

# ST MONICA'S CATHOLIC PRIMARY SCHOOL

## Assessment and Feedback Policy



**'Strive to succeed in the presence of God'**

**T**ogether – as a Catholic community  
**E**veryone - children, staff, parents, carers and parish  
**A**chieves – in their unique way and tries to be  
**M**ore – like Jesus

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# St Monica's Catholic Primary School

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### Mission Statement

**Together** as a Catholic community

**Everyone** – children, parents, staff and parish

**Achieves** in their own unique way and strives to be

**More** like Jesus

## Assessment

### Introduction

Schools are required to keep annually updated records of their children's achievements, skills and abilities. There are many different but equally effective ways of organising the curriculum and assessing children's attainment and progress. How we assess and feedback to our children and parents is laid out in this policy.

### Aims

Through our assessment policy we aim to:

- Recognise and celebrate all children's achievements within and beyond the National Curriculum,
- Provide an evaluation of what has been taught and learned, identifying children's strengths and weaknesses,
- Use assessments to inform planning,
- Ensure continuity and progression,
- Identify children with Special Educational Needs and Disabilities and use strategies to aid their progress,
- Identify children who may have a particular gift or talent and support them with their progress,
- Inform parents of how children's attainment and progress is assessed,
- Inform outside agencies, LA and governors of our assessment procedures,
- Use assessment procedures that involve children in understanding the learning intention and how they can progress,
- Provide children with the opportunity to review their work and to self assess,
- Raise the expectations of children, teachers and parents in an effort to achieve the highest possible standards for each child.

### Methods of Assessment

- Baseline assessment in the first half term of Reception class
- Questioning/listening/observing
- Consideration of finished work/marking
- Formative assessments made by teachers and support staff. (Teachers identify individuals who may need more support or extension in that lesson or the next.)
- Phonics screening at the end of Year 1 (statutory)
- Class tests & tests for individuals (e.g. spelling checks in Years 1 & 2, maths tests at the end of each White Rose unit, comprehension test papers x2/year)
- Using SEN reports from outside agencies e.g. from an educational psychologist or speech therapist
- SATs at the end of Key Stage 1 & 2 (statutory)
- Diagnostic assessments when appropriate
- PM Benchmark kit to level individuals' reading (Yr 1 – Yr3 and from Yr4 upwards for those children not at age related expectations)
- Termly STAR reading and maths assessments from Year 2 upwards
- No more marking writing assessment once/year (Yrs 1-6)

## **Recording Children's Attainment and Progress**

- Age Related Expectations in Reading, Writing and Maths are recorded at the end of each term at Pupil Progress meetings and reviewed by SMT against levels achieved the previous term/year. (Moderation ensures that levelling is consistent amongst staff).
- Assessments for RE at the end of each topic record whether the child has reached the age related standards as set out by the Diocese of Westminster.
- Age Related Expectations are recorded at the end of each topic in Science for each child.
- For History, Geography, PE, Computing, Art and DT teachers track what was taught and identify children who were working towards or exceeding expectations, with the assumption that most children will achieve the expected level.
- Reading records are kept on white cards (in each infant class and in KS2 up to the child reaching white band) showing reading levels and written comments about children's reading.
- Each child (Rec-Y4) has a reading record books and parents and staff are able to write helpful comments in these books to improve reading skills.
- The music teacher keeps records of attainment and progress in music
- SMT and middle managers will monitor assessments made as part of their directed tasks

## **Target Setting**

- Termly SEN Review meetings take place and targets are set on their Learning Support Plans
- Children are regularly reminded of the targets they need to work on to improve their work. This is done verbally and may also be recorded in their books or on teacher's planning.
- Targets may be for a whole class, group or individual.

## **Reporting to Parents**

- Within the first half term of starting school, reception class parents will be given access to a secure site (called Tapestry) so they can track their child's progress through their first year of school.
- An initial meeting between teacher and parent takes place during November. There is also an opportunity to look at children's work and set informal targets for improving children's attainment and progress.
- In the spring term, a second parent/teacher consultation is held. Again, there is an opportunity to look at children's books.
- Written reports for Reception – Year 6 are sent home at the end of the summer term. The content of the reports can be discussed with the teacher by appointment.
- Parents are encouraged to make informal appointments to meet their child's class teacher should they have any concerns.
- Parents are invited to all termly SEN Review meetings.
- Completed exercise books are sent home at the end of the academic year.

## **Transfer of Information**

Assessment information is passed onto the class teacher for the following year as follows:-

- The levels achieved in RE, reading, writing, maths & science at the end of the year
- Broad class ability groups in the core subjects
- Relevant details concerning the needs of the class including SEN, G&T etc

The following are forwarded to new schools:-

- SEN records (where applicable)
- Key Stage test results
- The last school report (if required)

# Feedback to children

## Introduction

St Monica's staff recognise the importance of feedback in the development of our children and the role it plays in the cycle of teaching and learning. Our aim is to maximise the effectiveness of feedback so that it supports pupil progress, builds learning and addresses misconceptions. Given its importance, feedback should be timely, frequent and acted upon. As a research informed school, our approach to marking and feedback is guided by the principles set out by the Education Endowment Foundation (EEF) and takes into account the implications of written marking on teacher workload. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

