

BADDOW HALL INFANT SCHOOL



Assessment, Feedback and Marking Policy

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Signed: Kirstie Cochrane

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Assessment, Feedback and Marking Policy

Assessment

At Baddow Hall Infant School we believe that in order for all our children to be successful learners then assessment for learning must be at the heart of everything we do. The primary purpose of assessment is to inform the next steps in teaching and learning. By doing this we aim to develop the right skills for all our children to reach their maximum potential. At our school we have a robust assessment system. It is a careful planned mix of both formative and summative assessment, together with an effective tracking system.

Key Principles underpinning Assessment

These principles underpin our school's Assessment policy on how we will assess all children throughout their school career. Staff CPD training will be at the heart of this process.

- It provides clear evidence of children's progress across year groups;
- It provides accurate information on children's progress and determines whether our assessment system is fit for purpose.
- It provides children with information about the next steps in their learning.

We believe that:

1. Assessment is at the heart of teaching and learning, it provides evidence to adapt teaching and learning and gives the opportunity for pupils to demonstrate and review their progress.
2. Assessment is fair, inclusive of all abilities, purposeful and appropriate to the needs of the children, free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is ambitious, it places achievement in context against nationally standardised criteria and expected standards criteria. It embodies, through objective criteria, a pathway of progress and development, which supports transition, for every child. It sets high expectations for all learners.
4. Assessment is appropriate, any assessment process is clearly stated, conclusions regarding pupil achievement are valid (to age, task and to the desired feedback information); it should draw on a wide range of evidence to provide a complete picture of pupil achievement.
5. Assessment is accurate and consistent through moderation within school and across the local network of schools.
6. Assessment outcomes provide meaningful and understandable information for pupils in developing their learning, help parents in supporting children with their learning, support teachers in planning teaching and learning, enable school leaders and governors in planning and allocating resources, and track pupil progress.
7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Aims

As a result of assessment we are able to:

- Give reliable information to parents about how their child, and their child's school, is performing and suggest next steps.
- Measure progress of individual children and cohorts, track achievement by analysing and evaluating performance.
- Help drive improvement for pupils and teachers by identifying gaps in learning and plan to meet the learning needs of each child.
- Celebrate progress.
- Set ambitious targets for attainment and achievement.
- Make sure that as a school we keep up with external best practice and innovation through networking with other schools.

Statutory Assessment of EYFS children

Currently children in EYFS are assessed against the Early Years Foundation Stage Profile and the 17 Early Learning Goals (ELG). At the end of the year children are reported as to whether they are 'emerging' or 'expected' for each ELG and whether they have achieved a good level of development (GLD).

All children entering Reception will take part in a baseline assessment. This will be used to assess the progress of children who enter reception year. The baseline assessment will be linked to the learning and development requirements of the Early Years Foundation Stage (EYFS) and Development Matters.

Statutory Phonics Screening Check

In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of year 1 repeat the check at the end of year 2.

Statutory Assessment at the end of Key stage 1 - Year 2

Year 2 children will be assessed against the end of key stage performance descriptors for the 2014 National Curriculum. Children in year 2 will sit test papers and tasks which will be used to inform teacher assessment.

National Curriculum Assessments

Assessments reported to parents are informed by the following;

- Reading tests as part of the evidence base
- Maths tests – arithmetic and problem solving as part of the evidence base

Assessment in Key Stage 1 (Year 1 and Year 2)

Children in Key Stage 1 at Baddow Hall Infant School are being assessed against the 2014 national curriculum for reading, writing and mathematics. For each year group there is a set of Age Related Expectations (ARE's) for a child to meet. As a school we assess each child against the ARE's for reading, writing and mathematics using steps within bands.

	Band	Step	Description	Reporting to parents at end of year
Year 1	Band 1	1b	Beginning	Emerging at ARE
		1b+	Beginning plus	
		1w	Working within	
		1w+	Working within plus	
		1s	Secure	Working at ARE
		1s+	Secure plus	Exceeding ARE
Year 2	Band 2	2b	Beginning	Emerging at ARE
		2b+	Beginning plus	
		2w	Working within	
		2w+	Working within plus	
		2s	Secure	Working at ARE
		2s+	Secure plus	Exceeding ARE

In order to make a judgment on the step a child is working within we use a range of evidence – work in books, independent tasks, observations, and annotated planning, against the termly expectations set for each year group which are based on the AREs.

Over the year the progress a pupil has made will be tracked on Target Tracker as steps. The end of year judgement will determine as to whether a child is 'emerging', 'expected' or 'exceeding' the AREs for their year group.

For a child to be judged '**working at ARE**' (secure), at least all key performance indicators (KPIs) must be achieved.

For a child to be judged '**exceeding ARE**', they must be working at a greater depth within the AREs.

For foundation subjects a set of assessment milestones are in place for each year group. Children are assessed on whether they are working towards, working at or exceeding the milestones.

Standardisation/Moderation

The process of moderation is an essential part of our school assessment system. As a school we ensure that time is set aside each term for moderation to take place. The purpose of this is to ensure that our data is accurate and consistent across the cohorts, school and local schools.

Teachers and support staff are involved in the moderation process to ensure agreement on the criteria for the AREs in the following ways:

- With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders;
- With colleagues from other schools through local networks, cluster meetings, joint staff meetings;
- By attending LA sessions to ensure our judgements are in line with other schools;
- By using national exemplification materials (where available);
- Through external moderation of Foundation Stage and Key Stage 1.

Tracking pupil progress

As a school we use Target Tracker in order to record pupil data and track progress. We record information on pupils' attainment throughout the year for reading, writing and maths in Year 1 and Year 2 and Foundation Stage report all 17 Early Learning Goals.

