



Assessment for Learning, Marking and Feedback Policy

Date: March 2024

Review: March 2027

Assessment for Learning, Marking and Feedback Policy

Introduction

At Little Melton Primary School we want all children to make good or better progress and develop positive attitudes to their learning. Research from EEF and Ofsted best practice resources, strongly support the view that good 'Assessment for Learning' is central to children recognising and achieving their potential.

The following policy outlines the key approaches that ensure the **teachers and the children** at Little Melton Primary School achieve high standards and **have ownership over the learning and teaching that takes place within the school**.

Formative Assessment- daily

Assessment that is for learning, as opposed to merely of learning, looks forward as well as back. Teachers who assess in this way are concerned not just to confirm and verify what their students have learnt, but also to help their students and themselves understand what the next steps in learning should be and how they might be attempted. This kind of assessment has a 'formative' purpose: it helps to shape what lies ahead rather than simply to gauge and record past achievements.

The main strategies considered important for Assessment for Learning (AfL) – sharing learning goals, formative feedback, peer and self-assessment, and the formative use of summative tests – have been found to be overwhelmingly positive in terms of their potential to promote improvements in teachers' classroom practice and children's academic progress.

Assessment for Learning is concerned with both the learner and the teacher being aware of where learners are in their learning, where they need to go and how to get there. This also chimes exactly with our school vision and 'Children's Code' (see school website) in promoting perseverance and independent learning as key skills for life.

We feel that this policy supports the key recommendations of the pivotal 'Commission on Assessment without Levels' (September'15), highlighting the importance of day to day AfL rather than a reliance on tick lists of curriculum statements. Our consistently strong end of Key Stage 2 test performance has been built on these principles.

Summative Assessment- termly and end of Key Stage

We also make use of regular termly summative assessment in order to track children's progress and analyse how well individuals, groups and classes are performing- as well as support with cohort target-setting for external assessments (SATS/GLD/Phonics/Times Tables).

The data generated from these summative assessment tests are collated and analysed by the Headteacher and form the basis of the termly 'Pupil Achievement Report'. The assessments also generate useful 'gaps analysis' information that can be utilised as an AfL tool by informing future planning for cohorts, groups or individuals.

- See appendix for the **Assessment Calendar** that underpins this.

- See school website for '**Approach to Assessment**' and analysis tools used.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons.

Section 3 of our 'Teaching and Learning' policy outline our key identified features of effective teaching. Within this, we see the key characteristics of Assessment for Learning as:

- Explicit Learning Objectives- shared in an age appropriate way
- Success Criteria for children- shared in an age appropriate way
- Questioning.
- Feedback.
- Marking
- Adjusting teaching to take account of results.

Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important - 'the bigger picture'. It is therefore important that pupils know the learning objective to the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention. The learning objectives will focus on learning not activities. Helpful learning objective stems include 'to know, to be able to'.

Success Criteria

Developing success criteria to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues.

Success criteria can be generated by the teacher, but it has been recognised that where children together generate their own success criteria to meet a learning objective they gain more ownership over the learning with positive results.

We recognise that on occasions there is no need for more than 1 or 2 success criteria and to be most effective, a limit of no more than 5. Feedback against the criteria frees children from personal discouragement.

Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking. Asking questions raises issues; from this the teacher builds up knowledge and information about the children's understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses.

Key questions, including prompting, promoting and probing questions, are recorded in

teacher's medium or short term planning. Wait or ' thinking' time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively.

The use of ' talk partners' where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning .

Higher level questioning skills (see Bloom's taxonomy-appendix) are recognised as a valuable teaching tool in prompting children to think and reflect and promote good achievement.

Lollipop sticks and no hands up questioning techniques we routinely need to encourage a greater and breadth of responses and assist with AfL We also make use of 'random name generator' software and individual whiteboards.

Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make.

Teacher's feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because any assessment has an emotional impact. Feedback that comments on the work rather than the child are more constructive for both learning and motivation.

The following are a number of ways feedback can be given:

- Oral- Most regular and interactive form of feedback. Focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of way forward.
- Emphasise the learner's progress and achievement rather than failure.

Self-assessment

We will encourage pupils where possible to self-assess their work. This can be by through a wide range of strategies such as thumbs up, or through whiteboards, and to avoid peer pressure this can be carried out with eyes closed. For written work, KS2 use the triangle system for children to self-assess against the learning objective (see marking code) and KS1 use a smiley face symbol with the same principles in mind.

