

ABINGDON PRIMARY SCHOOL
ASSESSMENT, FEEDBACK AND MARKING POLICY
July 2017

Introduction

At Abingdon Primary School, assessment and marking 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, feedback and marking policy, we aim to:

- Recognise and celebrate all pupils' achievements within 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
- Provide regular information for parents that enables them to support their child's learning
- Provide governors with information that allows them to make judgements and challenge the school about effectiveness in full Governing Body or Raising Standards Committee meetings.

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 into the school tracking system
- Pupil progress meetings take place half-termly with SLT members
- Verbal and written feedback are a key method of obtaining assessment information across all key stages. All staff need to be clear about the assessments 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.
- Ongoing assessments are used to support, challenge and extend children.
- A range of published tests are used to support teacher assessment judgments such as SPAG tests, Reading Comprehension and Mathematics tests.
- 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 English Proficiency Assessments. This will be used to assess and follow their progress in their early stages of language acquisition pre-Level 1.
- For subject specific assessment guidelines, please see individual subject policies.

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. Teachers also regularly meet with other Trust schools and Middlesbrough schools for moderation of work.

Feedback

Verbal Feedback

Best practice feedback is verbal and given during the lesson. A range of the following strategies are used in lessons according to the teacher's professional judgement.

On going questioning (see Appendix 1 for example question stems)

The use of questioning is an integral part of our assessment. Teachers aim to ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do; and to reveal their misconceptions. This is then used to inform future planning.

A variety of rich questioning is used by providing:

- a high proportion of open questions
- time for pupils to think about and discuss their responses (TTYP)
- supplementary, follow-on questions to extend thinking and understanding
- opportunities for children to generate their own questions
- opportunities for children to explain, clarify and discuss their ideas and to question and support their peers

Walkabout before responding

Self / peer review

Mid lesson learning stops to scaffold, support and challenge

Discussion with teacher / TA

NB Most verbal feedback does not need to be recorded as VF on children's work. The code VF is only to be used in children's books when a teacher or teaching assistant has had to intervene with an individual child or small group during the lesson e.g. a mini plenary part way through a lesson to address a misconception.

Written Feedback (Marking)

Polishing time is used at the beginning of every Maths and Literacy lesson to give children the opportunity to respond to teachers' marking which could be one of 3 types:

1. Challenging children to extend or elaborate
2. Challenging children to correct, edit or improve (polishing)
3. Challenging children to justify their work

The impact of polishing must be seen in future pieces of work

• Focused Marking and Pupil Response (Literacy and Maths)

This is marking aimed at the lesson objective and success criteria; it should lead to improvement of the marked piece of work. Teachers use fine nibbed felt tipped pens for underlining a few examples or writing and for other marking symbols. Blue biro is used for writing any comments.

Teacher comments should be short: aimed at, and written to, the child. In EYFS and KS1, short comments can be written for adults rather than the child, but only if it is used for the purpose of moving learning forward.

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)

A **coloured face**



must be used to indicate level of achievement against the learning objective.
Marking will follow the process:

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

Children's response to marking should be completed in green polishing pen. All polishing must be acknowledged by the teacher in blue biro.

Children need a high standard of presentation during polishing time.

It is not a routine expectation that next steps or targets are written into children's books. The next lesson should be planned to take account of next steps.

*** 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.

- **Contextual Information**

All children's work will be taken to be independent unless the following symbols are used:

T- Teacher supported

TA- Teaching Assistant supported

G- Guided group work

SW- Shared writing completed by whole class participation

ST –Supply Teacher

TT – Trainee Teacher


VF – Verbal Feedback (see guidance note on p2)


Teaching assistants' marking- TAs should only be required to mark the work of children they have supported in the lesson (at the teacher's discretion). Feedback and feed forward comments should be written by the teacher. All comments are to be written in blue biro pen. Colours are used according to the polishing chart and for feed forward arrows.




- **Writing symbols**

The following symbols should be used to assist pupils with their polishing, and should be displayed in every classroom:

CL . , ! ? “ ” ; : () Any punctuation mark written in the margin means you have an omission on that line that needs correcting.

 Change the word to a correct, or more appropriate word.

 Choose a better word (up-level your vocabulary).

 You have made a spelling error.
 Word or phrase meets your success criteria.
 Word or phrase exceeds your success criteria.



Add a powerful word for description.



You need to start a new paragraph.



This part of your writing needs to be re-written as it does not make sense.

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. Polishing will be marked by the teacher in blue biro.

- **Maths marking symbols**

Work should be ticked in the correct colours.
 Errors are to be identified with a dot.

A **coloured face will** be marked against the objective



Coloured pens will also be used for the feed forward arrows.

Other forms of marking

- **Self-Marking**

This enables the child to gain instant feedback on their learning and to ask questions on mistakes, which will further aid learning. It teaches children to become reflective and self-managing, identifying their own next steps in learning. Children are encouraged to self-evaluate their own work and learning, following school policy.

Self-marked work should be completed in polishing pen and acknowledged by the teacher.

- **Peer marking**

This should be verbal only: children should not be writing in another child's book.

This needs to be modelled for children so that it can be undertaken in a positive and sensitive way. Learning partners are well established and trained to support each other. Peer marking helps pupils to explore each other's work to look at a range of misconceptions through which they can explore their own understanding and misunderstanding. It helps them to become clearer about their own expectations through trying to explain strengths and weaknesses to others. This often results in the learning of new and more efficient strategies.

Methods of Recording and Reporting

Pupils progress and attainment will be discussed with pupils and parents at termly PPT (pupil, parent, teacher) meetings and through written 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 our school internal tracking systems (Abingdon Assessment System). Any underachievement is identified and appropriate intervention is agreed, swiftly implemented, tracked and measured.

Review date: June 2018