**Assessment & Feedback Policy**

**Next review 31/08/2022**

1. **The Purpose of Assessment**

Assessment can be described as ‘*…the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there’* (Assessment Reform Group, 2002)

Review

Learning

Assessment

Learning, assessment and review are a constant process at SKA. We know that the feedback pupils receive, both through classroom dialogue and through more formal avenues, such as written feedback on pupil’s work or formative assessments, has a huge impact on their progress and attainment: *‘...the most powerful single moderator that enhances achievement is feedback*’ (John Hattie, Visible Learning*)*

At SKA, we focus on *why* we are assessing, when planning the type of assessment we will use. This ensures that each assessment serves a clear purpose and that we use the results meaningfully.

1. **Formative Assessment**

Formative assessment can be described as *‘…feedback both to the teachers and to the pupil about present understanding and skill development in order to determine the way forward’ (* Harlen & James, 1997).

At SKA, formative assessment is embedded in our daily practice and an essential part of evaluating pupil progress through the year. We recognise the importance of high quality feedback from any formative assessment: *‘Feedback is an essential element in formative assessment. It is how we move from where we are to where we want to get to’ (‘Assessment & Learning’, Gordon Stobart, 2012).* A study by the EEF, Sutton Trust and Durham University found that on average, the provision of high quality feedback led to an improvement of eight additional months progress over the course of a year2 *(Elliot et al, April 2016).*

***Lessons***

As part of the lesson planning process, teachers actively design questions, tasks and assessments as diagnostic tools, which enables them to refine their teaching and the curriculum. In addition, they ensure pupils go away knowing the strengths and weaknesses of their work.

### Questioning:

* Teachers plan a wide variety of question types to check pupils’ thinking and understanding against the objectives of the lesson.
* Questioning to unpick prior knowledge enables teachers to anticipate further misconceptions and barriers to learning; they also target questions at individuals based on their understanding of pupils’ prior knowledge.
* Teachers consistently probe initial responses to gain further insight into pupils’ understanding

and they fluently reframe questions when answers are not as anticipated.

All of the data gained from questioning is used to reshape teaching and support learning.

### ‘Live’ Marking

* Independent practice is a critical part of lessons and our pupils will be given sufficient time to meaningfully engage in rigorous and challenging work in every lesson. Our teachers understand the goal of all activities used and have a clear model for what a successful outcomes look like.
* Teachers circulate and scan effectively to monitor engagement, completion rates and to review pupils’ work. Their movement around the classroom is determined by pre-planned routes, prior knowledge of learning and in-the-moment information about how pupils are doing.
* When monitoring, they actively review children’s work against a model of excellence. They respond to gaps with efficiency and fluency, providing support and encouragement at the point of error. This may take the form of verbal or written feedback or both, ensuring pupils gain insight and secure improvement.

### Self & Peer Assessment

* We know it is impractical for any teacher to (‘live’) mark all of the work completed by pupils during a lesson. To supplement this, we teach pupils how to self and peer assess so they leave each lesson clear about the quality of their learning and work that day.
* Teachers plan how best to facilitate this depending on the subject discipline and the particular lesson. It may take the following forms:
	+ Pupils mark work correct or incorrect using a set of answers
	+ Pupils correct grammar and/or spelling mistakes, supported by a list of prompts and examples
	+ Pupils acknowledge whether their work meets a set criteria, or identify strengths or weaknesses, using a rubric, a mark scheme or a set of model answers
* As with the demonstration phase, teachers circulate and scan to monitor engagement, completion rates and they also review the accuracy of pupils’ marking.
* Teachers precede or follow self and peer assessment by highlighting key misconceptions or common errors of the class and modelling or revisiting explanations as required.

## Pupil Books

At SKA, **pupils’ books** are a reflection of deep thinking and clear understanding that has been gained in lessons over time. Work is of exemplary quality and demonstrates our pupils value their learning highly and see their books as a resource to support future learning.

