



St. Oswald's R.C. Primary School

Hartley Avenue, Accrington, BB5 0NN

Tel: (01254) 234924 • Fax: (01254) 871698 • Email: head@st-oswaldsrc.lancs.sch.uk

Headteacher: Mrs. C. Kippax BSc. (Hons.) PGCE Q.T.S.

Assessment, Marking and Feedback Policy

Date Amended: September 2022

by: C. Kippax

Date for review: September 2024

Signed Chair of Governors

Date

Assessment Marking and Feedback Policy

Mission Statement

St Oswald's is proud to be a Roman Catholic school where every person is helped to do their best to succeed in a place of love, peace and safety, following the teachings of Jesus. In our school family, we are enthusiastic learners and teachers.

'Nihil Satis Nisi Optimum'

1 Introduction

1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

1.2 Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, how they can achieve this aim (i.e. to close the gap in their knowledge) and what the next steps are.

1.3 Assessment *of* learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.

1.4 We give our children regular feedback on their learning so that they understand what it is that they need to improve. The children are in turn encouraged to respond. This allows us to base our lesson plans on a detailed knowledge of each pupil.

2 Objectives

2.1 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 recognise the standards to aim for, and to 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/carers 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.

3 Planning for Assessment

3.1 We use our school's curriculum plan to guide our teaching. In this plan we set out the intent of the curriculum of our school and monitor its implementation and impact. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

3.2 We use the English and Mathematics frameworks that have been produced by the Lancashire English and Maths teams respectively; the Diocesan recommended RE Scheme – 'Come & See'; and Lancashire Schemes of Work to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment. The school is using the KLIPs documents (Key Learning Indicators of Performance) as an assessment tool in Maths, English and Science. The Key Learning documents are used to assess the Foundation subjects.

3.3 We plan our lessons with clear learning objectives. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lessons make clear the expected outcomes and we base these upon the teachers' detailed knowledge of each child. Planning is adapted for those who do not achieve at the expected level for the lesson.

4 Target Setting

4.1 Numerical target setting for each year group

Although target setting is not mandatory for year groups, it is good practice and strongly advised that schools do use this approach. Targets are set for all pupils, for the end of each year, using the national curriculum expectations, and considering progress between key stages. The target setting process is based on teacher assessment and the analysis of progress using any optional tests. Pupils' progress is monitored throughout the year, to ensure they are on track, and to focus intervention support.

Targets for pupils working below national expectations can utilise the p scales and/or [PIVATS](#). The target setting for pupils with special educational needs or those who may be underachieving is part of the process of raising attainment and assisting individual pupils to make progress in curricular areas, including personal and social development.

5 Recording

5.1 We recognise various methods of assessing a child's learning. The types of assessment that we use varies from subject to subject. In KS1 & KS2, we use KLIPS to assess English, Maths and Science. These are recorded termly using Lancashire Tracker. Foundation subjects are recorded in Autumn and Summer terms. EYFS use a range of Formative assessments including Phonics Tracker and a specific EYFS tracker, tracking progress from "End of Nursery Checkpoints" to ELG.

5.2 We plan our lessons with clear learning objectives. Teachers assess the daily learning and adapt the next day's plans accordingly.

6 Reporting to Parents/Carers

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

6.2 In Autumn and Spring, we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we discuss areas for development for their child throughout the Autumn Term. At the second meeting of the year, which is held at the end of the spring term, we evaluate their child's progress as measured against the identified areas for development.

6.3 During the summer term we give all parents/carers 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. We use the key below for all subjects in both KS1 & 2; in addition we write individual comments on Maths, English, Science and Religious Education.

Report Key	√	√√	√√√
Effort	Usually Satisfactory	Good	Excellent
Attainment	Working towards the expected standard for the year group	Working at the expected standard for the year group	Working at a greater depth and understanding than expected for the year group

On an attached sheet, we give children the opportunity to evaluate their own performance during the year. We always offer our parents the opportunity to come into school and discuss their child's report with the class teacher.

6.4 In reports for pupils in Year 2 and Year 6 we also provide details of the standard achieved in their end of year tests. In all other year groups, the teacher will state whether the child is working above, below or at age-related expectations. In early years, the report will tell the parents whether their child has met or has not met the ELGs. At the end of Y1 (and also Y2 for those children who did not pass in Y1), we send home the test results for the Phonics test.

6.5 Within each class page on the School Website is a long-term plan of the year, identifying main areas of study for that particular class.

7 Feedback to Pupils

7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve further.

We have an agreed code for marking, as this ensures that all staff mark in the same way. Please see Appendix 1.

7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one.

7.3 When we give written feedback to a child, we relate this to the learning objective. If we consider that the objective has not been met, further support or intervention is given. All written feedback is in blue ink.

7.4 We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

7.5 We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time our teachers spend on marking really has an impact on the children's work.

8 Inclusion and Assessment for Learning

8.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or Special Educational Needs, and those who have been identified as being Gifted and/or Talented.

9 Consistency

9.1 All subject leaders study examples of children's work within their subject area. Each year we have in-house book looks and external moderation of work with other local primary schools to ensure progression and consistency. All of our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. Each year, EYFS, Y2 & Y6 teachers attend updated "Making a judgement" moderation meetings with the Local Authority. By doing this we ensure that we make consistent judgements about standards in the school.

9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

10 Monitoring and Review

10.1 Co-ordinators will carry out book looks, learning walk-thoughts and pupil interviews. Within all of these, each co-ordinator will be looking for evidence of the school's marking and feedback policy in action and the impact that it is having on the children's learning. This will then be fed back to Governors, the head teacher and other relevant members of the SLT.

10.2 This policy will be reviewed in two years, or earlier if necessary.

Signed: *C Kippax*

Date: September 2022

Appendix 1

Marking Procedures

These procedures apply to all work to be marked, whether by teachers, supply teachers or TA3s. All written feedback to be in blue ink and should model the school handwriting policy.

Procedures for marking and feedback for Foundation Stage (nursery and reception):

Verbal feedback will be continually given to extend and consolidate learning within both adult-led and continuous provision learning opportunities by both class teachers and TAs.

Written feedback will be given by all adults in the setting to inform what has been achieved within the learning opportunity. This will identify where the child needs further support to ensure that teaching is maximized for that child to meet end of Foundation Stage ELGs and GLD.

Teachers should make notes on children's comments on the feedback they have received as and when appropriate.

Procedures for marking all subjects, excluding Art, from year one to year six:

Verbal feedback is given throughout the lesson and work annotated with "VF".

If the Learning Objective is achieved independently, work is stamped to say so and the Learning Objective is highlighted in pink. These children will also receive either a challenge question or a correction.

In Foundation Subjects, challenge question or a question to determine knowledge gained will be on the board at the start of the next lesson to answer in books if appropriate.

Groups that have worked with the teacher or teaching assistant should be stamped with the appropriate stamps. A challenge may be given where appropriate.

Children will be given the time to read and respond to the feedback given. For lower ability children in year one the feedback may be read to the child and any comments written by staff.

Procedures for giving feedback in Art:

Art feedback will be verbal so a piece of art isn't written on.