



Bowling Green Primary School: Feedback and assessment policy

Version Date:	April 2019
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Review Date:	February 2019
Supersedes:	Marking and assessment policy 2018

Rationale

Assessment is an essential tool to maintain and promote effective teaching and learning. It should be positive, manageable, useful and consistent. At Bowling Green Primary School, it supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility.

Assessment for learning is a continuous process which involves the seeking and interpreting of evidence for use by learners and their teachers to decide where the learners are, where they need to go next and which is the best way to get there. It is important that the teaching team provides constructive feedback to children, both written and orally, focusing on success and improvement needs against learning objectives. This enables children to become reflective learners and helps them to close the gap between what they can do currently and what we would like them to do.

We believe it is important to value and to show respect for each child's work and to encourage children to take responsibility for the assessment of their own pieces. We are aware of these aims when **providing feedback**.

Feedback at Bowling Green Primary School will generally take the form of written, oral and peer feedback. Lessons should have a variety of this written or oral feedback. The feedback process will be supported by the use of stamps, stickers, house points and certificates to further recognise achievement.

Aims:

- To chart progress and achievement throughout school, providing accurate information at points of transition
- To assess a learner's development and progress in its work by recording his/her progress and achievements in knowledge, skills and understanding
- To develop pupils' self-esteem and pride in their work
- To clarify teachers' expectations through a uniform marking system
- To set acceptable standards of presentation for pupils
- To improve pupil performance through the use of an agreed **feedback** system that identifies goals and explains errors
- To provide next steps in order to develop and progress learning opportunities
- To be accessible and understood by pupils, parents and adults providing in-class support
- To enable children to develop the skills of self and peer marking
- To be manageable for teachers
- To give the Headteacher, staff, governors, parents and other agencies a clear picture of standards, progress and achievement within the school
- To be a part of the observation, planning and assessment cycle so that children's individual needs are planned for



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Practice and Procedures

Purpose of Assessment

- Assessment should be an integral part of teaching and learning, involving pupils in the process.

Assessment of and for Learning

- Both formative and summative assessment will be used in the process of teaching and learning. (Formative assessment will be unlikely to 'score' or grade work, but rather give comment and guidance on 'next steps'. Summative assessment provides a snapshot level indicator of performance and generally will not have comment)

Forms of Assessment

- Throughout school, children are given assessments in the core subjects at the end of every term, in order to ascertain the progress that they have made during taught work and identify any further gaps in understanding.
- Children in Year 1 are formally tested on their phonics awareness (phonics check)
- All children at the end of Year 2 are formally (marked internally) assessed in reading, writing, spelling, punctuation, grammar and mathematics
- Statutory external testing takes at the end of Key Stage Two. All children at the end of Year 6 are formally tested in reading, spelling, punctuation, grammar and mathematics. Writing is scored by teacher assessment

Self and Peer Assessment

- Pupils will develop their capacity for applying success criteria through regular experience of self and peer assessment as an integral part of the learning process
- When pupils engage in self or peer assessment, the assessment process will not normally be duplicated by teacher assessment thereafter, rather monitored

Feedback from Marking and Assessment

- Pupils will be given regular verbal or written feedback on their work and progress. This will celebrate success and identify next steps for learning
- Classwork will benefit from informal assessment during lessons
- Classwork will also have self and peer marking
- Formal assessment of work will occur termly in English and maths, however data will be submitted half-termly using Teacher Judgements; other subjects in the curriculum will be assessed formally on a termly basis

Assessment to Promote Teaching and Learning

- Assessment and feedback will be used to inform future planning of teaching and learning.

Use of Assessment Data

- At a class teacher level, collection of assessment data will have a clear purpose in teaching and learning as set out above
- There will be regular whole-school collation of assessment data to support and inform year group reviews, comparison of pupil performance across their subjects and reporting to parents



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Marking and feedback – Guidelines for marking

- Marking should be in pen, however not in fluorescent colours or in purple
- In the core subjects of writing and maths, feedback should be given on the majority of work. This may be through written or detailed verbal feedback. Alternatively, whole-class or group feedback may be given to address common misconceptions. Wherever possible, 'live' marking should take place, providing instant feedback to children.
- Teachers should focus first and foremost upon the learning objective of the task; the emphasis should be on both successes against the learning objective and/or the improvement needs of the child. This is particularly relevant in English, where children are given reminders about improving basic punctuation/grammar/spelling skills.
- Marking may be celebratory and/or give guidance and feedback for next steps. In foundation subjects, marking may not be as detailed. Written feedback should always relate back to the learning objective.
- Children are encouraged to regularly evaluate their own work and progress against targets and learning objectives as well as advise peers on their success (increasingly as they progress through school).
- Correcting spellings: in Reception this begins with correction of some initial letters and C.V.C words; in Year 1 C.V.C words are corrected and we begin to address common monosyllabic; in Year 2 common monosyllabic words are corrected.
- **Key Stage 2** Children are encouraged to use dictionaries to correct/check spellings. We also encourage children to seek support from classmates and from own previous work. *Children should not bracket words to indicate errors as this is misleading regarding the use of brackets. A single, neat line should be drawn through the word.*
- From Year 2, the teacher may put 'sp' in the margin of the line where there is a spelling to correct. The teacher may indicate the correction with a dot (and/or underlining). By the time children reach year 6, children should be asked more generally to 'check spellings'.
- All pieces will be dated in writing and have headings which are underlined with a ruler as appropriate (it would not, for example, be appropriate to title a letter). In Reception and Year 1, or where a child has additional needs, the teacher will date work until each child is assessed as able to do so without this distracting from the main writing task. It is important to date work to track progress.
- Smiley faces can be used or other forms of encouragement ***which do not detract from the writing.***
- This is general guidance for year groups. With most and least able pupils, it may be necessary to differentiate expectations.
- Children should be given time to consider the written or verbal feedback the teacher has provided.
- Children should be encouraged to ask for clarification, if they do not understand a comment and should be clear about what they need to do in their next piece of work, as a result of the feedback they have received.
- Children should be given time to respond to the feedback using purple pen for written work.
- Children should evaluate their own work, indicating their views at the end of an activity. This may be a symbol (e.g. smiley face or a written comment).
- Where written feedback is provided, a purposeful comment should be added. This may address how children have met learning objectives or indicate next steps in order to improve further. In maths, children may be challenged further, for example, being asked to use the inverse or to write a calculation in the form of a reasoning question.
- Where verbal feedback is given, a v will written to indicate this.
- Whole-class/group feedback may be used to demonstrate a 'good example' for children to use in order to reflect upon their own work. This may be that of a child or a modelled piece by an adult.
- If a child has worked independently, this should be indicated with an 'I'



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This policy is reviewed annually
The next review is due: **Spring 2020**

Approved by the Governing Body

Signature of ChairDate