Peer assessment

Children can mark their own work against success criteria and in KS2 in particular are frequently involved in shared marking. This is not meant to replace teacher marking and feedback but is important for encouraging children to become more independent and responsible for their own learning.

In Reception and KS 1, peer assessment is routinely done by oral work and discussion. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways eg:

Find one word you are really proud of and underline it. Tell the person next to you. Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further. You have 3 minutes to identify two places where you think you have done this well and read them to your partner. You have 5 minutes to note down one thing you could do to improve this piece of work next time.

At KS2 peer assessment is built in as part of daily learning routines, with children often evaluating each other's work against success criteria developed by the teacher or whole class through discussion.

Big Writing

All Classes have a weekly Big Writing- except in Eagle Owls where longer pieces are required which are therefore sometimes fortnightly.

Work here is closely marked for most year groups and relevant next steps are identified for every child by the teacher. For Year 6 there is a different approach so that the work can be used for end of KS2 assessments. Every child responds to this marking in the next session. In addition, children are made aware of end of year expectations to refer to in self-assessment. We recognise also that verbal feedback can often be more impactful than written both in Big Writing and elsewhere in the curriculum.

Reading

'Accelerated Reader' encourages the children to reflect on the level of their reading. The software also offers significant diagnostic potential for teachers to use to help to move children's reading forward. Guided reading sessions in small groups are also used to identify individual next steps in reading.

Marking

Good quality marking is central to children making good progress. It is also key that children have time to respond to marking, and that there is an expectation on them that they do so. The use of classroom techniques such as a 'green pen' or post it note system is encouraged and utilised in different class rooms, but with these same principles in mind.

We aim to consistently promote the concept of 'growth mindset' in our teaching, encouraging children to learn from mistakes and aim for continuous improvement in all areas of the curriculum.

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment - including self-assessment.

We also aim to ensure that time is built into lessons for children to respond to marking, as a regular component of the cycle of learning.

Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child 's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to learning objectives set for individuals, groups or the whole class during the lesson. Marking will encourage the learners to be equally aware of ' how ' and ' what' they are learning.

Key principles and guidance for marking:

- Establish ground rules on presentation and setting out and display these in depth. (see PROUD posters, 2023)
- Marking is only of value if comments are read and responded to.
- Marking must be manageable and not all pieces can be marked.
- Regular and frequent written feedback will be given to children in an appropriate way for their age and ability.
- Not all work needs to be marked with a comment.
- Any work should be written in child friendly language. Comments should model the handwriting policy.
- All marking will be **positive**, **informative** and **constructive** and comments must relate to the LO and the SC. Only give feedback on what children were asked to pay attention to.
- All pupils to be taught to respond to marking.

Marking Code: Pupils: (for self and peer evaluation work)

Early Years feedback is predominantly verbal, with the use of a 'thought cloud' symbol to denote that *we can think about this more together to make it even better*'.

	KS1	KS2	KS2
Understood	Tick	Full triangle	Objective achieved stamp
Nearly got it	Wavy line	2 sides to the triangle	I need more practise stamp
Need further help	Dot	1 side to the triangle	Dot next to a sum etc to have a go

Marking Code: Teachers (for written work)

N/S (KS2) **next steps**

Ladder (KS1) **next steps**

0 **punctuation missing or incorrect**

// **new paragraph**

/\ **well written section**

? **meaning unclear**

Sp **check spelling**

VF **verbal feedback given**

I **independent work**

T **helped by the teacher**

TA **helped by the Teaching Assistant**

p **completed with learning partner**

s **supply teacher**

***Verbal Feedback stamp**

***Greater Depth stamp**

(*Stampers are also used for some of the above.)

