Assessment, Feedback and Marking Policy

Adopted By School:	November 2024
Review Date:	November 2025
Governor Signature:	

THYTHORN FIELD PRIMARY SCHOOL
ASSESSMENT, FEEDBACK AND REPORTING POLICY

Aims

At Thythorn Field Primary School, we believe the key aim of assessment is to support pupil achievement and progress. Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach 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 effective progress.

Principles

The principles that underpin assessment at Thythorn Field are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning in each of their lessons and what they need to do to achieve it. A learning question will be shared at the start of a session and pupils' work is assessed against this.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.
- Key ideas and concepts will be revisited at regular intervals and assessment of pupil's recall and understanding of these is an ongoing process.

There are three main types of assessment used at Thythorn:

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.

Procedures – Formative Assessment

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 and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to

improve pupils' understanding. Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards and other tools to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap/ retrieval quizzes/ flashbacks or recall of facts – from last lesson/last week/last term/last year etc.
- In Maths lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment within a lesson based on learning questions and 'can I' statements
- Use of

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. Formative assessments are used to evaluate further progress.

Summative Assessment

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). In support of this process teachers regularly update Insight tracking for use in pupil progress meetings.

Target Setting

At the beginning of the academic year an end of year target is set for each child based upon their learning journey to date. This will reflect all data so far, what is known about the child and additional opportunities that may impact on outcomes (e.g. for Pupil Premium children). At any point in the year it is possible to consider whether a child is on track to achieve or better this outcome through data on Insight tracking. Where a pupil is on the SEND register they will have personalised targets linked to their specific areas of need and/or outcomes listed in Section E of their EHCP (if they have one).

End of Term Summative Tests – Maths; Reading; Grammar, Punctuation and Spelling

At the end of every term, we hold a Test Week using Nationally standardised summative test papers. These tests give an indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year and support teacher assessment. This Test Week is followed by a Pupil Progress Meeting whereby the class teacher, the Headteacher and SENDCo meet to analyse the results, consider evidence on Insight grids and samples of pupils' work, to identify pupils likely to miss or exceed their target and to plan appropriate small step targets and support and intervention. At this point a summative judgement is made as to whether a child is working towards, meeting or exceeding year group expectations for this time of the year. This is recorded on Insight assessment. 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 making adequate progress. This information is presented to Governors.

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. Practitioners are continually making decisions about what a child can do, and the next steps required to help move a child on in their learning. Next steps are continually acted upon and updated to further support a child's learning. Adults will make judgements through their vocabulary rich conversations and interactions with the children. Practitioner knowledge of every child is a fundamental part of assessment within the Early Years at Thythorn Field Primary. Practitioners will celebrate achievements through the online learning platform 'Tapestry' which collates observations and informs summative termly assessments. Parents/carers are invited to contribute to their child's learning journey and practitioners will work together to meet the individual needs of each child.

Within the first six weeks on entry the class teacher will complete the Dfer statutory baseline. Each term summative assessments based on practitioner knowledge will indicate whether pupils are on track or not on track to achieve the early learning goals. This data will be reported on Target tracker through a numerical value with 1 indicating that a child is not on track and requires support to close any learning gaps and 2 indicating that a child is secure in each area of learning. These judgements are also used to track pupil progress through termly pupil progress meetings.

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, records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs) on Target Tracker. Practitioners must indicate whether pupils have met the Early Learning goals in the prime areas and the specific areas that contribute to a good level of development.

At the end of the Reception year a written report is given to parents which states the child's attainments and comments on general progress including the characteristics of effective learning. Parents are invited into school at the end of Reception to discuss the Profile. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority. The EYFS profile data is used to measure good levels of development within the Early Years. The Reception teacher liaises with the Year 1 teacher to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

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.

Procedures - Nationally Standardised Summative Assessment

Year 1 Phonics Screening Check

This check demonstrates how well a pupil 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 pupil 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. This takes place in the Summer term.

Year 4 multiplication check

All Year 4 pupils take the multiplication check (MTC) in the Summer term of Year 4.

End of Key Stage 2 Tests

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

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

At the end of KS2 pupils are 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 Improvement Plan.

Assessing Pupils with SEND

Assessment can 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 SENDCo and Headteacher to carry out a clear analysis of pupils' needs. This encompasses formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals.

SEND pupils are set SMART targets within their Individual Support Plans (ISPs) - (these relate to specific needs of the children) and these are evaluated at the end of each term and reviewed with parents/carers. High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher feedback and through evaluations of ISP targets.   Those pupils with EHCPs (Education Health and Care Plans) will have ISP targets linked to the Outcomes listed in Section E of their EHCP. A discussion relating to these Outcomes forms part of the Annual Review meeting held each year for pupils with an EHCP.

All pupils are exposed to the national curriculum for their current year group. For pupils on the SEND (Special Educational Needs and Disability) Register adaptions or adjustments within lessons will be needed to be put in place in order for them to achieve the objectives for that year. In some cases, pupils who are working significantly below ARE (Age-related Expectations) will have a learning objective linked to that of their main class but may be adapted in-line with the expectations of the level of the year group they are currently working at. For example, a pupil with significant difficulties in Maths may be working on a place value objective relating to two digit numbers, whilst the rest of the class are working on three or four digit numbers. We understand the importance of 'keeping up' rather than 'catching up' and endeavour to ensure the majority of children are able to work to their own year group expectations, through the use of adaptive teaching and reasonable adjustments.

