



# **Bishop Loveday CE Primary School**

## **Assessment for Learning Policy** (including marking and feedback)

Policy agreed by Governors: September 2017

To be reviewed: September 2019

Signed: Headteacher

Signed: Chair of Governors

At Bishop Loveday School we work within an inclusive, Christian environment promoting Christian values including Love, Respect, Friendship, Belonging and Spiritual Development. These permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

### **The Principles and Aims of Assessment for Learning**

- The prime objective of assessment is to support and develop learning.
- Assessment should embrace and reflect the academic, social, emotional and moral development of pupils.
- All children must be fully involved in assessment processes so that they understand how to improve and become independent learners, in line with the school's Growth Mindset principles.
- Assessment will enable pupils to work towards their long-term as well as their short term learning goals.
- Assessment will help motivate pupils and enhance self-esteem.
- Teachers will use assessment processes that are appropriate to the learning activities in which pupils are engaged.
- Teachers will employ a range of assessment strategies daily and base their judgements on a wide range of evidence in order to gain a holistic view of pupils' achievements.
- All members of staff have a responsibility for assessment and should be involved in the development of practice across the school.

### **Summative Assessment and Reporting**

- We verbally report assessments to parents at parents' meetings twice a year and in a written annual report in July.
- All teachers input assessments into School KPI. End of year assessments are kept in the orange folders. This evidence moves on with a class and new teachers are given time to share assessment data/information at the beginning of each academic year.
- Assessment is ongoing, but assessment week takes place 3 times a year (at the end of term 2, 4 and 6). During this week, children take tests in reading and maths. Teacher assessments are updated in School KPI and together with test results, assessments are made for each pupil in reading, writing and maths (and all areas of the Foundation Stage Curriculum): working below, working towards, expected or exceeding.
- Information gained from marking and assessments, together with other information, is used to adjust future teaching plans.
- Assessment opportunities are built into planning on a long, medium and short-term basis.
- Assessment results are used to track cohort progress and the progress of groups of children.

## **Marking and Feedback:**

**Think Pink:** Teachers to use 2 colours to mark.

-Green for Good – acknowledge good work and where learning objectives have been met

-Pink for Think – pink pens highlight targets, actions, misconceptions or to extend and challenge. Pink post-it notes are used to alert children to learning that needs to be revisited. Children are given time to action 'Think Pink'.

## **Feedback on Learning**

Feedback to pupils, including marking, is a fundamental part of Assessment for Learning. For it to be effective children must respond to it and be involved in the process. It will be effective when:

- It is specific and helps children make progress, develop self-esteem and strive for achievement.
- It is selective and based on clear and shared learning objectives and/or success criteria so that pupils are able to see errors as part of the learning process.
- Where possible, it is provided immediately and used to inform learning and teaching
- Oral feedback is used to support marking and pupils will be actively involved in the process.
- It recognises each child's progress towards learning objectives and successes are celebrated by making explicit what has been done well and why
- Pupils are encouraged to evaluate and improve their own work
- Aspects of work that need individual improvement, attention or further development are identified and time is planned to address development

## **Strategies**

- 1) Teachers and/or pupils will identify the learning for the session by using the acronym WALT (We Are Learning To.....) or Lesson Objective as appropriate. Where learning objectives are met, the teacher will highlight the WALT in green; where the pupil is emerging in the objective, it will be hashed green and if not met, a green dot will be placed beside the WALT.
- 2) Teachers may also share the success criteria for their task by using the acronym WILF (What I'm Looking For) or Lesson Outcome.
- 3) Teachers will focus their marking on the learning objective or the success criteria for the task.
- 4) Children will assess their own work using the success criteria, and they will assess other children's work, using prompts from the teacher where appropriate.

- 5) In literacy, children will have a closing the gap target at the end of their work (in pink) and have time to respond to this promptly. Children's end of year 'age related targets' are displayed in each classroom. In KS2, these are used as part of ongoing assessment of learning. This will support children to develop a clear idea of their learning journey.
- 6) In Maths, targets the unit of learning are displayed and will relate to the learning objectives for the current maths' topic.
- 7) Verbal feedback will be shown with a 'T'.
- 8) Teachers will mark in pink, any areas to be addressed by pupils. Teachers place a pink post-it strip on pages where pink comments need to be addressed. These are only removed by the teacher after the child has actioned the comment.
- 9) Time is given in lessons for children to respond to written comments and 'Think Pink'.
- 10) When it is appropriate to correct spellings the whole word is given. Spellings are only corrected when the focus is on spelling or when the teacher wishes to emphasise key word spellings.
- 11) To indicate where children have met the learning objective and to highlight good work, teachers will underline the word or sentence in green.
- 12) We do not mark with crosses or continuous mistakes on a page.
- 13) Written comments are not made when children are not able to read them.
- 14) Whilst some work will be focus marked (with teachers referring to success criteria and adding closing the gap statements), other work will be checked briefly. Children's books will show a range of deep and brief marking across the term.**

#### **Symbols used when marking work.**

- ❑ T = oral teacher feedback
- ❑ TA = oral teaching assistant feedback
- ❑ ST = supply teacher/student teacher
- ❑ VH = volunteer helper
- ❑ PA = peer assessed
- ❑ SA = self assessed
- ❑ SP = spelling mistake in this line
- ❑ G = grammar mistake in this line
- ❑ P = punctuation mistake in this line

Initially, codes that indicate an error will appear where the mistake occurs. As children move through the school, the code will appear in the margin and later a dot in the margin will indicate either a spelling, grammar or punctuation error.

### **Monitoring and Review**

It is the responsibility of the class teacher to ensure Assessment for Learning strategies are used effectively in their class.

It is the responsibility of the headteacher and senior management team to monitor the use of Assessment for Learning in the school. This is done through work scrutinising, lesson observation and staff discussion.