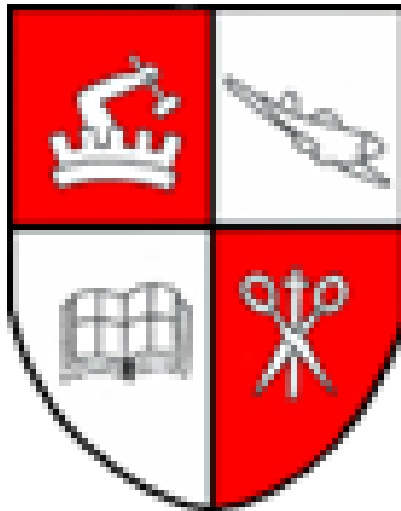# ST. GERARD'S CATHOLIC PRIMARY SCHOOL

ASSESSMENT & FEEDBACK POLICY

Our Mission Statement

'With Christ at our side and St. Gerard as our guide we live, love, learn and pray together'

God causes all things to
work together for good
to those who love God

Romans 8:28

Reviewed: January 2024
Next review: January 2025

St Gerard's Catholic Primary School
Assessment & Feedback Policy

"Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress." **(Eliminating unnecessary workload around marking, 2016)**

What is Assessment?
Assessment is a judgement based on evidence at a specific point in time. At St. Gerard's we believe Assessment encompasses all procedures used to make an estimate or appraisal of an individual's achievement.

Aims and General Principles
The child is central to the assessment process and their involvement in it is to be encouraged and developed. Our fundamental aim is to celebrate achievement in its broadest sense and to motivate through increasing self-esteem, developing good relationships and enhancing children's confidence. The recognition and valuing of achievement will help us to focus more on what a child can do rather then what they haven't achieved; therefore, reflecting our Mission Statement.

In consultation with:
This policy is written in line with the requirements of National Curriculum statutory legislation. It has been written in consultation with all our teaching staff, Senior Leadership Team and Governors.

Relationship to other policies:
This policy is related to the school's Teaching and Learning Policy, Curriculum, Homework, Performance Management, Race Equality, SEN policies.

Types of Assessment
- **Assessment of learning (AoL) - summative assessment**

Assessment of learning is any assessment that summarises where learners are at a given point in time - it provides a snapshot of what has been learned (in terms of both attainment and achievement), this may be in the form of NTS tests, practice papers for SATs Or a longer piece of writing.

- **Assessment for learning (AfL) - formative assessment**

Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in teaching or learning. It is the process by which the teacher provides feedback to the learner on his/her performance in such a way that either the teacher adjusts the teaching in order to help the student learn more effectively or the learner changes his/her approach to the learning task, or both of these.

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

What are the Purposes of Assessment?
1) Assessment should help the pupils learn more effectively.
Assessment should....
- Inform about individual progress – whether their understanding of the curriculum is Working towards the standard (WTS), at age-related standard (ARE) or Greater Depth (GDS.
- enable strengths and weaknesses to be identified

- indicate the next step in the learning process,
- involve the child,
- involve the parents as and when necessary,
- motivate through success.

2) Assessment should help teachers to evaluate their own teaching.

Assessment should….

- indicate strengths and weaknesses in the teaching programme,
- indicate strengths and weaknesses in the teaching methods,
- indicate next steps in the teaching programme,
- indicate which children need support and which need extension,
- guarantee teacher child contact.
- Inform progress of targeted pupils.

Assessment Techniques

Children find it helpful to know the purpose behind the activity, so we share the Success Criteria (SC) with the children and encourage them to self-assess (SA) and review their performance.

Assessment information is gathered in a variety of ways.

To assess what the children do, we: –

- use observational assessments of the children;
- discuss with the children what they are doing and how they feel;
- question children as they are working with open and closed questions, as appropriate;
- discuss the children's progress with other members of staff;
- monitor individual targets.

To assess what children produce we: –

- consider the work in terms of specific assessment criteria, (e.g.: NC programmes of study and attainment targets);
- consider progress by looking at earlier work samples;
- cross check observations with the finished product and the child's comments;
- ask the child to assess their work in an age appropriate way;
- involve peers in assessment discussions;
- attempt to come to a consensus of their level of attainment against age related expectations by in school moderation and where possible external moderation.