Appendix:

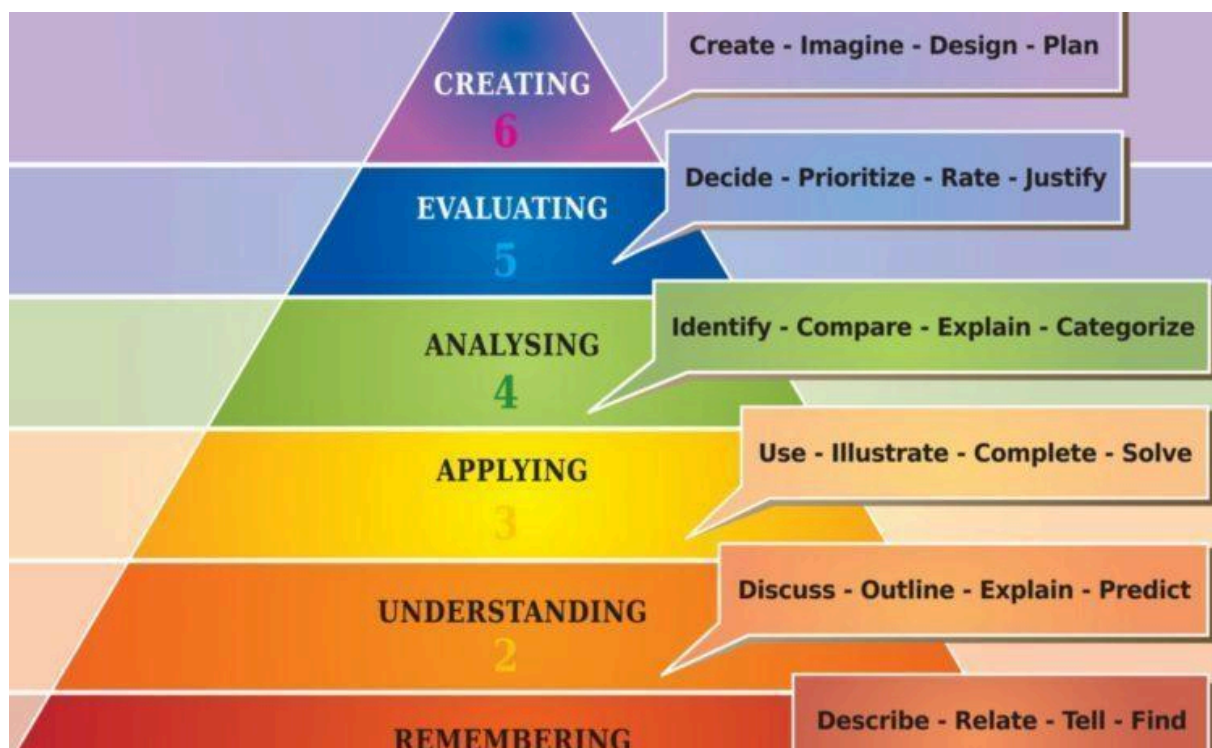
(i) Assessment Calendar- (2023-24 example)

Assessment Calendar-Revised Mar'24

	Maths	(Alongside TA of classwork)		Reading	Accelerated Reader (RA) & TA-through out		Writing				GPS			
	End of Autumn Term	End of Spring Term	End of Summer Term	End of Autumn Term	End of Spring Term	End of Summer Term	End of Autumn Term	End of Spring Term	End of Summer Term		End of Autumn Term	End of Spring Term	End of Summer Term	
6	SATS			SATS			All independent writing used as evidence for Year 6 framework.				SATS			
5							Criterion Scale							
4				Star reading test 1 per term		Twinkl reading test	Criterion Scale				Rising Stars Half termly			
3	Assertive mentoring – half termly. White rose Arithmetic Times Table tracking & test in June													
2	White Rose- Y2 Autumn	White Rose- Y2 Spring	KS1 SATS (May)	-	SATS Test (previous year)	KS1 SATS (May)	Criterion Scale/TA throughout term	KS1 Interim assessment framework	KS1 Interim assessment framework					
1	W.R Y1 Autumn	W.R Y1 Spring	W.R Y1 Summer	Little Wandle - half termly throughout year		Phonics screening June A.Reader	Criterion Scale							
R				Little Wandle - half termly throughout year										

nb Reception statutory baseline at beginning of year.

(ii) Bloom's Taxonomy



(iii) Knowledge Organisers

Following our curriculum review in 2019-20 (and ongoing), we identified **Knowledge Organisers** as an additional way to help develop children's knowledge retention and retrieval skills. These are utilised within the classroom and used for regular **low stakes testing** as a memory aid rather than as any recorded assessment. We also use **Headteacher Whole School Knowledge Quizzes** (using Google Forms- not recorded scores) as a further way to promote engagement with learning.

