

Victoria and Ebor Gardens Primary Academies



ASSESSMENT, MARKING AND FEEDBACK

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Adopted	October 2019
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Assessment, Marking & Feedback 😊

ASSESSMENT

Assessment is an integral part of teaching and learning. It serves three main purposes:

- 'formative' i.e. producing information for the teacher to plan next learning steps
- 'diagnostic' i.e. informing the teacher of the child's strengths and weaknesses
- 'summative' i.e. a snapshot of a child's achievements

We view the core purpose of assessment as identifying what pupils can do, where the gaps in their learning are and using this information to inform our next steps. To maintain an up to date picture of attainment we follow a half termly assessment calendar which requires thorough, moderated assessment of teacher judgements in Phonics, Reading, Writing and Maths. We use these assessments to inform subsequent learning, including intervention where appropriate.

Foundation Stage

1. Assessment within Foundation Stage (FS1 and 2) is ongoing and based on timely **observation** and **assessment of pupil outcomes** by all staff. Assessments are rigorous and based on the most up to date DFE statutory requirements.
2. Baseline Assessment of EYFS pupils will continue to gather evidence towards completion of the Early Years Profile – Exxba Baseline is used on entry. Children will be assessed on an on-going basis throughout EYFS, with half-termly summaries subject to team discussion, moderation, analysis and reporting to SLT.
3. The purpose of half termly assessment and team discussion are to develop a clear appreciation of pupil progress and the needs of all pupils across the phase within the coming half term, so that planning can be shaped to facilitate learning. Consideration of evidence gathered across the half term, as well as specific, practical, teacher-led assessments, will form a rigorous basis for summative assessment. The EYFS team will contribute towards the evidence base for EYFS assessments as appropriate using **EazMag**. Summative judgements will be recorded using **EazMag**.

KS1 & 2

4. Assessment judgements will be recorded and entered using **EazMag** on a half termly basis. Staff will record pupil achievement against Year Group Expectations as PKS (pre key stage) WTS (Working Towards) EXS (Expected Standard) or GDS (Greater Depth). This summative assessment period will include a high level of moderation across the phase in order to deepen all of our understanding of the year group expectations. Staff will determine a pupil as reading the Expected Standard (EXS) when they have secured all objectives taught within the half term and so are deemed 'on track' to be secure in all aspects of Year Group Expectations within the academic year. Staff will use the curriculum objectives facility within EAZMag to record attainment against individual objectives.
5. In addition to Teacher Assessment, we will also use Rising Stars PIRA, PUMA and GAPS summative assessment tests **at the end of each term (December, April and June)**. **Standardised test scores will also be recorded on EAZMag and on the FFT Target Sheets will be analysed by SLT in order to support the teaching team in maximising pupil progress.** Test performance will also be recorded and analysed with SLT, in order to ensure all pupils are making necessary progress. The tests will predominantly be used to identify what pupils must focus on next in order to secure year group expectations and may form the basis of intervention groups for the following half term.
6. Upon completion of PIRA, PUMA and GAPS summative assessment tests termly, teachers will use the MARK assessment tool to undertake Question Level Analysis to support their understanding of the strengths and areas for development of pupils within their class.
7. Writing assessment is ongoing and staff will maintain an accurate record of children's secure use of the devices expected of all pupils of their age.
8. Moderation takes place on a half termly basis across school to achieve consistency of judgements. Moderation exercises are undertaken with senior leaders, with other teachers' cross phase or with teachers from other schools.

	Half termly	Termly	Other
Phonics	<i>Floppy's Phonics/ Phonics Int & Y1 Phonics Screening materials</i>		
Reading	<i>1:1 Reading Conference</i>	PIRA Year 6 Past Papers Year 2 Past Papers	
SPAG	Teacher Assessment	GAPS Year 6 Past Papers Year 2 Past Papers	<i>Weekly spelling assessment</i>
Writing	Teacher Assessment		
Maths	Teacher Assessment	PUMA Year 6 Past Papers Year 2 Past Papers	<i>Maths Mania/KIRF Targets/TT Rockstars</i>

Pupils operating below Age Related Expectations, including those with SEND

9. Children on the SEND register are assessed in line with their peers using PIRA/PUMA and GAPS materials.
10. Pupils may be tracked using pre-year group expectations, but the decision to do so must always be discussed with the Phase Leader and / or the SENCO.
11. Additional diagnostic tests may be used to support teaching staff in the identification of additional needs or gaps in learning. The outcomes of such tests should be discussed with parents/carers and the following actions should be included during the next review of the Plan A (SEN Support Plan).
12. Children working significantly below ARE, after discussion with SENCO may be tracked using B-Squared Materials.