During each subject induction, pupils are explicitly taught the expectations for pupil work in subject exercise books. This includes pupils’ handwriting, the use of pens/pencils/colours, how to set out work, labelling and sticking in supplementary sheets and how to mark. Teachers will address pupils not meeting expectations as they arise, when scanning and monitoring pupil work.

### Book Evaluations

* Teachers need to evaluate their pupil books in order to:
* Assess the progress of each individual and whether or not the quality and quantity of their work matches expectations, based on prior attainment data
* Ensure pre or end of unit assessments are stuck in correctly, responded to, and mark anything as necessary
* Mark any pieces of work not assessed in lesson
* Check that pupils have met the expectations set for their work, including: handwriting, the use of pens/pencils/colours, how they have set out work, labelling and sticking in supplementary sheets, marking/self-assessment and following this, response and correction.
* Offer particular, additional feedback, if the teacher feels that is necessary (written or verbal when the book is returned)

In addition to teacher monitoring and live marking in lesson, books should be taken in and checked to ensure that teachers fully evaluate pupils’ work in books, and appropriate steps are taken to improve work where needed. The timeline for this is at each teacher’s judgement, as long as all expectations are met.

### Book Scrutiny

Book scrutinies, will take place weekly dependent on subject focus and led by members of SLT. They will focus on ascertaining whether a clear understanding has been gained in lessons over time and look at whether the work is of the expected exemplary quality and presentation. Feedback after each book scrutiny is given to the teacher along with action steps for improvements to be made, where relevant. In some cases, it may be practical to agree a timeline for teachers to take in and evaluate pupil books and work. Any action steps set will be followed up in the subsequent line management meeting.

1. **Formative Assessment**

Please see Waterton Trust Assessment Policy and Cycle 2020/2021

1. **Moderation**

Please see Waterton Trust Moderation Cycle 2020/2021

At SKA we value opportunities for our teachers to share their understanding of standards and to develop and improve the consistency of judgements about pupil work. Moderation and standardisation of assessment marking internally and across the network ensures our assessment data is robust and the information we share with pupils and parents is accurate.

* + Subject leads will arrange schedules for moderation of marking in their subject
	+ The focus of this moderation is to ensure all assessment marking is reaching the standard set and to pick up on any points not uncovered in the standardisation and address them.
	+ Our teachers also have the opportunity to standardise their judgements and moderate marking with colleagues across the Waterton Academy Trust network. This will take place during after school sessions.
	+ Year 6 teachers take part in local authority standardisation sessions with colleagues across Wakefield Authority.
1. **Assessing Pupil Progress**

## Data Analysis

At each formative assessment point, data is collated and entered into our Trust wide system OTRACK.

<https://app.otrack.co.uk/>

Enter user name & password

(Please see S Travis or K Reynolds regarding use of O Track)

In addition to raw pupil data, teachers and leaders use key performance indicators (KPI’s) summary

dashboards and question-level trackers to analyse pupil group, subject and year progress and attainment.

At both formative and summative assessment points, each teacher will meet with SLT for pupil progress discussions. These discussions will include:

* Evaluation the effectiveness of previous interventions or actions set
* Summary attainment and progress at this assessment point
* Explanation relevant context for that assessment
* Outline of actions to address gaps in learning and training needs of teachers
1. **Intervention**

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, schools should use new data to put in place interventions across all year groups as required so that pupils with lower rates of attainment can catch up straight away. These interventions are delivered within the classroom and could be with their class teacher or with another adult who has been given appropriate training to deliver the sessions.

1. **Reporting to Parents & Carers**

We value a strong relationship with parents and carers and pride ourselves on regular communication.

