

St. Michael's Catholic Primary School



Assessment, Marking and Feedback Policy September 2018 (Updated March 2019)



'With Jesus we can *achieve* what we *dream* and *believe*'

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School Mission (Spring 2015)

Overview

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims/Objectives

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 help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Strategies

There are 3 main types of assessment used at St. Michael's

Formative Assessment - This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to day basis and to tailor teaching accordingly.

Summative Assessment – This is used to evaluate how much a pupil has learned at the end of a teaching period. (Unit, topic term or academic year)

Nationally Standardised Summative Assessment – This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Planning for assessment

We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group.

We use the Liverpool Literacy and Maths planning which was developed in line with National Curriculum 2014 and our own topic based curriculum to support our teaching. We use the key objectives for each year group in Reading, Writing and Maths to help us identify each child's level of attainment.

In years 1, 3, 4 and 5 we use NFER tests for reading, grammar and Maths to support teacher judgements. These happen at the beginning and end of the academic year.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Target setting

Every school is required by law to set targets in mathematics and English each year for those pupils who are in Year 6. We set targets in mathematics and English for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child at the end of the academic year and set revised targets.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We plan our lessons with clear and focused learning outcome. We assess our pupils during the lesson, using a no written feedback approach (a traffic light system from Year 1 – Year 6).

See appendix 1 for Reception marking symbols.

- A **green light** means that the child has met the learning outcome independently and will move on to the next learning outcome. (This could be the next lesson or the current lesson.)

- An **amber** light means that the child will need more time to consolidate their learning in order to meet the learning outcome independently, or has achieved the learning outcome with support.
- A **red light** means that the child will require additional support from an adult during the lesson or the next lesson in order to progress their learning. This may also be addressed through precision teaching outside of the lesson.
- Teaching staff may also write a comment of celebration or encouragement but this is not compulsory.
- Ticks are used when learning is correct, and a dot or circle where errors have been made.
- Some incorrect spellings will be picked up on. According to a child's ability, the correct spelling may be given or the child will be asked to practise/find these before the next lesson.
- The marking or feedback must involve all adults working with the children in the classroom. Staff should endeavour to 'live mark' work where possible during the lesson with the children. Children will be sufficiently challenged/supported based on this feedback.
- Maths- If an inefficient method has been used then the teacher should provide a model for the correct efficient method.
- Teachers or children to note the support that they received for the lesson.

I = individual, S =support, G=teacher guided

Extended writing – When pupils complete an extended writing task, this will be marked by the teacher with the pupil. On these occasions, along with verbal feedback, teachers should highlight/write the objectives met within that piece, and identify a target for improvement.

How do children evaluate their own learning?

Year 2 to Year 6 children are to use a smiley face system where appropriate (this is not compulsory for every lesson).

A smile 😊 on the face means they have understood the learning during the lesson.

A straight mouth 😐 means they are a little unsure and need some support.

A sad 😞 mouth means that they do not understand what they were supposed to be learning.

On our planning sheets we group the children on the understanding of that day's learning objective. These groups will be fluid and can change on a daily basis dependent on the pupils' understanding. We use our annotated lesson plans as a record of progress measured against learning objectives.

We take the objectives for individual lessons from the key learning objectives for each year group which were outlined in the National Curriculum 2014. Our teachers record the progress of each child against these objectives. This enables them to make a

judgement about the work of each child in relation to the end of year expectations for reading, writing and maths. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Twice a year we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we consider how the children are progressing in their new class. At the second meeting of the year (which we hold mid-way through the spring term) we evaluate their child's progress. Parents are also given the opportunity to discuss any concerns they have with regard to their child's progress in the summer term once they have received a written report.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year.

In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests. For pupils of Year 1 we provide details of the level achieved in the Phonics Screening Check.

We offer parents of pupils in Year R the opportunity to discuss the results of the Early Years Foundation Profile with their child's teacher.

Monitoring and Evaluation

Marking and Feedback will be monitored regularly by the Leadership Team and will form part of our annual monitoring cycle.








Roles (Governing Body, Head teacher, Teachers, Staff, Parents, Pupils)

Role	Responsibility
<u>Teacher and Support Staff</u>	<ul style="list-style-type: none"> • Ensure work is marked in line with school policy and that their marking has a purpose and is consistent • To share good practice of book marking in meetings • Provide supportive guidance for parents • Children are encouraged and rewarded for their efforts and progress • Where applicable children know their targets for further development • To record assessment data when applicable •
<u>Middle and Senior Leaders</u>	<ul style="list-style-type: none"> • To ensure staff mark in line with the school policy • Ensure that marking and feedback is purposeful and manageable for teachers • Ensure consistency in marking throughout the school • Provide supportive guidance for parents • make effective use of relevant research and information to improve this policy • Provide guidance, support and training to all staff • Devise and implement a programme to monitor the implementation of the School Self Review process
<u>Pupils</u>	<ul style="list-style-type: none"> • Read all comments by teachers and complete and set tasks • Respond positively to comments written by teachers and make improvements (Where applicable) • Under guidance from teachers, sometimes mark their own or another student's book using red pen • Be aware of the next steps to achieve individual targets • Put their best effort into their work • Keep high standards of presentation in book work • Celebrate their achievements and share their work with others
<u>Parents</u>	<ul style="list-style-type: none"> • To read through the comments written by teachers during parents evening • To engage in dialogue with the school where appropriate to support their child's learning • To support the school in ensuring that pupils put in their best effort
<u>Governors</u>	<ul style="list-style-type: none"> • To agree to the school's Marking Policy • To listen to feedback on the implementation of the new policy • On monitoring visits to the school, the Governors are able to sample students' work • Responsibility for ensuring this policy and all policies are maintained and updated regularly

Appendixes

Appendix 1

Marking Symbols for Reception

	Capital letters
	Finger Spaces
	Wow Words
	Read over your work
	Full stops
	Sound out words
	Write on the line
//	New paragraph
^	Missing word
~~~~ sp	Mis-spelling
✓	Correct
▪	Incorrect (maths work)