- A sample of pupils' work is moderated in year groups, across a key stage or across the whole school.
- Pupil data is used at Pupil Progress meetings and used to target children who are not working at ARE or working towards a good level of development. Interventions are then planned and evaluated.
- Senior leaders, subject leaders and the SENCO all produce an analysis of the data to review progress for their specific area of responsibility.

Reports and sharing information with stakeholders

- Each term the governors receive a report on progress towards targets.
- Parent consultations are held twice a year where teachers share progress and next steps in a child's learning with parents. Parents receive a short written report at the consultation.
- Parents receive one written report a year. In the reports the teacher will refer to the progress a child has made and the areas for further development.
- Our website is kept up to date with the school's performance data.

Marking and Feedback

At Baddow Hall Infant School we believe that marking should always have a purpose. Children should be made aware of their successes through positive feedback and marking. Areas of improvement need to be identified so that children are aware of how they can improve.

Comments should relate to the lesson's learning intentions so that the children can recognise how their achievements compare with expectations, and can become reflective learners.

As a result of this policy there will be consistency in the way that children's work is marked across the whole school. This consistency will be monitored during regular scrutiny of books by the Senior Leadership Team.

Key Principles underpinning Assessment

Marking and Feedback should:

- Be manageable for all teachers;
- Relate to learning intentions, which have been shared with the child;
- Be based on knowledge and understanding of a child's previous attainment;
- Motivate children by celebrating their successes;
- Be regular and frequent;
- Where possible be done with the child face to face;
- Give children opportunities to become aware of, reflect on and respond to their learning needs and next steps;
- Inform future planning and individual target setting;
- Involve all adults working in the classroom;
- Be accessible and inclusive;
- Be used consistently throughout the school.

Expectations for Presentation

Children will:

- Form their letters correctly as taught through the handwriting programme;
- In FS, write their letters correctly using print;
- In Year 1 children will learn hooks on their letters and begin to join their handwriting;
- In Year 2 children will focus on joining their handwriting;
- Write the letters of each word close together with clear finger spaces between words;
- In KS1, write the date and heading at the top of the page and, in Year 2, underline these with a ruler;
- In Year 1 teachers will differentiate date writing depending on the ability of the child;
- In KS1 English work, write the long date on a separate line from the heading, leaving a line between;
- Leave a line below the heading and then begin writing on the left hand side of the page;
- Use the squares in Maths books to write their numbers and calculations;
- Cross out mistakes using one line (rubbers are for the use of adults only);
- Form small neat full stops;
- Not write on covers or labels of any workbooks;
- Write their full name on the back of any additional work using neat handwriting;
- Glue in all additional work by drawing a glue line around the outside perimeter of the work and sticking in the work straight so that no paper sticks out from the workbook;
- Self-assess work through the use of a small neat 'traffic light' drawn in the top right-hand corner of the page.

Teaching and Support Staff will:

- Set high expectations for presentation;
- Model to children the correct presentation, as outlined above, and support children in achieving these expectations;
- Model number work using squared paper;
- Ensure that all workbooks are labelled with the child's name;

- Crop all additional work before it is completed so that it fits into workbooks, without folding;
- Use the colours and codes agreed in the marking key, Appendix 1.

Feedback and Marking

The majority of our marking at Baddow Hall Infant School is formative. Formative assessment gives the teacher an ongoing understanding of the progress children make. Oral feedback from the teacher during a lesson should focus primarily on issues concerning the learning intention.

The emphasis in marking should be on both successes and areas for improvement. Wherever possible marking should take place with the child present. The marking procedures outlined below and the use of the marking key (Appendix 1) will be applied consistently across the school. The marking key will be displayed around every classroom so that children understand what has been written in their books.

Success and improvement will be pointed out verbally and indicated through use of the marking code or focussed comments. If verbal feedback or explanations are given during the lesson, **VF** will be noted next to the work.

Success will be celebrated by underlining the best example of the learning objective or success criteria in pink. In FS and Year 1 this may need to be explained through use of the marking code at the bottom of the page, but in Year 2 children should be challenged to work out which area of the success criteria this refers to.

If applicable, one area for development will be identified as a next step and underlined in green for children to work on in feedback time. Green next steps will be added at the bottom of the page, together with the relevant marking code or comment. In Maths, ticks will be used to identify successes and a line drawn after the incorrect answers to indicate to children to try again.

Teachers will plan feedback time during which children are given the opportunity to respond to the marking and use their next steps to improve their work. Once a child has achieved their next step, this will be ticked. This process should help the child in 'closing the gap' between what they have achieved and what they could achieve.

Context-Code

The following codes are used

VF	Verbal Feedback
I	Independent work
CTS	work supported by Class Teacher
TAS	work supported by Teaching Assistant

Self-assessment

Children are encouraged to evaluate their own work by using the 'Traffic-light' system, a copy of which is displayed in every classroom and available to the children.



I found this work easy, I need more challenging work.



I think I have done well, it made me think. I am learning.



I found this tricky, I am learning something new.

This system is designed to give children 'ownership' of their own learning as well as informing teachers' short-term planning. Marking and oral feedback should be modelled at regular intervals to build children's skills in the process of giving and receiving feedback.

Monitoring and Evaluation

The monitoring and evaluation cycle of the Quality of Teaching and Learning includes marking of children's work.















Marking strategies are monitored through:

- Work sampling
- Classroom observation
- Dialogue with children

This policy will be reviewed and updated regularly.

Baddow Hall Infant School Marking Key



	Excellent		Missing word
	Good		New line
	More practice needed		Time connectives
	Ask for Help		Detail
<u>baddow</u>	Green underlining to identify area for development		Punctuation
	Next Steps		Full stops
<u>Baddow</u>	Pink underlining to identify positives		Finger spaces
VF	Verbal Feedback		Check
@	Letter formation		Capital letters