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| Charnwood Policy | Assessment for Learning and Feedback Policy | | | | | |
| | Procedures to follow when Assessing Learning in books | | | | | |
| Approved by | Staff | Issue Date | May 2022 | Review Date | May 2023 | |
| Audience | Trustees | | Staff | ✓ | Pupils | ✓ |
| | Local Academy Council | | Parents | | General Public | |

Assessment for Learning (AforL) and Feedback Policy

Introduction

At Charnwood Primary Academy we believe it is important to provide constructive feedback to children, focusing on success and improvement needs against learning intentions. This enables children to become reflective learners and helps them to close the gap between what they currently know and can achieve and what we would like them to achieve.

The purpose of this policy is to make explicit how teachers assess children's work and provide feedback. All members of staff are expected to be familiar with the policy and to apply it consistently.

Aims

Children's work is assessed and feedback is provided in order to:

- Show that we value the children's work and encourage them to value it too.
- Boost the pupil's self-esteem and raise aspirations through enabling them to reflect on their progress. The main aim of assessment and feedback is not to find fault but to help children to learn. If children's work is well matched to their ability then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- Give the children a clear picture of how far they have come in their learning and how they can improve their work in the future.
- Offer pupils specific information on the extent to which they have met the lesson objective and/or the individual targets set for them.
- Promote self assessment whereby the children recognise their areas for improvement and are encouraged to accept guidance from others.
- Gauge the children's learning and understanding and identify any misconceptions.
- Provide a basis for summative and formative assessment to inform future planning for learning.

Principles/Assessment Guidelines

Staff will be expected to adhere to the following guidelines to ensure that assessment is a positive tool for improving children's performance. All assessment should be purposeful and useful to the pupil and teacher.

- Teachers mark in red pen during guided sessions.
- Staff are encouraged to 'live' mark where marking and modelling during the lesson alongside the child can support progress and reduce misconceptions.
- Teachers are encouraged to indicate the section of work supported if it is not an entire session through an initial where the support ended- This can include modelling or examples to provide support.
- Teachers mark in green pen after a session has been taught. All work will be viewed before the next teaching session and children will be aware that their work has been checked by a teacher before it is returned to them.
- Teaching Assistants and other adults mark using a turquoise/light blue pen.

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- Teacher and TA feedback should highlight positive aspects of children’s work as well as guiding or modelling expectations: this is conducted through highlighting, models and corrections or through ticks and marks where relevant.
- Where a child has met the SC this work should be highlighted in green highlighter pen on the success criteria.
- Where a child has shown some elements of the success criteria or has demonstrated that they are working towards this objective the criteria should be highlighted with an amber or orange highlighter pen.
- Assessment should relate to the learning objective and success criteria. Should a child not include any elements of the SC then this part of the sticker will be left blank.
- Where a child has demonstrated a strong or exceptional use of skills in their work teachers will highlight this in green highlighter. This can include use of CEW, topic specific vocabulary or words and phrases that demonstrate a strong understanding or independence of application.
- Each classroom should have a set of class ‘non negotiables’. These are common elements of writing and maths that the children should be using at all times. As an element is taught it is added to the list. The note ‘NN’ should be used to alert pupils to the absence of non-negotiables in work and children may be expected to correct this in future editing or lessons. Teachers will use this marking to plan in whole class interventions that address these issues and support pupils in meeting non-negotiables in the following lessons.

No written comments are needed to be made to the pupil other than during guided work or live modelling. Where misconceptions or follow-up learning needs to be made this should take the form of group or guided 1:1 work and an explanatory note or jotting should not be made.

Subject specific guidance – English

It is not necessary for every spelling, punctuation or grammar error to be marked in every piece of writing but these may be noted as a future teaching point. Where punctuation, grammar or spelling is a curricular target then children will be expected to attempt to meet their current target and meet previously taught targets.

- If a teacher feels that the pupil is, or should, be able to spell a word they should highlight the word in yellow and a correct spelling should be written in the margin or at the bottom of the page. Pupils will practise these 3 times at the bottom of the page when reviewing their work. These can then be used to inform spelling sessions and home learning. In Year 5 and 6 or where the teacher is sure that the spelling should be known or was available to see (for example on a vocabulary mat or display) the correct spelling may be omitted and children should seek out the correct spelling themselves.
- Other spelling and punctuation errors may be corrected by the class teacher when assessing learning using a green pen. It is then at the teacher’s discretion as to whether these should be corrected by the pupil or become a teaching point at a later time.
- The assessment code should be used by all adults when assessing books and should be available for children to refer to when looking at their work.

Subject specific guidance – Mathematics

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- In Mathematics children should receive a tick for a correct answer and a dot or small cross for incorrect answers.
- Children in Years 3, 4, 5 and 6 can begin to mark their own work to aid instant self-assessment. However, this needs to be taught carefully and should not be relied upon solely.
- When completing self or peer assessment children should mark in pencil or purple pen.
- Any work marked by children should be checked by the teacher to ensure marking was correct this can take the form of spot checks and quick reviews rather than going back through each individual question or text.

Recording Assessment for Learning.

When marking books teachers should use this to support progress towards objectives by entering information onto Insight Tracking. The records will then clearly show who in the class needs targeted intervention, future teaching or support and those who have clearly met the standard and require challenges to work towards GDS.

Stickers and Stamps

- To ensure that all teacher 'marking' is easily accessible to pupils, written comments **will not** be made in books. Children should reflect on previous learning by looking at their SC sticker highlighting, spelling, grammar and calculation marks, ticks or corrections and highlighted elements.
- Teachers will also add a stamp to the page to show they have assessed the work. Where a red stamp is used this informs the pupil that the teacher believes they require teacher guided input and have not currently shown comprehension or application of the required knowledge or skills. This session or work may be to correct misconceptions or reteach learning.
- Teachers may use stickers to reward exceptional work.

Summative Assessment

- Phonics assessments should be used regularly to make sure children in EYFS-Y3 and above where appropriate are working within the appropriate phases.
- Grammar and spelling assessments should be used termly. These should be marked briefly and an overall score given. Scores and analysis to be used in planning and reported to the English Leader.
- White Rose or other assessments should be used termly in maths. These should be marked briefly and an overall score given. Scores and analysis to be used in planning and reported to the Maths Leader.
- Children should be given opportunities for extended independent writing following taught units so that they may demonstrate their skills.
- Across the rest of curriculum, a variety of assessments are made to inform pupil attainment.
- Accelerated Reader Star Tests are used to assess pupil reading attainment each half term.

e-assessment

Across the curriculum teachers may employ the use of technology to assess understanding. This may take the form of quizzes, competitions or online assessments. Teachers will use the results of these online tools and APPs to

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provide summative assessment of learning and will also use the information provided for comparative analysis of pupils against age related expectations and objectives. A wide variety of tools are currently employed by the school and they have proved accurate and informative methods of assessing gaps in understanding and knowledge. E-assessments are always used in conjunction with other formative and summative data to form a picture of the whole child and form one part of a pupil's attainment.

Monitoring and Evaluation

The implementation of this policy will be monitored and evaluated as part of our work sampling timetable. Subject leaders will use this policy to inform their judgements when completing book scans and will share good practice with others.