



St Ann's Heath Junior School

Feedback and Assessment Policy

This school is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment.

Introduction

At St Ann's Heath, the staff believe that constructive feedback and assessment are integral to high quality teaching and learning and contribute to raising standards. Feedback in any form makes tracking of learning objectives for pupils on a day to day basis manageable and feeds into the next cycle of planning in a teaching sequence. It also helps to ensure that pupils are aware of their progress and how they can improve. Assessment provides teachers with key information for targeted planning and makes sure that teaching is appropriate and challenging. Teachers constantly evaluate children's knowledge, understanding and skills to support and adapt learning opportunities.

Feedback

The school uses a range of feedback strategies, such as verbal, peer, whole class, marking for accuracy and written feedback as a means of giving instant instruction and support to children with their work that can be acted upon immediately. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

For written marking, teachers use **red pen** to mark and children use **green pen** to edit or peer mark.

To help children improve their work, coding is used to encourage them to check and revise their own mistakes. In **written work**, the following codes and marking may be seen:

<u>haply</u>	We do not address every spelling error unless work is being copied up for display. Up to 3 spelling errors will be corrected, by underlining the mis-spelt word and inserting the correct spelling either in the margin or above the word. If it was felt that the child should have known the spelling, sp will be written in the margin in the line where the error is present, for the child to then find which word is wrong and correct it themselves. Correct spelling need to be written out 3 times at the end of a piece of work.
	A free hand line denotes any areas for improvement
//	A new paragraph should have been started
	If there is an omission, e.g. punctuation
CT/LSA/P	If a child has been supported to complete a piece of work, either by the Class Teacher, Learning Support Assistant or a Peer, one of these codes will be written by the section that has been supported.

In **maths**, the following codes are used:

	For children to check where they went wrong
.	Denotes an incorrect answer

Appendix 1 shows the above marking system which is displayed clearly in each classroom and used throughout the school. Children need to fully understand the marking codes and they should be given time to revisit their work and take any appropriate actions.

Whole Class Feedback

Class teachers will identify trends where there are common misconceptions under the following headings: spellings, punctuation and grammar, presentation, shout-outs, what went well and even better if. This is then shared with the children to use and improve their work. See Appendix 2 for proforma.

Live Feedback

Marking may not always be seen in a child's book. As a school, we encourage teachers to use their professional judgement throughout a lesson to decide when feedback should be given.

Other strategies to improve children's work

To support children in improving their work, a variety of strategies are promoted. See examples of possible strategies in Appendix 3.

Overall Presentation

High expectation of the presentation of work in children's books, including homework books, is paramount. See Appendix 4 for shared expectations.

Children will start in Year 3 writing in pencil and move onto writing in pen, when their handwriting is neat, clear and written in a cursive style. At the start of Year 4, all children will write in pen, unless there is a particular reason why writing in pencil is required.

Children should write the date at the start of a new piece of work and underline it in pencil. The title should also be underlined. These should be written by the margin with a line left between them.

In maths, children will always write in pencil. They will write the short date and then title as above. They also need to draw a margin, 2 squares wide. One digit needs to be written per square.

Feedback by Supply teachers

All supply teachers should provide feedback for any work set following instructions left by the class teacher in line with this policy.

Assessment

Tracking Attainment and Progress

Core Subjects

The school uses the following terms to communicate attainment for Reading, Writing and Maths:

Emerging – working towards end of year expectations

Expected – achieving end of year expectations

Exceeding – exceeding end of year expectations

If a child is working below the level of their year group, then the Emerging, Expected, Exceeding terms relate to the year group expectations that they are working at.

The school's assessment process, namely transitional matrices, has been implemented to ensure that each child's progress can be followed throughout the school. These matrices also track attainment for core subjects against end of year expectations within the current National Curriculum Framework.

These present a clear picture of individual, group, and cohort achievement including children with special educational needs (SEND) and those who may be disadvantaged in any way.