Evidence

At St. Gerard's evidence of pupil's attainment and achievement is gathered in a variety of ways, including:

- The Aspire tracking through the Fisher Family Trust
- RE Subject tracking spreadsheet
- EYFS Learning Journeys
- EYFS assessment trackers
- Information held on informal notes and jottings
- Displays of pupil's work
- Notes gathered through structured observation
- Work in pupil's books and folders
- Pupil Progress meetings.
- Writing samples - using TAFs created by the Sersum Corda group.
- Accumulated knowledge of children and anecdotal information
- Website
- Questioning

Purpose of Feedback

Marking should provide feedback to the children on their successes and guidance in order to improve performance, to enable children to reach as high a standard as possible in their work. It should indicate to the teacher where the child is having difficulty and be an aid to future planning and assessment.

Objectives

Feedback should:-

- focus teachers on those areas of learning where groups of children and individuals need specific help.
- indicate the next steps in children's learning. Referring to targets in the front of English and Maths books.
- be an integral part of classroom work whereby the teacher takes opportunities to mark work alongside the child or talks through marked work with the child.
- be meaningful (see appendix three), it should lead to children being able to feel satisfaction and a sense of achievement.
- lead to children reflecting on what they are doing, identifying errors and improving performance.
- should take into consideration children's aptitudes and abilities in different areas of work.
- take into account different requirements in the various curriculum areas.
- be based on a limited number of Success Criteria that are made clear to the children before work commences.

(e.g. We are learning to… In order to achieve this, I am looking for…)

How should the marked work be utilised?

Feedback should facilitate discussion between the child and the teaching staff in order to set the child some clear targets (see setting pupil targets) that the child can refer to for future work.

In a dialogue with children, teaching staff should be able to remind them of what marking had previously indicated and ask them to reflect on how far they are responding to it.

Teaching staff should strive to find at least one thing that is positive, that can be praised and built on. There should be a clear understanding by the children what is required of them in relation to corrections - e.g. In Mathematics can they locate where the error is rather than start again from the beginning?

Once we know children are capable of meeting certain criteria (e.g. in spelling and punctuation) we must insist these criteria are consistently met, and when applicable, in all curriculum subjects – demonstrating a 'mastery' of the curriculum.

When giving feedback in RE lessons, teacher give feedback based on the child's subject knowledge in relation to Religious Education and/or their faith life.

Methods of Feedback and Rewarding

From Year 1 to Year 6 most feedback will be immediate and verbal, taking place during 'live feedback/discussions'. 'Find and fix' and 'check and challenge'. The speed of feedback is important: 'live' feedback has a positive impact, and is more effective than 'later' feedback *(DfE: Marking Policy Review Group)*. Research also states that 'live feedback' during the lesson is more accessible to pupils and is central to high quality teaching and learning *(EEF: Education Endowment Foundation)*. Teachers and Teaching Assistants will attempt to give immediate feedback to children during the lesson. Live feedback should inform any mini plenaries that take place during lesson; addressing misconceptions. Children need to have their work acknowledged and recognized to encourage children to complete work to the best of their ability.

A revised feedback code system was put in place to ensure more robust marking takes place (Appendix 1). Below are some elements that provide a brief overview.

- One group 'focus marked' each day – marked in detail, with a comment given as well as a Gap Task
- Rest of class 'light touch' unless it is obvious that a child has not understood the task or has misconceptions regarding the objective.
- Spellings/grammar to be marked – no more than 3 spellings corrected- for all children. These should form a Gap Task, with the comment: Sp x 3 could   brother
- In the broader Curriculum subject specific Vocabulary should be corrected as well as important grammatical errors, for example not using a capital letter for a city in Geography.
- All marking to be carried out in green and pink. Green 'for good', pink 'to think'. All positive comments to be written in green with corrections/Gap Tasks in pink.

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- Years 5 and 6 will use the 'polish purple' editing pens in their work in order for them to identify how they can improve their work.
- In lessons, teachers should use live marking to assess who needs further support, and ensure that same day intervention takes place.
- RE work to be focus marked once a week including a 'pink for think' question which should be written in response to the children's work; either addressing a misconception or challenging the child to 'go deeper' in their learning.
- Teacher's comments should try to stress positive aspects of the work and include explicit guidance to the child.
- We aim to give every child at least one specific written comment per week in the core subjects. For other subject areas, it should be one group in every lesson. This ensures all children have work marked in depth every week.
- Comments should focus on key learning objectives of the particular lesson, however, we recognise that individual children may have a separate agenda based upon ongoing targets (e.g. related to IEP's).
- Correcting mistakes is only a small part of marking. It is more important for the teacher to look for patterns of mistakes, misconceptions, or over generalisations etc.