Assessment methods are adapted for pupils with SEND. This may include:

- Different types of questioning, for example, multiple choice or using visual cues
- Different methods of recording answers, for example, drawing, recording verbal responses
- Access arrangements for formal tests - extra time in formal tests for those with slow reading/writing or processing speed, access to a reader, scribe, rest breaks, adapted papers (such as enlarged or braille) or working in a small group away from the rest of the class (these must be shown to be their regular way of working)
- Use of small steps trackers for those pupils working significantly below ARE to evidence any small steps of progress that have been made
- Other types of assessments, such as a social communication audit, Boxhall Profile or SDQ may also be used to assess progress which is not academic

Reporting

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

Reporting to Parents

- Twice yearly Parent/Carer Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve.
- Termly Snapshot Reports: these written reports share up to date teacher judgements, attendance data and a judgement on effort/resilience and behaviour.
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS2 SATs tests.

Reporting to Governors

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

Reporting to Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.
- Our feedback informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands, to self-evaluate their work and set their own targets based on success criteria.

Reporting to 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

The Headteacher is the Assessment co-ordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Regular lesson drop ins by the Headteacher, Deputy Headteacher or Subject Leads are used to monitor the effectiveness of formative assessment strategies used in class. The Headteacher, Deputy Headteacher and Subject Leads also carry out regular Book Looks/ work sharing and we work with external bodies to evaluate the effectiveness of our assessment and feedback policy in practice.

At the end of every term, the Headteacher along with the SENDCo arranges Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes

adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers share their ongoing assessments and show the progress made by all groups.

Role of the Assessment Co-ordinator

These responsibilities include:

- Contributing to Action Plans and the SIP
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum co-ordinators
- Networking with other assessment co-ordinators
- Overseeing the ordering/purchasing of SATs tests and other assessment materials/resources
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping
- Providing summaries of data for governors

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 discussed to justify judgments made. At Thythorn the following takes place:

- Regular moderation of Reading, Writing and Mathematics assessments made (at whole staff meetings)
- Moderation of Reading, Writing and Mathematics assessments through TELA (Thomas Estley Learning Alliance) and school to school networking
- Early Years staff meet with colleagues from other settings to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place

Arrangements for Ensuring Teachers are able to Conduct Assessment Competently and Confidently

All teachers are kept up to date with developments in assessment practice through staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The Headteacher plans these termly in accordance with the School Improvement Plan. The assessment co-ordinator (Headteacher) attends relevant courses to stay up-to-date with current practice and meets with other co-ordinators to share good current practice.

ECTs (Early Career Teachers)

All ECTs have a dedicated mentor for the two-year period. Thythorn is part of the Leicestershire teaching Hub that provides training, conferences, support and professional development for both mentor and ECT. We are also part of TELA who support our ECTs. During staff meetings they work alongside other staff to record assessments and to analyse progress. They meet with other teachers to moderate work.

FEEDBACK & MARKING – PART OF THE ASSESSMENT POLICY

At Thythorn, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback. Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

The Education Endowment Foundation research shows that effective feedback should:

• redirect or refocus either the teacher's or the learner's actions to achieve a goal

• be specific, accurate and clear

• encourage and support further effort

• be given sparingly so that it is meaningful

• provide specific guidance on how to improve and not just tell students when they are wrong

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, a working party of teachers at Thythorn has investigated alternatives to onerous written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles:

• the sole focus of feedback and marking should be to further children's learning;

• evidence of feedback and marking is incidental to the process; we do not provide additional evidence for external verification;

• written comments should only be used where they are accessible to students according to age and ability;

• feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;

• feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;

• feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.

• all pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching

2. Summary feedback – at the end of a lesson/task

3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Thythorn, these practices can be seen in the following practices:

| Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Marking Approaches

Recorded work will often be accompanied by a Can I question. Work may be evaluated by pupils in conjunction with adults where appropriate. Written work will be acknowledged in some form by class teachers. This may be through something as simple as acknowledging the learning question has been achieved or by verbal feedback.

In Foundation Stage & Key Stage 1, review marking may consist of written comments. In some cases, the marking code may be used where this is understood by pupils (see end of policy for marking code & symbols). Where pupils are unable to read/understand such comments, these are shared verbally with children at the next appropriate opportunity.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered which it has not been possible to provide during the classroom session. In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated. In most cases, written comments will be focussed on extended pieces of written work, or extended tasks. These will allow children's achievements to be recognised and provide further guidance for future learning.

Marking Code

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. One way in which we achieve this is through the use of our marking code, which combines the use of written word, highlighters and symbols. The core of this code is set out below, although some additional age-appropriate elements may be included in some phases of the school.

Green Pen	Work which demonstrates that a pupil has met an element of the success criteria, demonstrated a particular skill or achieved the intended outcome. Aspects are highlighted or a comment is made. (*Green* **for Good Things I Have** *Seen*)
Pink Pen	To draw attention to an aspect of the work which needs thinking about or displays an error or misconception (e.g. letter needing capitalisation; poor word choice; specific error in calculation, etc.) (***Pink* to *Think***)
/S with a little support /S\ with significant support △S\ teacher guided/1:1 support I – independent work S – supported work	F and KS1 – An annotation to show the level of support a child has received. Inserted by the adult. These will also be used in KS2 where appropriate, for example, a pupil with SEND.

Implementation of the Assessment Policy

This Policy was formulated by the staff team. A copy of this Policy is available on our school website. This Policy is updated (at least) annually based on school self-evaluation, the latest research and updates to government documents.