Implementation

13. At both key stages, testing is administered in line with statutory requirements outlined in the Test Administrators Guidance KS1 and KS2 in order to avoid undue stress being experienced and to give pupils confidence in the assessment process of itself. Pupils may therefore benefit from additional time, a reader, a scribe or adult support to maintain focus and attention throughout the test.
14. Carrying out effective assessment is the responsibility of **all** teachers who plan for assessment opportunities within the body of learning sequences. Teachers assess pupil understanding by:
 - using assessment opportunities systematically so that children's needs are assessed regularly;
 - giving opportunities for children to demonstrate what they know, understand or can do through a variety of assessment techniques, not always in written forms;
 - carrying out assessments through discussion and questioning as part of normal classroom activities;
 - Involving pupils in self and peer assessment.

Raising Attainment Planning (RAP) Meetings

11. Phase leaders will hold RAP meetings with teachers in their phase half termly to discuss the progress of individual pupils and pupil groups - including gender, ethnicity, SEN, EAL and those pupils in receipt of Pupil Premium. It is expected that teachers will prepare thoroughly for these important meetings. Where pupils have made less than expected progress professionals will discuss possible courses of action which are likely to accelerate progress. Data will be triangulated with reference to pupil workbooks (reading, writing and maths) during these meetings.
12. Phase leaders will meet following RAP meetings, to discuss strengths and areas of concern and decide on any additional strategies or support that may be needed for pupils or staff in their phase.

REPORTING

13. Reporting takes various forms:
 - informal discussions with parents;
 - formal discussions with parents at Consultation Evenings or pre-arranged appointments (November and March);
 - written annual progress reports (July).

- Parents of children at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) receive additional information relating to the performance of their child in the DFE statutory assessment programme (SATS).

FORMATIVE ASSESSMENT: MARKING & FEEDBACK

In 1998, Paul Black and Dylan Williams (University of London) determined that improving learning through assessment depends on five, deceptively simple, key factors. We are committed to ensuring that sessions are characterised by meaningful assessment for learning which facilitates:

1. the provision of effective feedback to pupils
2. the active involvement of pupils in their own learning
3. adjusting teaching to take account of the results of assessment
4. a recognition of the profound influence assessment has on the motivation and self-esteem of pupils
5. the need for pupils to be able to assess themselves and understand how to improve

Marking has the potential to be a powerful medium and we are committed to developing a manageable and purposeful diagnostic record of children's achievement. We understand the core **aims** of the marking of children's work to be:

- *to give praise and encouragement which motivates children to produce high quality work and make progress;*
- *to enable children to recognise what they have done well and make clear the 'next steps' in their learning;*
- *to help children to improve their work through the setting of targets;*
- *to enable effective planning for subsequent lessons with a clear focus on exploring gaps in children's learning.*

Therefore, good marking and feedback occurs when it:

- ✓ is positive and constructive, with a high level of praise given
- ✓ acknowledges strengths and makes next steps in learning clear
- ✓ is relevant and memorable - directly linked to imminent (i.e. next) learning opportunities
- ✓ encourages a positive dialogue peer-to-peer and between adults and children
- ✓ allows pupils time to engage with marking, self-correct and/or 'have another go' at something

Negative comments about poor quality or unfinished work retrospectively are **not acceptable**. Where work is unfinished or not of an acceptable standard – additional time should be sought to ensure that finished pieces are of the highest quality and can be marked accordingly. Where a pupil's portfolio is significantly less than their peers due to a higher level of absence - this should be discussed as soon as possible with the Team Leader and a solution sought.

The quality of written work – all subjects

- ✓ Work should be dated and headed, with titles clear and underlined.
- ✓ There is no expectation that the Learning Objective or Lesson Intention is recorded by pupils.
- ✓ Work should be well presented and evidence of improvement in handwriting across the year apparent – any decline in presentation should be challenged, and improvement evident in the subsequent written work.
- ✓ There should be evidence of progression across each week/block/topic and year, as learning should become progressively more challenging for pupils at all levels of attainment.
- ✓ There should be evidence of cross curricular learning, with presentation in wider curriculum subjects making clear reference to literacy targets/objectives and expectations. It is not acceptable to accept written work that is significantly below the expected standard in writing in wider curriculum subjects, and written opportunities planned as part of the wider curriculum should reflect age related expectations.

