

A St. Michael's CE (VA) Junior School Policy



ASSESSMENT & FEEDBACK POLICY

Reviewed by the Pupil & Curriculum Committee:	Autumn 2017
Ratified by Full Governing Body:	Autumn 2017
To be reviewed:	Autumn 2018

Why assess?

Children's progress is closely monitored at St. Michael's in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To help our children understand what they need to do next to improve their work;
- To provide regular information for parents that enables them to support their child's learning;
- To contribute towards accountability data

Aims of the new National Curriculum

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review). Ofsted has stated the following:

- Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.
- Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections – clarification for schools, March 2015, No. 140169)

Assessment at St. Michael's

Staff at St. Michael's have worked together to develop an assessment system that takes into account the criteria of the new National Curriculum, whilst providing a greater focus on mastery. Assessment takes into account children's strengths as well as areas where they need support.

Assessment is recorded on a subject-specific assessment sheets. Children are assessed against the following descriptors:

- **Working Towards Age Related Expectation** - Growing ability and independence (prompting needed)
- **Working Within Age Related Expectation** – Exhibits skill independently
- **Exceeding Age Related Expectation** – Exhibits skill spontaneously and with confidence

The focus of each assessment will usually be a key performance indicator, mastery statement or National Curriculum criteria. Assessment sheets will be updated regularly and taken from a range of evidence. Each key performance indicator, mastery statement or National

Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress. Mastery statements have been developed for English and maths. It is intended that other subjects will be follow in due course.

Most assessment information will be collected through observations, information in books, pupil self-assessment and other classroom based assessment opportunities.

Assessment information will be collated and inputted onto our own assessment tracker and will be used by teachers to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English reading, English writing and maths. This will be based upon the age related expectations for each subject. The data will be analysed by the Senior Leadership Team and Subject Leaders and will contribute to Pupil Progress meeting discussions and toward accountability data.

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. Michael's we use National Standards to benchmark and moderate pupils. National Curriculum level descriptors are used to level children's achievement in R.E. Children's work is moderated internally and externally through work and book scrutinies across the curriculum as follows:

Internally:

- Within teams and across teams – half termly;
- By Subject Leaders – termly;
- By Head Teacher/Deputy Head Teacher as part of pupil progress meetings

Externally:

- With partner schools;
- By School Improvement Advisors;
- By the Local Authority as part of Year 6 Writing moderation sample

The moderation programme will be monitored by the school's Assessment Leader.

SATS

Children in Year 6 are assessed during May. The results of these assessments are reported annually to the parents by the governing body. The national expectation is that children should aim to achieve at national expectations for Year 6. In addition, teachers across the school assess regularly and use this information to inform their planning and teaching.

Marking and Assessment

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are encouraged to self-assess when they have finished their work to show their level of understanding, identify next steps in their learning and to add a comment if possible. Where appropriate, teachers use green pens to indicate positive aspects of work and orange pens to highlight areas for improvement and next step targets. Children are given time to read and review their work following marking. They are also encouraged to use a blue pen to edit their work and to respond to teachers' comments. Where a child has been expected to respond to marking comments, their response will be acknowledged by the teacher. All children's work will be acknowledged by an adult in some form. See Marking Code.

Learning Review Meetings

These learning review meetings take place once in the Autumn Term and once in the Spring Term. The meetings are led by the children who give a presentation of their perceived successes, challenges and areas for development. The presentation is followed by a discussion involving the class teacher, the child and the parents. There will be an opportunity for parents to see their child's work. Learning review meetings form a collaborative, formative discussion focussing on each child's progress and achievements and on how best he/she can best be supported in the future.

Reports to parents

At the end of each year, families will receive a full report detailing progress, achievements and learning behaviours across the curriculum. Children contribute to the report in a format agreed by the staff in the current year. Parents/Carers are encouraged to provide feedback to the school.

Inclusion

St. Michael's is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching is available to all children, including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively.

This policy should be read in conjunction with:

- SEND Policy

Our Marking Code

<p style="text-align: center;">(GW)</p>	<p><u>Guided Work.</u></p> <p>This shows where, during the lesson, an adult has worked with you and supported you with your work. This may have been 1 to 1 or as part of a small group.</p>
<p style="text-align: center;">(VF)</p>	<p><u>Verbal Feedback.</u></p> <p>This shows where, during the lesson, an adult has given you verbal feedback (talked to you) about your work. The comment will remind you of what they explained.</p>
<p style="text-align: center;">(I)</p>	<p><u>Independent Work.</u></p> <p>You produced this piece of work without any adult support.</p>
<p style="text-align: center;">(PM)</p>	<p><u>Partner Marked.</u></p> <p>This shows where you have checked your work together with a partner.</p>
<p style="text-align: center;">b e n</p> <p>3+4= (8)</p>	<p><u>You need to check this.</u></p> <p>A mistake may be circled for you to correct. It may have a letter code;</p> <p>P = Punctuation. C = Capital letter. SP = Spelling mistake. R = Repeated word.</p>
<p><u>Green and Orange Pen...</u></p> <p>May be used to show where you have done something particularly well (green) or need to check something in your work (orange).</p>	
<p style="text-align: center;">//</p>	<p>This shows where you should have started a new paragraph in your writing.</p>