

Charnwood Policy	Assessment for Learning and Feedback Policy					
	Procedures to follow when Assessing Learning					
Approved by	Staff	Issue Date	November 23	Review Date	October 24	
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.

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. 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. They add a red stickperson if directly supporting a group or pupil.
- Teachers use 'live marking' where marking and modelling during the lesson, alongside the child, can support progress and reduce misconceptions.
- Teachers mark in green pen after a session has been taught.
- Teaching Assistants and other adults mark using a turquoise/light blue pen. They add a turquoise stickperson if directly supporting a group or pupil.

No written comments are to be made at any time to the pupil other than during guided work in red pen.

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.

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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 targets. 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 should 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 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. 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

- 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 or text.

Recording Assessment for Learning.

When marking books teachers should use this to support progress towards objectives by entering information onto Insight Tracking. EYFS will use Tapestry for day to day recording of learning. Directly entering assessments onto the tracking system is encouraged over and above marking in books as this will better support teacher planning and progress of pupils.

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Pupil Reflection

- 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 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.

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.
- 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.

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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
NN	Non-negotiables not met
	Verbal feedback given
	Poor handwriting/presentation

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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?