Feedback

All lessons include a high level of adult feedback at the point of learning, so that a high proportion of misconceptions within lessons are responded to by adults within sessions. Adults are highly skilled in structuring lessons so that pupils operate with high levels of independence, enabling adults to utilise their time to good effect to notice the levels of pupil success within the lesson. Adults may respond to their assessment within the lesson by engaging pupils in further whole class or group teaching, or use the information gathered to inform subsequent lessons. There is no requirement for adults to record their formative assessment conversations in writing – the progress in learning evident in pupil workbooks is evidence enough.

Marking

Marking across the curriculum seeks to acknowledge the efforts of all learners. Adults use their time within and outside of lessons considering pupil outcomes to gather information for subsequent teaching through whole-class feedback,

teaching and learning opportunities. Instant feedback to all pupils (“live” marking) enables pupils to overcome misconceptions / errors in their learning with immediate effect. All adults are focused on this practice in sessions but may not record any aspect of these important conversations in pupil workbooks.

Marking:

- ✓ Is typically brief and may include use of stamps, stickers and symbols to celebrate pupil achievements
- ✓ Does not record learning objectives in titles or marking commentary.

Assessment in Reading:

- ✓ Teachers maintain an acute focus on pupils’ ability to decode fluently – focusing on the quality of pupils’ phonic blending and identifying any gaps in their phonemic knowledge leading to dysfluency. Adults ensure weekly focus on hearing pupils read aloud so that lead adults are aware of the errors and areas of instruction in the coming week(s).
- ✓ In pupils’ written response to reading stimulus, adults ensure clarity of focus in relation to reading foci and the skills they are seeking to develop. Adults may provide whole class or written feedback against these criteria.
- ✓ Adults maintain high expectations in relation to spelling and grammar – giving immediate feedback to correct a spelling error/improve a grammatical structure etc. within reading sessions. Pupils are expected to write with accuracy in spelling, punctuation and grammar and may be encouraged to draft, edit and publish any extended responses required in order to achieve a high level of accuracy in their written responses.
- ✓ Summative Assessment in Reading is a teacher assessment formed in relation to Year Group Expectations (WTS, EXS or GDS) using evidence of pupil outcomes in workbooks, and also the standardised score achieved by a pupil in their termly reading test (PIRA).

Assessment in Writing:

- ✓ There is an opportunity for a weekly text level output organised into paragraphs from Y1 onwards (O-123-C). Most of the literacy week is dedicated to writing - allowing significant periods of time for adults to model quality writing, to guide quality writing and provide immediate (‘live’) feedback to correct errors GPS.
- ✓ Throughout KS2, pupils are expected to produce a draft of their intended writing before producing their final written piece. The draft should be comprehensively marked, and **all errors in grammar, punctuation and spelling corrected**, with the expectation that a final published piece of writing is produced weekly. Pupil’s using technologies for learning during the drafting stage should benefit from a 1:1 conference with an adult to enable them to identify and correct all errors in grammar, punctuation and spelling. Teachers should use their knowledge of recurring errors to inform their teaching of grammar, punctuation and spelling, and to inform 1:1 conversation with a pupil where appropriate.
- ✓ Published writing is marked each week using marking symbols or commentary to highlight a word class/feature throughout the piece. Throughout KS2, children should develop the skills they need to be able to use symbols to identify their own use of word classes/features – a process which completes their self-evaluation against Year Group Expectations.
- ✓ At the end of a piece of writing there should be an overall positive comment which celebrates achievement in the writing (clear evidence of prior targets should be evident in these comments) – *e.g. ‘Wow! Another fantastic piece, Bob. ☺ I especially love the adverbial phrases you have used – a fantastic narrative device!’*
- ✓ Writing completed using ICT should be marked with the same level of rigour as that produced by hand and appear in the pupil’s book so that it can be marked and considered by the pupil in the same way as written work.
- ✓ When marking, some samples should be routinely selected for display and celebration, to be revealed/shared each week in whole-class feedback sessions. A ‘Writer of the Week display should be evident in every classroom, with writing posted on the prestigious wall within feedback sessions.
- ✓ Summative Assessment in Writing is a teacher assessment formed in relation to Year Group Expectations (WTS, EXS or GDS) using evidence of pupil outcomes in workbooks, and also the standardised score achieved by a pupil in their termly Spelling, Grammar and Punctuation test (GAPS).