Each term, we will share a report, which summarises each child’s:

* + - Progress in each subject
		- Attendance
		- Punctuality
		- Social development

## Appendix 1: SKA Assessment Cycle 2019-20

*Proposed assessment dates*

*Include Ex Mods, internal mods, Reporting to parents & Govs, PP meetings, Data drops, tests*

***Autumn Term***

|  |  |
| --- | --- |
| Autumn 1 | Autumn 2 |
| Bas Testing & Phonics Re-test | English Leader Network |
| Target Setting on O Track | Maths Leader Network |
| In School Moderation | KS2 Standardized Tests (2018 & Autumn NFER) |
| In School Pupil Progress | In School Moderation |
|  | In School Pupil Progress |
|  | DATA DEADLINE – KS2 TA Judgement & Scaled Score |

***Spring Term***

|  |  |
| --- | --- |
| Spring 1 | Spring 2 |
| Trust East Hub Moderation | English Leader Network |
| In School Pupil Progress | Maths Leader Network |
|  | KS2 Standardized Tests (2019 & Autumn NFER) |
|  | In School Moderation |
|  | In School Pupil Progress |
|  | DATA DEADLINE – KS2 TA Judgement & Scaled Score |
|  |  |
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***Summer Term***

|  |  |
| --- | --- |
| Summer 1 | Summer 2 |
| KS2 SATS | Multiplication Check |
| Trust East Hub Moderation | Maths Leader Network |
| English Leader Network | NFER – Yrs 3,4 & 5 |
|  | Trust East Hub Moderation |
|  | DATA DEADLINE – KS2 TA Judgement & Scaled Score |
|  |  |

**\*2016 and 2017 Papers to be used as a teaching test technique tool by Year 6 during Spring 2 and part of Summer 1 prior to SATS**

**Appendix 2: Marking & Feedback Examples against Objectives**

**Marking and Feedback Examples**

**Reading**

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| --- | --- |
| **Reading** | Example 1. L.O – To make a prediction outlining what you think the text is about. Example 2. L.O – To understand what you think the text is about. |
| **C:\Users\srobert\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\25355153.tmp** | **Sticker in the book next to where the children have met the LO/SC**1. Prediction made about the text.
2. Understanding of the text.
 |
| Where you need to improve: | 1. Explain where this prediction is from.
2. Explain why you understand the text.
 |
| Next Steps: | 1. Choose a sentence to support your prediction.
2. Using your understanding, add in evidence to prove this.
 |

**Reading PRESENTATION AND EXPECTATION READING JOURNALS NON – NEGOTIABLES.**

* No writing to take place on the top line of books, this is due to there being no marker there for ascenders and upper-case letters.
* Children to write the full date on the first fully lined row e.g. Monday 1st September 2020, this must be underlined using a ruler.
* A line needs to be left empty in order to leave a space before the title is written.
* The title must be written in the middle of the page and underlined with a ruler.
* Support staff & supply staff mark in red
* The school Learning Objective pro-forma must be evident in all books underneath the title. A line left in between to ensure the beginning of the work is spread out evenly.
* If children are returning to a piece of work on the same page, this must be made clear by beginning the work with the day’s date in *full* and again underlined with a ruler.
* Handwriting must follow the cursive Letter join style in every Reading Lesson.
* Marking *must* be completed by Teaching Staff using a black rollerball pen at all times.
* Children will write in pencil, until the teacher feels it is appropriate to write using pen, which will be blue.
* Children will complete their reflection’s and next steps using a purple pen.
* If children make an error during the lesson, which they recognise, they must cross out using one straight ruler line through the middle only \*(*please see the example in the Appendix*).
* The K.P.I document (Key Performance Indicators) will be used for half termly assessment.
* Where ever possible the adults to conduct active marking and feedback within the lesson and use subject specific stickers to identify successes linked to the LO – please see examples.
* Subject specific spelling errors highlighted in Pink. Children must correct errors independently using a dictionary or spelling chart and write out the margin or below the work if space is limited.

