



Assessment, Feedback & Marking Policy

Produced by	Lum Head Primary School
Date approved and agreed by Governing Board	October 2020
Review Date	July 2021
Date Amended	September 2020
Governor responsible	Una Devlin

Introduction

We believe that the principles of assessment for learning (Afl), including feedback and marking, set high expectations for all, helps to raise standards and accelerate pupil progress. At Lum Head we believe that children should be active partners in their learning. We aim to develop their skills in assessing their own learning and identifying their next steps in learning and how to work towards achieving these. We will give every child the confidence that they can achieve.

Aims of assessment

We assess so that:

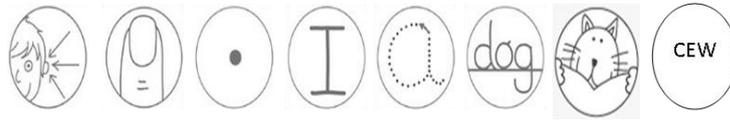
- Teachers can regularly and accurately review what children know, understand and can independently apply.
- Children can take an active part in their learning, know how they are progressing and identify their next steps.
- We can celebrate the children's achievements regardless of their starting points.
- Teachers can identify gaps in learning and plan differentiated and targeted learning opportunities that meet the needs of all pupils.
- We can identify children who are not meeting age related expectations or not making expected or better progress and provide quality, focused interventions in specific areas of learning.
- We can identify children who are exceeding age related expectations and provide quality teaching and opportunities for these pupils to be sufficiently challenged.
- We can provide parents/carers with clear and accurate information about their child's attainment and progress.
- We can provide useful data for analysis which identifies the achievements of specific groups of pupils.

Marking and Feedback

At Lum Head, marking and feedback are essential tools for planning, assessment, evaluation and learning. Constructive feedback to children should involve them in the learning process and help them to identify and achieve their next steps in learning. It should help to address any misunderstandings. Feedback and marking are also an essential part of celebrating success, promoting a positive attitude to learning, and making high expectations clear.

We use success criteria to scaffold and challenge the learning. In writing we use layered success criteria using the "must, should, could" approach. The success criteria are shared/created with the class and used to assess progress within the lesson. Children understand that they should first meet the "must" criteria, before the further challenge of the "should", then "could" criteria. Children are encouraged to assess their own and/or their peer's work against the success criteria.

Marking, for English in Reception and Year 1, and for children with SEND, uses the marking symbols below. Using a tick, the teacher indicates on the visual key, the areas the child has achieved. Areas not achieved may be identified as a next step in learning. As they progress in their understanding, children are encouraged to use the marking symbols to self-assess their work.



From Year 2 to Year 6 we use the same marking codes in all areas of the curriculum. The learning objective is clearly displayed at the top of each new piece of work. Teachers mark against the learning objective using a tick (objective achieved), slash (working towards the objective), or a dot (objective not yet achieved.) The same symbols are used against the success criteria also.

Feedback is used in order to address misconceptions or provide additional challenge. This is indicated by a green arrow. Children respond to this using “purple polish pens”. Teachers ensure that children are given sufficient time to act upon these next steps. In maths we endeavour to mark the children’s work alongside them during lesson times. This allows us to address misconceptions and challenge the children there and then. Feedback to this marking is also responded to using purple pen.

Periodic Assessment

At the end of each term children are assessed against the learning covered so far. Teachers will use their knowledge of the pupil’s understanding and the results of testing to assess their attainment in reading, writing and maths. Tests are used to moderate and inform teacher assessments. The assessment will be recorded using the codes as described below.

Point	Descriptor
PKS	Pre Key Stage Standards
Use codes for previous year groups	Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to having EAL or barriers to learning. May be doing different tasks from the rest of the class and may need or receive some intervention.
E (Emerging)	Is able to access the correct curriculum for their year group, but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. They may require intervention within class. They often struggle to apply their learning independently.
E+ (Emerging +)	Is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors, but will usually be able to improve work following feedback and support. May have smaller gaps in their learning.
M (Meeting)	Is on track to meet end of year expectations. Usually a successful learner at own year group level, showing good understanding of over 80% of objectives taught. Usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.
M+ (Meeting+)	Is on track to master, at greater depth, the national curriculum expectations for their own year group. Is almost always successful in understanding key learning and able to apply skills in a range of contexts, making very few errors. Can often explain or justify their ideas.

X (Exceeding)	As above but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range of contexts and synthesise and evaluate other's ideas and their own effectively.
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When assessing a teacher should ask themselves about a child are:

- How successful is the child at the things taught so far?
- How on track are they to reach end of year expectations?
- How much support do they need to be successful?

For children in Year 1, the EYFS curriculum should be followed for any children working below 1E. The EYFS codes should be used until Christmas; 40-60e, 40-60d, 40-60s, ELG1; after Christmas PKS should be used.

