used daily to catch up within the same day
- Tests are used to support teacher assessment judgments such as Rising Stars SPAG tests, Reading Comprehension and Mathematics tests and personalized tests created by staff to National Curriculum standards
- Bilingual support will be used where and when appropriate to aid assessment
- Children who arrive at the School with no or very little English will be assessed using our own Language Acquisition tracker. This will be used to assess and follow their progress in their early stages of language acquisition pre-Level 1
- Assessing writing-preparation of assessments can include scaffolding of the writing process. Once the assessment has begun, the writing must be totally independent
- Editing needs to be a taught skill. Assessments for half-termly data should not have extra input for editing as this work needs to be a true reflection of independent work. In year 3 and 4 children are reminded to edit their work against targets but in Year 5 and 6 children should be expected to have acquired this skill and use it independently in assessed pieces

Moderation

Teachers meet at least termly to moderate judgments in assessments in reading, writing or mathematics. This is often focused on a specific group level to ensure consistency of judgment across cohorts and between cohorts.

Marking and Feedback

Marking is used to:

- * provide feedback to the child about strengths and weaknesses in their work so that they know what to improve;
- * recognise, encourage and reward children's effort and progress.
- * provide an assessment record on a day-to-day basis, together with notes made on the short-term plan to empower further planning;

Types of Marking as Feedback

Marking could be one of 4 types:

1. Asking children to extend or elaborate
2. Asking children to add to their work
3. Asking children to change their work
4. Asking children to justify their work

All require a response which will be then be evident in future pieces of work

- **Self-Marking**

This enables the child to gain instant feedback on their learning and to ask questions on mistakes, which will further aid learning. Coloured smiley faces or coloured shapes by children can indicate confidence levels. Children should be encouraged to self-evaluate their own work and learning.

When children mark their own work, the teacher should mark alongside the work with a signature to say that they have had sight of it. Self-marked work should be done in polishing pen.

- **Focused Marking and Pupil Response**

This is marking aimed at the lesson objective and success criteria, completed on a daily basis in Literacy and Mathematics. Coloured highlighters are used:

Red- needs developing further

Orange-example of lesson objective met

Green- exceeded expectation

(Red should not be used in excess but used to develop feed forward comments. Red should be used to ensure children move quickly to ARE)

Written comments should be clear and concise.

Marking will follow the process:

1. Marking → 2. Pupil response to comments → 3. Teacher check- has learning improved?

Building in time for children to read and respond to comments and misconceptions is vital and known as 'polishing time' (see below). Classes aim to do this once per day.

In cross curricular work, teachers will also mark for Mathematics and Literacy objectives. Marking in depth can be very beneficial to children if:

- It gives examples of how to improve work e.g. Perhaps you could try opening your sentences with an adverbial phrase/clause e.g. Slowly, without breathing, she opened the door and crept inside
- It is well spaced, try using the next clean page in order to make your points clear
- It addresses the child's personal targets

It is interactive: Try to think of better words to use in the sentence, which you started with and write it below

Presentation- The appropriate form of presentation will be considered in relation to the age and ability of the child and the task being undertaken.

Spelling-

- Frequent and familiar words should be corrected where they are age and ability appropriate. Incorrect spellings will be indicated by underlining
- Teachers should write the correct spelling at the bottom of the page for the child to repeat usually 3 times and add to personal spelling logs

*** In order that teaching and learning are of the highest quality, marking children's work whilst the class is employed in other tasks is not appropriate.** Marking with children is an appropriate form of feedback.

- **Peer to Peer marking**

This process needs to be modelled for children so that it can be undertaken in a positive and sensitive way. (peer to peer marking). Learning partners are well established and trained to support each other.

- **Contextual Information**

It is useful for readers of the child's work to know whether the task has been completed independently or with support.

Children's work needs an abbreviation with it to indicate this:

T- Teacher supported

TA- Teaching Assistant supported.

G- Guided group work

SW- Shared writing completed by whole class participation

ST –Supply Teacher

Teaching assistants' marking- TAs should only be required to mark work at the teacher's discretion and should be overseen by the teacher in order to ensure the highest quality feedback.

- **Mathematics**

In mathematics, marking should signpost children to find errors and correct them rather than the teacher adding the correct answers. Reversals of numerals and letters should be highlighted and the child given space to correct at the end.

Polishing time

Children need to revisit their work to improve or **polish** certain key skills. In this way we hope to reinforce basic skills e.g. punctuation, push children towards thinking of and using powerful vocabulary and clarifying their writing. The work will have been marked using the following symbols:

5. This symbol placed at the bottom of the work means that 5 full stops need to be added. For some children it would also be necessary to put a symbol in the margin next to the line where the punctuation is missing e.g. a comma, exclamation mark question mark etc.. in order that it can be corrected by the child. The child should mark the new full stops in a different colour e.g. polishing pen so that the teacher can see where the additions have been placed.

R When this symbol is placed in the margin it means that the line has a word repetition which the child will need to alter.



This requires the child to add a powerful word to develop description.



This requires the child to add a paragraph.



This means that a problem in understanding has occurred which the child will need to correct by rewriting the sentence at the end of the piece.



An arrow may be drawn in the margin to show the child where the re-writing should go.

Finally a **wavy line** under a word indicates that this word needs to be replaced by a better one.

When marking is returned to children it is expected that polishing will take between 5-8 minutes, in which time the teacher will support those who may need help.

These symbols will be used in moderation within a single piece of work in order that the task of polishing does not become onerous, but a regular part of the working routine.

Methods of Recording and Reporting

Pupils progress and attainment will be reported to parents at termly consultation meetings through reports to parents. Meetings to discuss pupils with SEND are held as appropriate. The progress of all pupils is closely monitored through the use of internal tracking systems. Any underachievement is identified and appropriate intervention is agreed.

Review date: March 2016