**WRITING**

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| --- | --- |
| **Writing** | Example 1. L.O – To use inverted commas correctly to demonstrate speech.Example 2. L.O – To add conjunctions to link sentences together to make sense.  |
| Mead Primary: Year 4 Star Writers | **Sticker in the book next to where the children have met the LO/SC**1. Use of speech in a paragraph.
2. Including a conjunction in a sentence.
 |
| Where you need to improve: | 1. Punctuate the speech accurately.
2. Include a more complex conjunction to separate the sentences.
 |
| Next Steps: | 1. Add inverted commas in the correct place around the speech.
2. Add one of these conjunctions to your sentence: although, however, even though.
 |

**Writing PRESENTATION AND EXPECTATION WRITING BOOK NON – NEGOTIABLES.**

* No writing to take place on the top line of books, this is due to there being no marker there for ascenders and upper-case letters.
* Subject specific spelling errors highlighted in Pink. Children must correct errors independently using a dictionary or spelling chart and write out the margin or below the work if space is limited.
* No writing to take place on the top line of books, this is due to there being no marker there for ascenders and upper-case letters.
* Children to write the full date on the first fully lined row e.g. Monday 1st September 2020, this must be underlined using a ruler.
* A line needs to be left empty in order to leave a space before the title is written.
* The title must be written in the middle of the page and underlined with a ruler.
* The school Learning Objective pro-forma must be evident in all books underneath the title. A line left in between to ensure the beginning of the work is spread out evenly.
* If children are returning to a piece of work on the same page this must be made clear by beginning the work with the day’s date in *full* and again underlined with a ruler.
* Handwriting must follow the cursive letter join style and every Writing Lesson begin with a hand-writing lesson before the main lesson gets underway.
* Discreet Grammar and Punctuation Lessons must take place *daily* using the Scholastic Pupil books
* Daily Ruth Miskin Read, Write, Inc Lessons must take place in class *daily* as above.
* Support staff & supply staff mark in red
* Marking *must* be completed by Teaching Staff using a black rollerball pen at all times.
* Children will write in pencil, until the teacher feels it is appropriate to write using pen, which will be blue.
* Children will complete their reflection’s and next steps using a purple pen.
* If children make an error during the lesson, which they recognise they must cross out using one straight ruler line through the middle only \*(*please see the example in the Appendix*)
* Assessment will be carried out using the Trust agreed grids for the Published Pieces at the end of each genre taught
* The K.P.I document (Key Performance Indicators) will be used for half termly assessment.
* Where ever possible the adults to conduct active marking and feedback within the lesson and use subject specific stickers to identify successes linked to the LO – please see examples.

**MATHS**

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| **Maths** | Example 1. L.O – Use column addition to find the sum of 2 integers.Example 2. L.O – Solve problems involving addition with numbers up to 3 decimal places. |
| https://encrypted-tbn0.gstatic.com/images?q=tbn%3AANd9GcSvuK5jlkszleH78WWX6jDn2W4JtajlECtw1R5r2TCeuvj_mzJW4Fs_ckaZ4l173Gm_Ii_fDA&usqp=CAc | **Sticker in the book next to where the children have met the LO/SC**1. Use of correct column addition.
2. Explanation of understanding.
 |
| Where you need to improve: | 1. Explain your understanding further.
2. Use an example to explain further.
 |
| Next Steps: | 1. Explain how you completed the calculation.
2. Apply this understanding to this problem…
 |

**Maths PRESENTATION AND EXPECTATION READING JOURNALS NON – NEGOTIABLES**

**NON CORE incl Science, RE & PSHE**

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| --- | --- |
| **ART** | Example 1. L.O – Create a colour palette based upon colours observed in the natural or built world.Example 2. L.O – Include texture that conveys feelings, expression or movement |
| Ready To Gogh - Van Gogh - Sticker | TeePublic UK | **Sticker in the book next to where the children have met the LO/SC**1. Chosen colours reflective of either nature or industry
2. Layers built up on the base (paper/card/canvas…) to create depth and pattern
 |
| Where you need to improve: | 1. Match your colours to the autumnal tones
2. Apply your brush using different movements to create pattern
 |
| Next Steps: | 1. Identify names for the colours within your pallet which are reflective of autumn/industry
2. Explain which feelings, moods and expressions match the textures you have created
 |

