Happisburgh CE VA Primary & Early Years School

Learning for Life .... To be the best you can be

"Let your light shine" Matthew 5:16

Marking, Feedback and Assessment Policy

Marking, Feedback and Assessment at Happisburgh

Marking, feedback and assessment (MFA) at Happisburgh are an integral part of our Quality First Teaching and learning with a key aim to support pupil achievement and progress.
We make sure that MFA is purposeful and productive and supports the development of the learning for our children. As a school, we see the greatest impact when we agree, adopt and maintain a consistent approach, which is age and ability appropriate. We believe that pupils' self-esteem and resilience will develop through a range of quality feedback, including: verbal feedback, teacher assessment, self-assessment and peer assessment.

Aims

Through our marking, feedback, assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach the end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make good progress.

Principles

The principles that underpin marking, feedback and assessment at Happisburgh:

- A belief that every child can achieve.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Feedback and assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements as well as their development of skills within these areas.
- All children will understand the learning objective in each of their lessons and the steps they need to take in order to achieve it. These steps are shared at the start of each session and pupils' work is assessed against this criteria.
- Children become confident in their understanding of what they have learnt and what they need to do next. Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.
- Feedback and marking is effective because it happens in the moment and allows for each child to develop further through additional challenge or to instantly reinforce misconceptions.

- Summative assessment is used to support formative assessments and to enable the school to measure progress and report to stakeholders.

There are three main types of assessment used at Happisburgh:

Formative Assessment (feedback and marking)

This is used by our teachers and children to evaluate pupils' knowledge and understanding on a lesson-by-lesson basis and to tailor teaching and learning accordingly and in a timely manner.

Summative Assessment (testing)

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

Nationally Standardised Summative Assessment (SATs)

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.

Procedures – Teaching and Learning

A 2-year cycle of learning through a topic-based approach has been developed to ensure that all elements of the National Curriculum are covered (Appendix 1). Teachers use Pupil Asset to identify the individual age-related expectations for each area of learning in Reading, Writing, Maths, Science and RE. Expectations for each year group in the Foundation subjects has been developed by the teachers using the National Curriculum and the skills planning document (Appendix 2) (still in progress Dec' 2020)

Teachers plan lessons based on the topic units within each cycle and the areas of study listed within each subject.

- At the beginning of each lesson, the Learning Objective is shared with the children. Labels are also placed in children's books.
- The colour coded steps to success are then shared and discussed with the children.
- Children are asked to assess their understanding of each objective before the lesson begins by drawing, on the left hand side of their label:

  - ○ A blank circle if the objective is completely new to them.
  - 🔴 A red circle if they know some facts about the learning objective.
  - 🟠 An orange circle if they have a basic understanding of the learning objective
  - 🟢 A green circle if they have a full understanding of the learning objective
  - 🟣 A purple circle if they can use their understanding to make connections, form opinions or enhance learning further and independently.

  It will be expected that most children will draw a blank, red or orange circle if the lesson has been carefully planned and aims to take the children's learning forward. A green or purple circle at this stage leaves little scope for progression.

Procedures – Formative Assessment (feedback)

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives during the lesson and identify where there are gaps. This prompts the teacher to adapt their teaching approach to improve pupils' understanding in the moment and also guides them on what to focus on in future lessons.

Strategies used will vary according to the subject and learning objective taught – these include:

- Individual discussion, feedback and next steps marking (instant challenge and reinforcement)

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers can focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment and recording of pupils' comments. Support assistants are an integral part of this process.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and Success Criteria.

Mastery Learning

'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end' (**Commission on Assessment Without Levels, 2015).**

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

Procedures – Marking

Marking is to be carried out as much as possible during the lesson, with children taking the responsibility to mark their own and each other's work whenever possible at the end of each lesson.

Teachers and children should use a green pen to mark children's work or to add a challenge or reinforcement activity (these should always be clearly labelled with 'Challenge' or 'Practice.'

Corrections made by the children should be completed in a purple pen.

At the end of each lesson, the learning objective and steps to success should be shared with the children once again and the children should then re-assess their understanding by drawing another dot of the right side of the LO label in their books.

Children are also encouraged to add an assessment 'face' to communicate with the teacher how hard they felt they had tried during that lesson.

Teachers can scan the books at the end of the lesson to gauge the success of the lesson and inform future planning.

Procedures – Early Years Foundation Stage (EYFS)

Ongoing Assessments

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Key workers make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence using 'Tapestry' on their iPads and use evidence collected to inform their judgements of whether pupils are 'Emerging, Expected or Exceeding' in each aspect of the early years ages and stages.

Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

Children will be introduced to self - assessment processes in the Summer term. They will be introduced to the assessment 'faces' and asked to comment on how hard they tried during a piece of work. Teachers will also begin to have discussions with the children around how well they feel they understood and achieved the learning objective.

Procedures – Summative Assessment

End of Term Summative Tests (Years 1 to 6) – Maths and Reading

At the end of every term, we hold a Test Week using the NFER Tests in Maths and Reading. These tests give a good indication of whether pupils are working below, towards, meeting or exceeding end of year government expectations. These tests, together with formative assessments go towards each child being awarded a grade which is recorded on Pupil Asset:

1,2,3 = Is working bellow the expected level
4 = Is working towards the age-expected levels
5 = Is working at age–expected levels
6 = Is working above age-expected levels
7 = Is working well above age-expected levels

Assessment results and progress measures are analysed by the head teacher and subject coordinators. early in the new term. Progress measures are based on the assumption that each child will achieve a '0' score, meaning that they are maintaining their levels of achievement expected for their age.

Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the headteacher and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Procedures - Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

EYFS Profile

In the final term of Reception the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exeeeding expected levels
- Not yet reaching expected levels (emerging)

At the end of the Reception year we give parents a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

The EYFS profile data is used to measure Good Levels of Development within the EYs setting:

- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year

- The attainment of different groups of children e.g. SEN and Pupil Premium

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore **all** children are learning the objectives for that year and are initially classed as 'Beginning' end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught objectives from an earlier year group's curriculum or the 'P Scales.' This will be appropriately matched to their cognitive level. They would then be assessed using 'P Scales' or tests/teacher assessments from a different year group.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings teachers meet with the SENCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long term outcomes.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. phonics screening and end of KS1/KS2 results.

Reporting to Governors

- The Head Teacher's Report to Governors (termly)

Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.
- Pupils are actively encouraged to respond to teacher's comments, questions and commands and to self-evaluate their work and set their own targets based on a success criteria.

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Arrangements for the Governance, Management and Evaluation of Assessment

Termly lesson observations by the SMT are used to monitor the effectiveness of formative assessment strategies used in class. Termly Book Looks with curriculum coordinators are also carried out to evaluate the effectiveness of assessment and marking strategies.

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Happisburgh, the following takes place:

- Termly Moderation of Reading and Mathematics assessments and of writing teacher assessments.
- Schools' cluster of moderation of writing.
- When selected, Local Authority moderation also takes place

This Policy is updated (at least) annually based on school self-evaluation, the latest research and updates to government documents.