For all children on PKS, E and E+, teachers should analyse the following:

Children on PKS and previous year groups' codes

- What SEN or EAL referrals have been completed?
- Is there a specific programme of intervention in place or is the teacher receiving support and guidance from SENCO/ EAL Lead?
- Has the child received an SEN or EAL assessment?
- What adaptations to the curriculum have been made for the child?
- Does the child have an individualised learning programme which is planned by the class teacher, supported by a TA and progress monitored by the class teacher?

Children at E (Emerging)

- What referrals have been completed?
- Have concerns been raised with parents?
- What interventions have been carried?
- Has the impact of interventions been analysed?

Children at E+ (Emerging +)

- Is planning taking account of the teaching cycle and addressing gaps in learning?
- Is the child clear about the areas on which they need to focus and do they know how to improve?
- Is sufficient time and support being given to the child so that they can improve?

SEND / Additional Needs

Children with SEND will be assessed using the appropriate Age Related Expectations that matches their working level. This will inform next steps and planning for individual pupils. The Salford Reading Test should be used to record a reading age each term. Any additional tests will be administered by the specialist LSS teacher or Educational Psychologist and will be shared with the Class teachers and recorded on the individual pupil file by the SENDCO.

Interventions

When a pupil has benefitted from an intervention there will be a measure of effectiveness at the start and end. This will be appropriate to the form and focus of the intervention. It may be a pupil voice questionnaire or a simple test that evidences the impact.

Teachers may seek advice from a subject leader or senior leader if unsure of what evidence would be most appropriate.

Guidance on filling in ARE trackers

At Lum Head Primary School we use ARE tracking sheets for maths (Years 1 - 6) and for reading in Years 3 to 6. Teachers use specific guided reading assessment sheets in Reception and KS1.

All children are recorded on the same sheet using the following code:

- Objective taught but not met
- / Objective taught and partially met
- X Objective met

Where a child meets the objective the first time it is taught and the teacher is confident that they fully understand, the code X can be used straight away.

The following colour code is used to record when the child has been assessed:

Autumn term – orange

Spring term – green

Summer term - blue

Teacher Assessments and Tests

Assessments are recorded on assessment sheets each term. Teacher assessments are recorded using the writing, reading and maths tracker sheets. Tests are used to moderate teacher judgements and to guide teachers in making judgements about how well a child is doing. The following explains which tests will be used across the year.

Ongoing

- Phonics tracker in Reception, Years 1 and 2.
- Phonics screening check half termly for Year 1 and all children in Year 2 until they successfully pass the screening check.
- Year 3 children who were due to resit the phonics screening check in Year 2 will take the check half termly until they are successful.
- Regular Independent Writing for teacher writing assessment from Reception to Year 6.
- Year 6 will use Teacher Assessment Frameworks (TAFs) to inform judgements in Writing.
- Year 2 will use TAFs to inform judgements in Reading, Writing and Maths.
- Each year group (Year 1 - Year 6) will use a mini WRM block assessments at the start and end of each maths block.

Foundation Subject Assessment:

All foundation subjects will be assessed formatively as the children are progressing with their topics. Subject leaders and class teachers may use quizzes and test materials to assess end of topic knowledge and understanding.

Foundation Subjects Assessment will be recorded in Autumn, Spring and Summer terms using the E, M or X codes.

Tests

Baseline Tests 2020 - classes used previous year's summer tests to identify gaps

Pira Tests or CGP tests (Reading) for Years 1, 3, 4, 5

NFER SPAG Tests for KS2 in Autumn and Summer

SATS for Years 2 and 6

White Rose (Maths) Years 1, 2, 3, 4, 5, 6

Tests are carried out in the penultimate week of the Autumn and Spring terms, and in the second week after Whit in the Summer term.

In EYFS, children are continually assessed throughout the year using the 'Development Matters' guidance. Practitioners use a range of assessment tools such as observations and speaking and listening activities as well as more formal checks in children's phonics and maths progress. At the end of the EYFS, children are assessed against the 17 Early Learning Goals using emerging, expected and exceeding (1, 2, 3) code.

Pupil Progress meetings take place in the second week of Spring and Summer term.

Term	Year group	Test
Autumn 1	Year 6 Reception	Sample SATs papers – baseline assessment Teacher baseline assessment
Autumn 2 3 weeks before Christmas	1 - 6	PIRA reading assessment Y1 Pira or CGP reading and GPS tests Y3, 4, 5 White Rose maths assessment (all) Y2 & 6 past SATs
Spring 2 penultimate week	1-6	PIRA reading assessment Y1 CGP/ Pira reading tests Y3, 4, 5 White Rose maths assessment (all) Y2 & 6 past SATs
Summer 1	2 & 6	SATs
Summer 2 first two weeks	1 & 2 4	Phonics screening check Year 4 multiplication test (date to be confirmed)
Summer 2 second week after Whit	1-6	PIRA reading assessment Y1 CGP/ Pira reading and GPS tests Y3, 4, 5 White Rose maths assessment (all)
Last week in June	Reception	EYFSP

Signed:

Chair of Governors

Date: 6th October 2020