

SHARNEYFORD PRIMARY SCHOOL

Assessment, Marking and Feedback Policy

Sharneyford Primary School

This policy complements the Learning and Teaching policy at Sharneyford Primary School. It is a vital component in maximising the full learning potential of all our children. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and teaching to be more effective, thereby raising attainment for every child.

Principles

- To raise standards of learning.
- All adults working with children should give verbal feedback on learning.
- The manner in which feedback is given should reflect the positive, but rigorous, learning culture of the school.
- Feedback may be written and/or oral with no expectation of appropriate written to verbal ratio- adults should consider the type of feedback they deem most suitable.
- Feedback identifies where children have been successful in their learning against the identified learning objective.
- Feedback and marking should predominantly focus on the learning objective, success criteria and differentiated expectations.
- To inform the children of their progress.

Feedback and Marking in the AfL Cycle

To maximise the impact of feedback and marking it must be embedded in effective assessment for learning:

- Children, and all adults in the classroom, must be clear about the learning taking place and the expected outcome of the lesson.
- Skilful questioning is used to explore children's understanding of the learning taking place; identify misconceptions; challenge and develop thinking, learning and understanding and thus provide opportunities for adults to give well-directed feedback.
- When and where appropriate, mini plenaries give feedback to individuals/groups/whole class and address misconceptions; provide opportunities for extra challenge; allow children to reflect on their learning and make improvements during the lesson.
- Effective self and peer assessment allows children to reflect on progress in their learning – identifying areas of success and opportunities for improvement.
- Marked work will be related to the learning.

Marking Strategies

Approaches:

- **Oral feedback** – given by an adult in the presence of the child or group of children. This may happen whilst the children are working or after the learning has taken place.
- **On the spot feedback** – this can take the form of oral or written feedback and is given during learning time in the presence of the child.
- **Distance marking** –taking place after a lesson, indicating success against the learning objective or for longer writing pieces.

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Expectations

- Each piece of work will be marked by an adult or in some cases, by peers.
- All work will be marked by the next lesson in that particular subject.
- In literacy, writing opportunities will be checked and marked written or verbal feedback.
- In numeracy, correct answers will be ticked.
- Feedback and marking needs to acknowledge progress towards the learning objective.
- 'Quality marking' will enable pupils to understand their own achievements.

Assessment

- Formal assessment is a systematic part of our school's work which will be used to track each child in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.
- Teachers will follow the school assessment schedule and update data on a regular basis.
- Teachers use information to identify percentages of children working at each age related expectation within a cohort.
- Teachers analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are more able and those with special educational needs.
- Teachers set class targets for maths and literacy.
- Colleagues work together to moderate writing every assessment cycle.
- Staff analyse data at the end of each term and at the end of each year.

The head teacher will also:

- Highlight pupils who have made no progress or are working below expectations and discuss these pupils on a termly basis with teachers.
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender and vulnerable children.
- Report to governors regarding the policy, statutory test results and targets.

Review

This policy was updated on 29th April 2022 and will be reviewed on an annual basis

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Sharneyford Primary School Assessment Cycle

	EYFS	Key Stage 1	Key Stage 2
September	<ul style="list-style-type: none"> On-entry assessments Phonics assessments 	<ul style="list-style-type: none"> Phonics assessments 	<ul style="list-style-type: none"> Phonics assessments
October		<ul style="list-style-type: none"> Writing assessment Maths assessment 	<ul style="list-style-type: none"> Writing assessment Maths assessment
December	<ul style="list-style-type: none"> Termly assessments Update EYFS tracker 	<ul style="list-style-type: none"> Writing assessment Maths assessment 	<ul style="list-style-type: none"> Writing assessment Maths assessment
February		<ul style="list-style-type: none"> Writing assessment Maths assessment 	<ul style="list-style-type: none"> Writing assessment Maths assessment
April	<ul style="list-style-type: none"> Termly assessments Update EYFS tracker 	<ul style="list-style-type: none"> Writing assessment Maths assessment 	<ul style="list-style-type: none"> Writing assessment Maths assessment
May		<ul style="list-style-type: none"> Y2 SATs assessments (Reading, Writing, Maths) 	<ul style="list-style-type: none"> Y6 SATs assessments (Reading, SPAG, Maths) Y3, 4, 5 writing and maths assessments
June		<ul style="list-style-type: none"> Year 1 Phonics Screening Check 	
July	<ul style="list-style-type: none"> Exit assessments 	<ul style="list-style-type: none"> Writing assessment Complete Teacher assessments (complete cohort file) Maths assessment 	<ul style="list-style-type: none"> Writing assessment Complete Teacher assessments (complete cohort file) Maths assessment