St. John's C.E. Primary School

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Policy for: Feedback, Marking, Presentation and Assessment

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Approved By (Committee / Group)	**Teaching & Learning**
Date Ratified by FGB	**Autumn 2022**
Where published / Displayed	**Staff Shared Area**
Review Date	**Autumn 2025**
Target Audience	**Staff, Governors & Parents**
Is this a Statutory Document?	**No**

St John's CE Primary School

Overview of this Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain and share knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning

- to provide information for target setting for individuals, groups and cohorts

- to share learning goals with children

- to involve children with self-assessment

- to help pupils know and recognise the standards they are aiming for

- to raise standards of learning

- to identify children for intervention

- to inform parents and other interested parties of children's progress

- to complete a critical self-evaluation of the school

The Scope of Assessment

Assessment and feedback are intertwined through all aspects of teaching and learning and as such this policy covers both the formative (ongoing) and summative (summary) aspects of assessment. This includes elements of marking, feedback, reporting to parents, termly assessments and internal and external moderation. The policy is therefore organised into two clear sections; Assessment and Feedback, Marking and Presentation.

Assessment Policy

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St John's C.E. Primary School we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons

- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate

- Ensure pupils are aware of the learning objective (I can statement) and encourage them to evaluate their progress so that they understand the next steps they need to make

- Set individual, challenging targets in numeracy and literacy on a regular basis through Gap Tasks and discuss these with the pupils so that they are involved in the process

- Regularly share areas for development with parents and include how to support at home, at Parents Evenings.

- Encourage pupils to evaluate their own work against success criteria (W.M.G.) based upon specific, key learning objectives

- Mark work/provide feedback so that it is constructive and informative in accordance with the marking and presentation policy

- Incorporate both formative and summative assessment opportunities in medium and short term planning

- Assess all core subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average using the Pupil Progress Data Reports.

- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school

    Use Assessment for learning strategies such as:

    - Working walls

    - Targets

    - Sharing success criteria – W.M.G. and Wagoll.

    - Self and peer evaluation using the tickled pink and green for growth.

    - Discussion, talk and modelling

- Learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort 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.

The Assessment cycle at St John's C.E. Primary School will include:

1. Data from statutory assessments

- Foundation Stage Profile

- Year 1 Phonics test

- Key Stage 1 assessments

- Year 4 Multiplication Tables Check

- Key Stage 2 assessments

2. Information from the termly Assessment Weeks and end of year assessments

- Optional Standardised Tests/NFER Tests for maths, reading and SPAG (although this are used to inform teacher assessment only, the results are still recorded in SIMs)

- Termly writing assessments using the Age Related Expectations Grid (3 pieces of independent writing per term)

- Termly teacher assessments in Numeracy (results recorded in SIMs)

- AM7 grids to show pupils progress from entry and in comparison with national expectations.

- End of year teacher assessments for all subject including foundation subjects.

- Pupil Progress Meeting reports/presentations to Governors

The regular reviewing of tracking data at Pupil Progress meetings will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting Wave interventions at the appropriate level and careful planning.

To achieve this at St John's C.E. Primary School we will:-

- follow the Assessment cycle and update the data on a regular basis into SIMs

- use information to complete the termly data report

- analyse the data, supported by Stockport LAs tracker, and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are able and talented, those with special educational needs and those in receipt of Pupil Premium Funding.

- set cohort targets for numeracy and literacy and share information with headteacher, assessment leader, Inclusion leader, subject leaders and governors

- work with colleagues to moderate and grade writing

- analyse data at the end of each term and academic year to track progress made by cohorts, groups of pupils and individuals

Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and learning.

At St John's C.E. Primary School we will:-

- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and is clear on how to help move their child's learning forward.

- Provide an end of year written report which include results of statutory tests and assessments (where appropriate) and gives information relating to progress and attainment

- Discuss pupil progress at the request of parent by appointment.

- Contact a parent for an additional meeting where we have concerns over a child's progress

The assessment leader will:

- Formulate the school's assessment policy in consultation with the headteacher, staff and governors

- Review the policy regularly in the light of statutory requirements and the needs of the school

- Provide support and guidance with the process of assessment as a whole, or work in collaboration with subject leaders for assessment specific to their area and keep up to date with current information

- Resource school with relevant tests and update assessment cycle

- Maintain the 'tracking file' and consult with all staff about the targets set through progress meetings

- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background

- Report to governors regarding the policy, statutory test results, cohort targets and developments within the area of Assessment.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At St John's C.E. Primary School we will:

- Use Age Related Expectations to benchmark and moderate pupils in accordance with the guidance for writing, reading and maths.