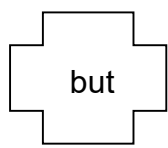

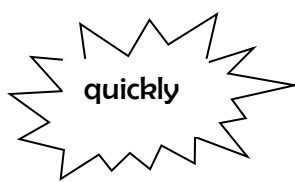
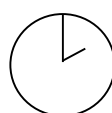

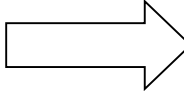
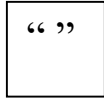

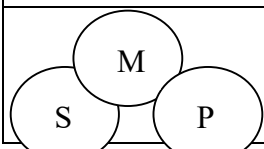

Assessment in Maths




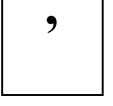
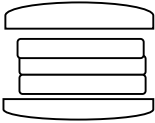
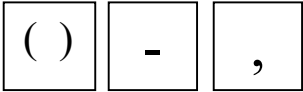

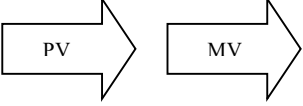
- ✓ There are high expectations in the systematic recording of mathematical working, including:
 - the accurate formation of numbers
 - one numeral per square
 - use of a ruler
 - organisation in rows/columns where appropriate

- ✓ Maths books reflect a balance between worksheet led tasks and learning recorded in books. There should be at least weekly evidence of pupils' independent organisation of their learning on the page.
- ✓ Formative assessment information gathered informs the following days "Revisit and Review" activity, teacher modelling and pupil learning. It may also trigger same-day intervention, where appropriate. The eradication of errors is evident in pupils' future achievement. There is no requirement to handwrite further calculations for individuals to complete – follow on work will be collective and white-board driven.
- ✓ Wave 2/3 maths intervention work is completed chronologically in the child's maths book.
- ✓ From the outset of each block, mathematical learning includes a balance of pupil practice of basic calculations and contextual maths which demonstrates:
 - adherence to the school-based calculation policy
 - awareness of pupil attainment (appropriate pitch/challenge)
 - multi-disciplinary maths, incorporating the four operations in investigations, data handling, money, shape & space, measures, word problems etc.
- ✓ Summative Assessment in Maths is a teacher assessment formed in relation to Year Group Expectations (WTS, EXS or GDS) using evidence of pupil outcomes in workbooks, and also the standardised score achieved by a pupil in their termly maths test (PUMA).

Writing Marking Symbols

The following symbols may be used when setting targets for pupils' work. The clear and immediately recognisable format can make targets more memorable, particularly for younger writers. These symbols are also a powerful aide memoire to include on working wall displays and/or to model in guided writing.

	<i>Remember to write across the line (L-R orientation).</i>		<i>Use finger spaces between words.</i>
 	<i>Use full stops and capital letters!</i> <i>(Use boxes to emphasise <u>all</u> missing punctuation in draft and published writing.)</i>		<i>Use adjectives to describe... what you can see OR what the character is like (NB. Vital to give a reason for using adjectives linked to next write).</i>
 	<i>Use conjunctions to link two ideas together / to tell me more about... (NB. Vital to give a reason for using conjunctions linked to next write).</i>		<i>Use adverbials to describe how the character moves/speaks.</i>
 	<i>Use time connectives / adverbials of time to organise events in time order.</i>		<i>Use a range of verbs to show what someone is doing or has done. Use your verb choices to suggest/imply information about your characters.</i>
	<i>Use speech punctuation to demarcate speech. Use speech punctuation to show what the character thinks/feels.</i>		<i>Use alliteration to create more powerful descriptions and add emphasis.</i>
	<i>Use simile, metaphor or personification to create more powerful descriptions and add emphasis.</i>		<i>Use text effects to appear to your reader. (Capitalisation, italics, underlining.)</i>

	<p>Use exclamation marks to draw the readers attention to. e.g. the funny bits e.g. the shocking/surprising bits</p>		<p>Use question marks to talk to your reader. Can be more specific – e.g. include a question in your opening to entice the reader.</p>
	<p>Use commas in lists to separate a series of nouns/adjectives.</p>		<p>Use apostrophes to mark contractions OR to show possession.</p>
	<p>Use meaty paragraphs to group/explain your ideas.</p>		<p>Use commas, brackets or dashes to talk to the reader / give extra information or demarcate a clause.</p>
	<p>Use hyphens to show a compound word.</p>		<p>Use passive voice when writing formally. Use modal verbs to show degrees of possibility.</p>