## Principles of marking and feedback

- **The sole purpose of feedback is to further children's learning**  
Evidence of feedback is incidental to the learning
- **Empower the children to take responsibility for their improvements**  
We will not take the 'hard thinking' away from the children
- **Feedback is essential to responsive teaching**  
Feedback forms part of the school's ongoing assessment, which ensures that lessons are appropriately challenging and facilitate progress
- **The next step is the next lesson**  
Children should receive feedback in the same lesson, or at the beginning of the next lesson
- **Written feedback**  
With an awareness of teacher workload, using the range of feedback methods suggested should reduce the need for written comments. However there may be some instances where this is needed.
- **New learning is fragile**  
Learning is forgotten unless explicit steps are taken to revisit and retrieve learning. Teachers should be wary of assuming children have 'learned it' based on evidence drawn from the point of teaching.
- **Feedback should be timely, frequent and acted upon.**

## What does this look like in the classroom?

There are a range of approaches that may be taken to provide feedback to children:

### Acknowledgement marking

It is important that children know we have looked at their work, so this can be shown with a tick, personalised stamp or a brief comment (where the child has been made a marked improvement if this has not already been done verbally). This can be done within or after a lesson using a coloured pen that contrasts with the child's writing (not green, blue or black).

### Live marking/feedback

Where feedback is given in the lesson, enabling the teacher to check for understanding, identify how much re-teaching or consolidation is required as well as who is ready to move on. Work will be acknowledged as the teacher circulates the classroom giving feedback.

### Whole class feedback

Where the teacher is able to model the process of identifying and correcting a mistake – what are they doing wrong? How can we use what we already know to fix it? The teacher is also able to demonstrate what has gone well using examples of children's work. In a writing lesson, this may take the whole lesson with the lesson being split into editing and improving. This model must consider the needs of all children in the class and must be tailored to support them. In some instances, it may be that conferencing needs to take place for a small number of children while whole class feedback is taking place.

### Conferencing

Where an adult gives verbal feedback 1:1 to a child/small group around an issue not specific to the whole class.

### **Self and/or peer marking**

This approach gives children more responsibility for their learning. Children have to check their work, matching it against the success criteria first before the adult sees it and provides feedback.

*Stop and check* - in a session, for example in maths, after ten minutes the answer could be shared and children could check their work. If they have made a mistake, they could use the answers to check where they have lost their way.

*Reflection* – children can reflect on what they need to do next which helps them to develop their meta cognition skills.

*WAGOLL* - children can be given a model of 'what a good one looks like' – then can analyse it together so that children can understand the whole piece and begin to think about where they need to make improvements. Children should use their green pen for self-marking and editing from Year 2 upwards.

### **Distance marking**

There will be a few instances where a written comment is necessary to provide feedback as feedback will not have been given in the lesson or addressed during whole class feedback/conferencing.

**Work not seen in the lesson should be looked at with areas of need and success identified before the next lesson is taught as this will inform the teaching**

### **How do we adapt these approaches for young children/our lowest 20%?**


- Pointing mistakes out – eg indicating what is to be corrected verbally and using codes (see Appendix 1)
- Direct work with a child/children – similar to 1:1 conferencing
- Scaffolds to support discussions
- Scaffolds to support editing – eg I will remember to use finger spaces/capital letters for names/use a noun phrase

### **Things to note**

1. Long date written on all pieces of work (Yr1 from summer term), short date for maths, sketch books & Yr1 initially.
2. Time will not be wasted writing the learning intention on every piece of work. The LI can be found in teacher's planning if needed. Each piece of work however, will have a clear title which will be underlined with a ruler (Yr3 upwards and from summer term Y2).
3. We remember that it is not appropriate, to mark every error in written work. Over-strict marking can be very demoralising for a child who is striving to achieve their best. Children do not usually make errors 'on purpose'.
4. Any written comments made by an adult will be legible, reflect the cursive style taught to the children and spelt correctly as a model of good practice to the child.
5. Where writing has taken place, **secretarial mistakes should be acknowledged** in line with the marking codes used across the curriculum (see Appendix 1).
  - Spelling in KS1 – adults should correct words that children can spell correctly in line with their phonetic knowledge plus common exception words (red words).
  - In both KS1 and KS2, any vocabulary that is used frequently over the course of a unit or is on display in the classroom, should be corrected.
  - Letter and number formation should always be addressed and corrected.

## Appendix 1

### Marking Key

Symbol	Meaning
∩	Work is correct
•	Incorrect calculation (in maths)
→	A target has been given to that child to work on
 A cloud or bubble shape	An additional challenge has been given for the child to complete
The following symbols are written inside a circle:-	
I	Work completed independently <i>used when a child usually needs support for their work</i>
VF	Verbal feedback was given to the child about their work
ws	Work was completed with support
wss	Work was completed with some support
Learning achievements	- Green highlighter used to highlight particular successes/achievements
Codes to be used by staff for child to correct. Corrections to be done in green pen (from summer term of Year 2 upwards)	
Spelling correction	- Word highlighted in yellow (up to Yr4) (no more than 3 corrections given in one piece of work – child to practise underneath)
Sp (written in margin from Yr4 upwards)	- spelling error on that line – child to find and correct
P (written in margin from Yr4 upwards)	- Punctuation missing or correction needed
CL (written in margin)	- Capital letter is missing
	- Phrase doesn't make sense
Stamp used in infants	- Finger space needed
∧	- Word or phrase missing
//	- To indicate a new paragraph needed

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