



# Assessment and Feedback Policy

## Assessment

At Riverside Primary School, assessment is central to teaching, learning and the curriculum. We use a variety of ways of assessing children so that we can enable them to make consistent and rapid progress. It is imperative that we understand where the child is and support their learning to help them to achieve their potential.

Our assessment policy is underpinned by the following principles:

- Assessment puts the child at the centre of the process.
- Assessment is robust, fair, accurate and without bias.
- Assessment raises standards and aspirations.
- Assessment is transparent and informative.

Assessment for learning is a vital part of our daily practise. We ensure that we are continually assessing children's knowledge, understanding and skills and are identifying what the children can do and what their next steps are. We use a range of formative assessments to regularly check next steps for children. We have summative assessments throughout the year and ensure high quality teaching addresses the children's next steps in learning or gaps in knowledge. Approaches to assessment are continually reviewed and their effectiveness and appropriateness are evaluated.

Teachers use a point in time tracking system for attainment. The following statements are used in KS1 and KS2:

AE – At expected, this means the child is expected to reach the current year groups expectations

WW – Working Within. This means a child is working within their year group but is not reaching all the year groups expectations.

3WW – Working Within a different year group. We add a number if a child is working within in year group other than their own.

GD – Greater Depth. This is when a child is mastering their year group's curriculum.

We carefully track the attainment and progress of each child throughout the year in English and Maths and discuss these at regular Pupil Progress Meetings and Accountability Meetings. Interventions and support are put in place to support children who are not making expected progress.

Information about where a child is working is regularly shared with parents throughout the year. The end of year report then states where the child is working at the end of the academic year:

Subject leaders monitor attainment and progress for all subjects across the year using our school tracking system and monitoring.

We use national tests at the end of Key Stage 1 and Key Stage 2. The data from these help us to identify next steps for the children and monitor progress. These statistics are also compared to national expectations which help us to further identify gaps and help improve the standard of teaching throughout the school. Assessment therefore also helps us to highlight gaps and act upon them for example by identifying resources needed to help support children, interventions for children to make progress and relevant CPD for staff.

Year 1 completes the Phonics check in term 6. They are assessed throughout the year to track progress and identify gaps.

Year 4 complete the Multiplication Check in Term 6. Multiplication assessments are completed throughout the year to track progress and identify gaps.

In the Foundation Stage, children are assessed on entry and Reception children are also assessed using the National Baseline Assessment. We complete on-going assessments throughout the year and highlight if we have any concerns in an area of learning. At the end of the Foundation Stage, children are currently assessed against the 17 Early Learning Goals and information is passed on to Year 1 to support their next steps as they move onto the National Curriculum.

In each class, it is also important that children assess their own understanding and learning. This helps them to self correct and improves their self-esteem. It also promotes aspiration, independence, ownership and raises standards. We feel that children should be involved in the assessment process so that they understand what they can do and what their next learning goals are. Assessment should always be meaningful, relevant and understood by the child. Targets in English and Maths are discussed with the children and the marking policy ensures that children check their marking to ensure pink and green comments are reflected upon.

We have regular moderation sessions in English and Maths to quality assure our judgements both internally and externally to ensure the judgements we are making are accurate.

Governors have regular updates on children's attainment and progress across the school and readily hold the school to account for its data.

## **Marking and Feedback**

Teachers mark children's work and give feedback as part of the formative assessment process. All learners are entitled to regular feedback on their learning, to inform them of what has been achieved and what they will need to do next to consolidate learning and make further progress.

### **Aims**

We mark work and give feedback in order to:

- check and monitor progress
- identify whether learning objectives and/or targets have been met
- recognise and celebrate achievements
- praise and encourage effort
- boost self-esteem through positive comments
- show that we value children's work, encouraging them to do the same
- explain to children their next steps in learning, and identify where improvements can be made through constructive comments
- promote self-assessment, helping children to become more responsible for their own learning

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- provide on-going, formative assessment that informs future planning
- provide a basis for summative assessment
- help identify the need for greater support and to provide challenge

## Principles

Marking should be completed using the colours green and pink. Green means 'good'

and is used to indicate a success, e.g. by highlighting an effective sentence or ticking a correct answer. Pink means 'think' and is used to indicate work that is incorrect (e.g. with a dot) or to identify parts of the work that could be improved. Dojo Points (eg 1dp) may also be used to reward effort and/or achievement, as well as stampers as appropriate.

The process of marking and offering feedback should be positive and constructive, recognising the efforts made by the children. Where work is not definitively right or wrong, teachers should aim to give several positive 'green' comments and suggest one or two 'pink' areas for improvement at a time. Numerous errors in a piece of work may indicate that the task was not matched well enough to the ability of the learner.

Learning objectives should be recorded in books using WALT (We Are Learning To) to indicate the basis for assessment in each piece of work. Marking should then refer to these objectives and/or to the class or children's own target(s). If the learning objective has been met, it will be highlighted in green and, where appropriate, in pink when all or some of the WALT has not been met. In addition to addressing specific targets, marking should also address general issues such as incorrect spelling, punctuation or grammar, or the presentation of work. Children should be encouraged to check and proof-read their own work in order to make corrections before it is handed in.

Children must be given time to read and respond to the pink comments made, putting the emphasis on learning from mistakes and trying to improve, rather than seeing a mistake as a 'failure'.

Comments need to be appropriate to the age and ability of the child and, therefore, will vary across year groups and Key Stages. For children who are unable to read, alternative methods of feedback, such as face-to-face marking, may need to be employed. Whenever possible, feedback should involve the child directly. Immediate feedback may be given during a lesson, e.g. when working with a guided group, or during a plenary. The initials 'VF' can be written alongside the work to indicate that verbal feedback was given, either individually, to a group or to the whole class. This feedback informs future planning.

At times, marking and feedback may be given by a peer. Peer marking can be recorded on sticky notes, verbally or directly into a child's book. Children should also be encouraged to self-assess. Where children have marked their own or each other's work, teachers will still review the marking and ensure comments are appropriate. Teachers should also review any marking completed by a Teaching Assistant (TA).

Marking should indicate to the teacher how well children are progressing. It should also help to identify common misconceptions or areas for development, which should then inform the next stage of the teacher's planning.

Marking should normally be done before the next lesson in the particular subject takes place, although for longer pieces of work this may not always be possible. The sooner children receive feedback on their work, the better. To further this aim, class teachers and TAs working with focus groups should mark children's work with them during the lesson so that they can address misconceptions or give extension activities as needed.

When marking, markers should indicate the level of support provided.

The following annotations should be used:

- I = work completed independently;
- G = group;
- S = supported work and
- VF = verbal feedback given
- GW = group work

(work is presumed independent unless the child usually has support)

When written work has been scribed by an adult, the adult should indicate this by writing 'Scribed by \_\_\_\_\_' followed by their initials.

In Key Stage Two and the end of Year Two, children also edit and improve their own work using Purple Polishing Pens.

Targets are agreed with the child and attached to books. Targets can be amended or extended at any time. They are reviewed when work is marked or where appropriate, during verbal feedback.