- Meet regularly when in phases meetings to moderate writing assessments

- Moderate work through planning and book scrutinies, feeding findings back to members of staff and completing the moderation form supplied

- Collate evidence to back up teacher assessments, such as through the use of big books in science and pitch and expectations in numeracy

- Participate in moderation schemes in the cluster and Local authority for foundation, KS1and KS2

Feedback, Marking and Presentation Policy

This policy provides a standard for staff on the quality of feedback, marking and the presentation of work by pupils at St John's C.E. Primary School. It is an expectation that staff and pupils will adhere to the standards provided in this policy.

Purpose of marking/Providing feedback
- To inform the teacher of a child's progress and needs for future planning.

- To provide positive feedback about current work.

- To demonstrate the value of a pupil's work.

- To allow for pupil self-assessment (i.e. to recognise their achievements and mistakes) and encourage them to accept help/guidance from others.

- To inform parents of pupil's progress.

When marking/Providing Feedback:
- Marking must follow the guidelines issued to all staff and provided for supply teachers.

- Marking may take place during the lesson, which allows for immediate feedback.

- Most work will be marked before the next session of that subject.

- In the case of a long-term project, it may not be marked until the completion of the project. Pupils will be informed in advance if this is the case.

- Work will be marked with a different coloured pen to that which is used by the children.

- Pupils may, where appropriate, self-mark work, or another pupil's work. The teacher will always review this marking. A child should place their comments on a pink and green post-it to link with the school's colour coding.

- In Numeracy, it may be appropriate to mark incorrect work with a dot. This should be avoided where there are numerous mistakes.

- Teacher's comments – a negative/development comment should always be supported by a constructive comment about how to improve.

- The learning objective will be made clear to pupils at the start of the lesson. It will usually form the basis of the title of the work. If a child has met the I can statement then the teacher should highlight it pink.

- Teachers should decide what they are marking for – accuracy, neatness, a specific grammatical point etc. For example: where the learning objective is to use descriptive vocabulary – where these are well used within a piece of writing, they can be highlighted in pink.

- Spellings – Teachers will use their judgement as to how many spellings to correct, depending upon the type of work and ability of the pupil. They should link to high frequency words/ year group/ individual target words / subject specific terminology. For some pupils the correct spelling will be written at the end of the work by the teacher having been highlighted green; the pupil will then rewrite it.

- The context of a piece of work will, where appropriate, be identified through the use of a simple code written or stamped onto the work. E.g. Annotated to show it was T.A. assisted or group work etc.

- Time should be given (when appropriate) for pupils to respond to improvements needed (Gap Tasks) that will take their learning forward, a child will respond using a 'Polishing Pen' (green biro).

- Learning Behaviour Stampers and Team Points will also be used to encourage, motivate and reward pupils.

- Unfinished work should not usually be sent home as 'homework', since the usual amount of homework will already have been planned. School workbooks should not go home with pupils. A judgement needs to be made by the teacher if there is a large amount of unfinished work and planning may need to be adjusted accordingly. It may be appropriate for pupils to complete unfinished work during their break times.

- Where work is not marked by the class teacher due to other processes being used e.g. Peer or self-assessment or verbal feedback being given, the class teacher must ensure that the processes chosen have a clear purpose and lead to developments in the child's understanding and progress.

Presentation

All written work completed Pupils at St John's C.E. Primary School must use the School's agreed consistent Handwriting approach (See Handwriting Policy).

Having high expectations about the presentation of work is a priority, serving to give a sense of pride in achievement and a means of valuing the people who share it.

A high standard of presentation is important in order to encourage pupils to:
- be proud of their achievements by doing their best work and presenting it well

- do their best quality work in order to enhance the school environment

- value and respect school resources

There is a shared responsibility for ensuring that care is taken in presentation throughout St Johns C.E. Primary School.

The School's responsibility is to:
- ensure that information about marking and presentation policies is given to parents. (e.g. through the school prospectus, at parent evenings).