Transitional matrices are used as the basis for Pupil Progress meetings. Where a child or group has been identified as not making sufficient progress, appropriate action is taken such as:

- Pre-teaching to improve knowledge in a series of lessons
- Wave 1 interventions, such as providing scaffolds to support a task
- Post-lesson teaching to tackle misconceptions
- 1:1 or small group/teacher conferencing
- Focused interventions

Our creative curriculum provides a range of broad and extended activities to challenge the most able pupils.

Foundation subjects

The school uses 'has met year group expectations' and 'has not met year group expectations' to communicate attainment for all foundation subjects. Assessment of foundation subjects is completed when the objectives from the National Curriculum are covered within lessons.

Formal Assessment Cycle

	Year 3	Year 4	Year 5	Year 6
BEGINNING OF AUTUMN 1				
Reading	Baseline using KS1 test materials Benchmarking for library scheme	Baseline using Pira material	Baseline using Pira material	Baseline using a past SATs paper
Writing	Baseline assessment using previous year group objectives	Baseline assessment using previous year group objectives	Baseline assessment using previous year group objectives	Baseline assessment using previous year group objectives
English Grammar Punctuation and Spelling (EGPS)	Baseline using KS1 test material	Baseline using Rising Stars material	Baseline using Rising Stars material	Baseline using a past SATs paper
Spelling	Parallel Spelling Test	Parallel Spelling Test	Parallel Spelling Test	Parallel Spelling Test
Maths	Baseline using KS1 test materials	Baseline using Puma material	Baseline using Puma material	Baseline using a past SATs paper
TOWARDS END OF AUTUMN 2				
Reading	Rising Stars Pira materials	Rising Stars Pira materials	Rising Stars Pira materials	Past SATs paper
Writing	Teacher assessment using year group objectives	Teacher assessment using year group objectives	Teacher assessment using year group objectives	Teacher assessment using year group objectives
EGPS	Rising Stars SPAG	Rising Stars SPAG	Rising Stars SPAG	Rising Stars SPAG
Maths	Rising Stars Puma materials	Rising Stars Puma materials	Rising Stars Puma materials	Past SATs paper
Reading, Writing, EGPS and Maths Matrices updated with Autumn assessment information Foundation subject assessment throughout the Autumn Term				
BEGINNING OF SPRING 1				
Spelling	Parallel Spelling Test	Parallel Spelling Test	Parallel Spelling Test	Parallel Spelling Test
TOWARDS END OF SPRING 2				
Reading	Rising Stars Pira materials	Rising Stars Pira materials	Rising Stars Pira materials	Past SATs paper
Writing	Teacher assessment using year group objectives	Teacher assessment using year group objectives	Teacher assessment using year group objectives	Teacher assessment using year group objectives
EGPS	Rising Stars SPAG	Rising Stars SPAG	Rising Stars SPAG	Rising Stars SPAG
Maths	Rising Stars Puma materials	Rising Stars Puma materials	Rising Stars Puma materials	Past SATs paper

Reading, Writing, EGPS and Maths Matrices updated with Spring assessment information Foundation subject assessment throughout the Spring Term				
BEGINNING OF SUMMER 1				
Spelling	Parallel Spelling Test	Parallel Spelling Test	Parallel Spelling Test	Parallel Spelling Test
MAY				
Reading EGPS Maths				Statutory Assessment Tests
JUNE				
Writing				Teacher assessment to be submitted
JULY				
Reading	Rising Stars end of year assessment	Rising Stars end of year assessment	Rising Stars end of year assessment	End of year report
	End of year report	End of year report	End of year report	
Writing	Teacher assessment using year group objectives	Teacher assessment using year group objectives	Teacher assessment using year group objectives	End of year report
	End of year report	End of year report	End of year report	
EGPS	Rising Stars end of year assessment	Rising Stars end of year assessment	Rising Stars end of year assessment	End of year report
	End of year report	End of year report	End of year report	
Maths	Rising Stars end of year assessment	Rising Stars end of year assessment	Rising Stars end of year assessment	End of year report
	End of year report	End of year report	End of year report	
Reading, Writing, EGPS and Maths Matrices updated with Summer assessment information Foundation subject assessment throughout the Summer Term				

The above table outlines the formal testing that is completed in a school year to support teachers with the assessment of the children in their class. In addition, other assessment materials may be used by teachers to support with identifying gaps in children's learning.

