

Charnwood Policy	Assessment for Learning and Feedback Policy					
	Procedures to follow when Assessing Learning					
Approved by	Staff	Issue Date	November 24	Review Date	November 25	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	

Assessment for and of Learning and Feedback Policy AforL and AofL

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 they need to achieve.

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

The school's assessment approach follows the 10 Key Principles of effective assessment for learning as defined by The Assessment Reform Group (2002). These state that assessment should:

- be part of a teacher's effective planning
- focus on how students learn
- be a central feature of classroom practice
- be seen as a key professional skill for all teachers
- be viewed as a sensitive and constructive process
- never underestimate the importance of student motivation
- encourage a shared understanding of the criteria by which learning goals are assessed
- ensure learners receive constructive guidance on how to improve their learning
- develop the learners' capacity for self-assessment
- recognise the full range of educational achievement

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 pupil self-esteem and raise aspirations through enabling them to reflect on their progress.
- 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 information to class teachers to inform future planning for learning.

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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. They add a red stickperson if directly supporting a group or pupil. This will be placed at the top of the page if the pupil had support for the whole session or by a particular question if this is more appropriate.
- Teachers use 'live marking' where marking and modelling during the lesson, alongside the child, can support progress and reduce misconceptions.
- After a session, Teachers mark in green pen.
- Teaching Assistants and other adults mark using a turquoise/light blue pen. They add a turquoise stickperson if directly supporting a group or pupil in the same way as class teachers.

In certain circumstances, minimal comments are permitted. They must not form a commentary but may guide the pupil in how to correct work or form one to two word celebrations if work is exceptional. When misconceptions arise, follow-up learning should take the form of group or guided 1:1 work and an explanatory note, or jotting does not need to be made as this will be identifiable using the stick-man code.

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 these. There will also be an expectation that pupils will meet previously achieved objectives from the current and previous years.

- 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 will be written in the margin or at the bottom of the page. Pupils will practise these 3 times when reviewing their work when appropriate. These will inform spelling sessions and home learning. In Year 5 and 6 or where the teacher is sure that the spelling was previously achieved 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. It is then at the teacher's discretion as to whether these should be corrected by the pupil or become a teaching point.
- The marking assessment code will be used by all adults when assessing books and should be available for children to refer to when looking at their work.

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Subject specific guidance – Mathematics

- In Mathematics children should receive a tick for a correct answer and cross for incorrect answers.
- Children can mark their own work to aid instant self-assessment where they are able. 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 or TA to ensure marking was correct. This can take the form of spot checks and quick reviews rather than going back through each individual question.

Recording Assessment for Learning.

All reviews of pupil books is used to support progress towards objectives. When the class teacher finds evidence to support judgements they will enter this information onto Insight Tracking. Directly entering assessments onto the tracking system is encouraged over and above marking in books in depth as this will better support teacher planning and progress of pupils when AfL is used correctly.

There will also be times where the learning is not physically recorded in books. Teachers will use AFL throughout their teaching practice. This will include active learning sessions. Sessions based around key concepts and setting these to memory and use of Kagan Structures to encourage collaboration and cooperation. Teachers will use assessment in the moment during these activities and use this to inform their immediate next steps for teaching during sessions and across units. This assessment will not be recorded in most cases.

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Pupil Reflection

- To ensure that all teacher 'marking' is easily accessible to pupils, extensive written comments **will not** be made in books. Children should reflect on previous learning by looking at their spelling, grammar and calculation marks, ticks/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.
- A blue, green or purple stamp will inform the pupil that they met the learning objectives sufficiently in that session.
- Whole class feedback may be used to allow pupils to reflect on their attainment and to allow them to see models of work meeting expectations. This style of feedback also encourages a collective 'buy in' of the class towards set goals.
- Teachers may also use stickers to reward and celebrate exceptional work.
- Pupils are encouraged to use metacognitive practises to monitor and reflect on their approaches and learning. At Charnwood this is completed through use of the Thinking Moves A-Z™.

SEND & EAL

- Where pupils have a special educational learning need teachers may use their discretion when applying the marking and feedback policy. This may mean that pupils are awarded a blue stamp despite requiring significant scaffolds or adaptations. For pupils with EAL, allowances may be applied regarding marking of spelling and grammar in books and additional support provided in smaller group or a 1:1 session. This decision has been made to support our feedback aims of *'Boost the pupil's self-esteem and raise aspirations.'*

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 following their templates.
- 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 following their templates.
- 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. These are pre-planned and included in composite planning.
- Accelerated Reader Star Tests are used to assess pupil reading attainment each half term.

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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 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 and are not used as a final judgement of a child's understanding or 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, pupil voice and data analysis. Good practice will be shared across the school.

Marking Code – English


Marking Code	
	Good work example
	The phrase doesn't make sense
Stonhenge	Spelling mistake
^	Missing word or words
○	Punctuation/capital letters needs correcting
//	New paragraph

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Whole Class marking

Display Example


What were we trying to achieve?



Misconceptions & common mistakes



Star Power! Who did it well and how?



WHAT'S NEXT?

