Bishop Loveday CE Primary School

Assessment for Learning Policy
(including marking and feedback)

Policy agreed by Governors: September 2019

To be reviewed: September 2021

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, understand the progress they have made 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.

Evidence from recent research carried out by the Education Endowment Foundation in 2016 suggests that, 'The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress.' It also notes that, 'Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking.'

The studies of feedback reviewed in the Teaching and Learning Toolkit – an evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year. While it is important to note that written marking is only one form of feedback, marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to pupil progress.

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 Integris. 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.

- Formative assessment is ongoing and teachers record these on Teacher Assessment Frameworks for reading, writing and maths. 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. Information from Teacher Assessment Frameworks for reading, writing and maths, together with test results, inform summative assessments in reading, writing and maths: working below, working towards, expected or exceeding. These are inputted to Integris. Early years make teacher assessments, guided by Development Matters, and enter these into Integris.
- 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 and individuals.

Marking and Feedback:
Teachers to use 2 colours to mark.

- Green for Good – underlining or highlighted where the success criteria has been met
- Pink for Think – Pink is used to identify errors, misconceptions or to extend and challenge. Pink post-it notes can be used to alert children to learning that needs to be revisited. In maths, pink dots are used to show children where mistakes in calculations have been made (we do not use crosses).
- 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, in line with our principles of Growth Mindset.
- 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 WALA (we are learning about). 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 will also share the success criteria for their task. In writing, the expanded success criteria is used to support children with their learning and as writing targets.

3) In Maths, targets the unit of learning are displayed and will relate to the learning objectives for the current maths' topic.

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) Teachers will focus their marking on the learning objective and the success criteria for the task.

6) Verbal feedback will be shown with a 'T' or 'TA'.

7) Teachers will mark in pink, any areas to be addressed by pupils. Teachers may 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.

8) Time is given in lessons for children to respond to written comments and 'Think Pink'.

9) 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, including subject specific vocabulary.

10) To indicate where children have met the learning objective and to highlight good work, teachers will underline or highlight the word or sentence in green.

11) Written comments are not made when children are not able to read them.

12) Whilst some work will be focus marked (with teachers referring to success criteria), 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
- ❏ PA = peer assessed
- ❏ SA = self assessed

In KS1 incorrect spellings will be underlined in pink and grammar and punctuation errors are underlined with a pink line. In KS2, initially, codes indicate an error will appear where the mistake occurs. As children move through the school, a code will appear in the margin and later a dot in the margin will indicate either a spelling, grammar or punctuation error.

- ❏ SP = spelling mistake in this line
- ❏ G = grammar mistake in this line
- ❏ P = punctuation mistake in this line

HP can be used to indicate that a house point has been awarded.

Monitoring and Review
It is the responsibility of the class teacher to ensure Assessment for Learning strategies, in line with this policy, 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.