Access arrangements for tests

When doing formal assessments, teachers need to be aware of the individual needs of the children in their class so that suitable access arrangements, such as extra time, scribing or transcribing, can be utilised to ensure children can perform to their potential.

Whole School Assessment Procedures


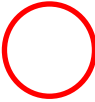

School Leaders, including governors, use school assessment information to track, monitor, evaluate and moderate standards and to steer in-depth conversations regarding pupil progress and attainment.

Monitoring and Evaluation

Feedback and assessment is monitored in line with the School Development Plan subject monitoring cycle. The implementation of this policy is monitored by the head teacher and SLT and by governors through the Learning Committee to evaluate its implementation and effectiveness. This policy will be reviewed by staff and governors every three years, or earlier if need arises. This policy will be promoted and implemented throughout the school.

Policy Status	
Agreed by Staff	June 2019
Agreed by Governors	June 2019
Next Review Date	June 2022

Appendix 1:

ST.ANN'S HEATH MARKING SYSTEM	
General marking	
Red marking	Adult marking
Green marking	Self or peer editing
You will see these in your written work	
<u>haply</u>	A word underlined in red or a sp in the margin. Check your <u>spelling</u> . This word is spelt wrongly. The correct spelling may have been written above or in the margin. If it was felt that you should know the correct spelling, it is up to you to correct it. Write the word out correctly <u>three times</u> at the end of your piece of work.
	A free hand line either denotes any areas for improvement
//	You should have started a new <u>paragraph</u> here.
	If there is a something missing in your work e.g. capital letter, other missing punctuation
CT/LSA/P	If you have been supported to complete a piece of work, either by the Class Teacher, Learning Support Assistant or a Peer, a code will be written by the section where you have had support.
You may find these in your maths work	
	Check your work
•	Denotes an incorrect answer

Appendix 2 – Whole class feedback proforma:

Whole Class Feedback			
Spellings	Punctuation and Grammar	Presentation	'Shout-outs'
What went well		Even better if	

Appendix 3 – Other strategies to improve children's work:

Using examples of children's work	Photocopying and sharing with the class Annotating Displaying under the visualiser
Self-marking	Part way through a lesson, to provide instant feedback and to spot misconceptions
Editing work as a whole class	Shared responses from children Class teacher to model how to edit and improve This may involve using one child's answer as a starting point which is then extended and improved
Use of stem sentences	Scaffolding answers using statements such as, 'I agree with because
Modelled expected responses	In writing: showing children example of a written response including success criteria that is expected In maths: demonstrating reasoning skills and solving problems. Demonstrating a written algorithm, visual representation or concrete apparatus.
Sharing mark schemes	Opportunities for children to be exposed to model answers
Using support staff effectively	Ensuring additional adults are used to move learning on e.g. supporting children with a particular problem they may not have understood

Appendix 4 – Shared expectation for presentation:

St Ann's Heath Presentation Expectations	
<u>Written work</u>	<ul style="list-style-type: none">• Handwriting is neat and joined• Writing is in pen from Year 4• Long date written at the top of work• Learning question written at the top of work• One line left between date and learning question• Date and learning question underlined with a ruler and pencil• Begin writing at the margin• Sheets stuck in straight, folded in half if necessary• No felt tip pens• No gel pens for colouring• If you have less than half a page left, start a new page• Sketches and drawings must be in pencil• Editing is done in green biro <u>not highlighter or felt pen</u>• Spelling corrections are rewritten three times• Small ticks when self-marking
<u>Maths work</u>	<ul style="list-style-type: none">• Short date• Learning question written at the top of work• One line left between date and learning question• Date and learning question underlined with a ruler and pencil• One number per square• Work in pencil• Margin must be two squares wide, drawn with a ruler• Number your questions• Correct mistakes that are shown with a C in green biro not highlighter or felt pen