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| --- | --- |
| **History** | Example 1. L.O - Annotate timelines explaining why each featured event was significantExample 2. L.O - Explain why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing |
| Great work in History' 30mm Stickers (Egyptian) — Cauliflower stickers | **Sticker in the book next to where the children have met the LO/SC**1. Annotation includes key historical vocabulary. Annotation is against accurate dates.
2. Explanation includes key historical vocabulary and expands on facts.
 |
| Where you need to improve: | 1. Pin point the correct dates with more accuracy
2. Expand on your facts giving reasons
 |
| Next Steps: | 1. Identify one of the significant events on the timeline and research other events at that period which were significant in other parts of the world.
2. Write a diary extract from the point of view of a member of the Persian army upon their defeat
 |

**NON Core Subjects Inc Science, RE & PSHE PRESENTATION AND EXPECTATION READING JOURNALS NON – NEGOTIABLES**

* Handwriting must follow the cursive Letter join style.
* No writing to take place on the top line of books, this is due to there being no marker there for ascenders and upper-case letters (excludes Art & DT)
* Marking *must* be completed by Teaching Staff using a black rollerball pen at all times.
* The title must be written in the middle of the page and underlined with a ruler.
* Tables and charts drawn with a ruler
* Labelling written on the lines within the book
* Children will write in pencil, until the teacher feels it is appropriate to write using pen, which will be blue.
* Support staff & supply staff mark in red.
* The K.P.I document (Key Performance Indicators) will be used for termly assessment.
* If children make an error during the lesson, which they recognise they must cross out using one straight ruler line through the middle only (rubbers may be used in Art & DT with the teacher’s permission).
* Children will complete their reflection’s and next steps using a purple pen (may be pencil or medium appropriate to the LO in Art & DT).
* Children to write the full date on the first fully lined row e.g. Monday 1st September 2020, this must be underlined using a ruler (Art & DT books may have the short maths date).
* Where ever possible the adults to conduct active marking and feedback within the lesson and use subject specific stickers to identify successes linked to the LO – please see examples.
* Subject specific spelling errors highlighted in Pink. Children must correct errors independently using a dictionary or spelling chart and write out the margin or below the work if space is limited.

**Appendix 3: Archived Good Examples of Marking & Feedback**

*Please see individual subject guides for examples in English and Maths*

**Appendix 4: Expectations Tick List**

|  |  |  |
| --- | --- | --- |
| **Expectation** | **Subject** | **√** |
| **Ruler used to underline date and title****Ruler to draw straight lines, graphs, charts and tables etc** | All |  |
| **Use of rubbers** | Art onlyDT CautiouslyMaths & Science – tables & graphs only  |  |
| **New Work = New Page to allow feedback, correction and/or extension** | All |  |
| **Teachers mark in black pen** | All |  |
| **Children respond in writing in purple pen** | All *Art & DT correction may be in medium used*Correction in graphs to be done in pencil |  |
| **Date written on second line down** | All |  |
| **Full date to be used** | All except Art & DT |  |
| **Adult feedback must address next steps in learning** | All |  |
| **No wasted pages. Absence noted with date.** | All |  |
| **Care taken with pages – no curled pages, rips, pencil marks or finger prints** | All |  |
| **Space left for feedback before new work started** | All |  |
| **Subject specific stickers used to highlight success against LO** | All |  |
| **Children must be given time to respond to adult feedback. Progress must be EVIDENT!** | All |  |
| **Photographs must have a reflection of learning written alongside** | All |  |
| **Use of cursive script** | All  |  |
| **Attachments in books must be glued down correctly with no curled sides/corners** | All |  |