The teacher's responsibilities are to:
- have high expectations of pupils' work and the way it is presented, including using the agreed handwriting style

- regularly remind pupils of expectations for presentation and finishing off work

- monitor pupil's work and provide time for completing it

- encourage pupils to edit their own work and provide strategies for presenting it properly

- provide good quality equipment and resources and explain how and when it should it be used

- ensure pupils are not swamped by too many books and worksheets to look after and store

- be aware of the quality of resources they use. The teacher should be a role model for good presentation.

- have a co-ordinated approach to books within the school. (e.g. green books for topic, blue books for maths etc).

- The teacher must model a clear handwriting style themselves in their written comments

- Ensure that worksheets if used are stuck in neatly

Workbooks should be labelled with the child's name and subject clearly legible. Teachers will be responsible for this throughout the school. Pupils are encouraged to take a pride in their learning, including the way they present their written work and look after their exercise books. They should not draw or 'doodle' on the covers of their books.

The pupil's responsibilities are to:
- complete all work to the best of their ability

- to take pride in their work

- respect the work of others

- listen to and follow instructions for presenting work neatly and correctly.

The parent / guardian's responsibilities are to:
- ensure homework is completed neatly

- ensure books are stored safely at home

Standards for the Presentation of Literacy and other written work
- Complete date is written from left to right: e.g. Thursday 17th January. Followed by an appropriate I can statement. (DUMTUM)

- Title is written after missing one line after the date. The title of work will refer to the learning objective of that lesson (I can statement)

- Pencil is used to write in Key Stage 1 and during Years 3. A transition is made to handwriting pen from Year 3 onwards when the teacher feels that it is appropriate. Black ink is used for writing (Berol type handwriting pens should be used).

- Pupils should write according to the agreed school handwriting policy. They should be challenged if they do not by the adult leading the activity.

- In Years 3-6 pupils will underline dates and titles with a ruler.

- Colouring pencils not felt tip pens should be used in workbooks unless appropriate.

- Question numbers should be written in the margin. If there is not a margin, a margin should be drawn using a ruler and a pencil (Years 2-6).

Editing and correcting mistakes

- If a mistake is made pupils will draw a neat line or cross through the mistake with a ruler and pencil, then continue with their work.

- Pupils do not use Tippex / correction fluid and ink erasers.

- Additional words are indicated with a ^ and an * is used where a larger piece of text is required to be added.

- If pupils are attempting a spelling and they are unsure it is correct, they put a dotted line beneath the word.

- Pupils will make changes to their writing using a green polishing pen to up-level.

Standards for Maths Presentation.

- The date is written in numerical form from left to right: e.g. 17.01.22. Followed by an appropriate I can statement. (DUMTUM)

- A sharp pencil is used throughout exercise books.

- Rulers are used for all straight lines.

- With appropriately sized paper pupils will write one digit per square.

- Space on the page is used appropriately (without lots of empty spaces).

Appendices:

The following appendices are to support the above policies to ensure all staff are aware of the expectations.

1. Assessment Cycle Yearly Overview (Years 1-6)
2. Assessment Cycle Yearly Overview (EYFS)
3. Feedback, Presentation and Marking Guidelines
4. Pupil Progress Reviews Cycle
5. Sample Pupil Progress Report
6. Sample question prompts for Gap Tasks

Appendix 6

Scaffolds to help support quality Gap Task responses:

- Why
- Explain…
- Explain your answer...
- Explain the term…
- Explain how you know…
- Explain your reasoning…
- Convince me…
- Agree/disagree …?
- How could you sort these...?
- How many ways can you find to ...?
- How many ways can you make…?
- What happens when we...?
- What can be made from...?
- How many different … can be found?
- What is the same?
- What is different?
- Group these .... in some way?
- Describe the pattern you can see?
- Describe a shape for me to guess?
- How can this pattern help you find an answer?

- What do think comes next? Why?
- Is there a way to record what you've found that might help us see more patterns?
- What would happen if...?
- Complete this…
- What have you discovered?
- How did you find that out?
- What have you learnt today?
- Why do you think that?
- What made you decide to do it that way?
- What top tips can you give to support this strategy?
- Always ...sometimes... never…
- If teacher writes a statement/gives an example- it could be followed with:
  o Do you agree/disagree? Explain your answer…
  o Or True or False?
  o Or Explain your reasoning…