Workload

- The school understands that marking and providing feedback is a large contributor to the workload of teachers; therefore, teachers will ensure that their marking and feedback is only done to positively impact upon the progress of a pupil.
- Teachers will ask themselves, 'Why am I providing this feedback?', 'How will this feedback be useful to the pupil?' If the answers to these questions do not reflect a positive impact on pupils' learning, teachers will use their professional judgement and decide whether the feedback is necessary.
- If a teacher has a query, their Subject Leader will be available to offer guidance and support regarding the school's procedures.
- If a teacher is unsure about the effectiveness of their own practices, the Subject Leader will help with developing an approach to marking and feedback that is more suited to the teacher.

Feedback Codes

Green for good! Pink for think!

Code	Description	
OA ✓	Learning objective Achieved	
PA	Partly achieved	If this is used a gap task must be given or follow up lesson indicated
NA	Not achieved	
CT	Class teacher support	
TA	Teaching assistant support	
I	Independent work	
GW	Group Work	
✓	Correct	
.	Incorrect	
HP	House point	
WF	Writing frame used.	
SP	**Spelling Correction:** **Y1-4:** Teacher to identify no more than three errors. Children must correct and re-write three times before the next piece of work. **Y5-6:** Teacher to indicate in the margin where an error is and not the specific word. Children should be encouraged to identify the error and correct themselves. They must write 3 out before they start next piece of work. In *Religious Education, Geography, History and other broad curriculum areas* these should be subject specific i.e. Continent, Pacific Ocean etc.	
=>	Gap Task (indicated by an arrow): A gap task will either consolidate the learning in that lesson (ensuring a child is ready for the next step) or give further challenge to the child.	
	Teachers plan questions for each RE lessons in relation to the age-relation standards to challenge all children (*these are in red and are answered at a time that is appropriate during the lesson*). In RE books (Y2-Y6), a question is written in pink for children to answer that is written in response to the children's completed work- this may be to address a misconception or to give further challenge. Teachers plan in time for these questions to be answered.	
SA Or ☺☺☹	Self-assessment: KS1 to SA against the faces & colour in. KS2 to assess what they have learnt in the lesson. Not a repeat of the LO (Today I have learnt how to…) Rather an explanation or an example of what they have learnt. For example an explanation of a mathematical calculation or what an expanded noun phrase or an example of a simile etc. In RE it could be a statement of 'wonder' or how the teachings apply to their real life.	
PM	Peer Mark: KS2 only – children to write one thing they felt was good about their peers work and one improvement suggestion.	

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Focus Marking
What is Focus Marking?

Focus marking is when the teacher provides written feedback to a child about a piece of work that they have completed during a lesson. The marking will refer to the success criteria and any areas of achievement or development that have been identified (next steps).

Aims of Marking
-Marking should:
-Be focussed and targeted in order to make it meaningful for the student and manageable for the teacher.
-Provide guidance for future planning.
-Support assessment.
-Be prompt and regular in all classes and all subjects.
-Be legible and is expressed in clear language appropriate to the needs and abilities of the individual pupil.
-Provide specific ways to improve or 'close the gap'.

Types of Marking
- Some work will be marked as a whole class or in a group.
- Verbal feedback can also be given to the pupil especially if they have not really understood the task and this can be recorded on their book too, usually as 'VR'.
- Sometimes children will have opportunities to mark their own work or others' work. This is known as Peer Marking.
- It is suggested that at least one Literacy and Numeracy piece of work should have a focus mark question in it each week for every child, meaning that on the other occasions, the work it just checked, ticked and displays OA at the end. To make this more manageable you may choose to focus mark a particular table every day for all subject taught.

Examples of types of Marking
If a child has had difficulty - for instance, try writing a comment like this -
- 'When you find something challenging it is an opportunity to learn something new' '
- 'If everything is easy it means you already know how to do it, so I'm here to help you with your challenges'.
- 'Please see me next lesson so that I work with you and give you support'.
Rather than - 'I know you are having difficulty with this'.

FMQ - A reminder prompt.
This simply reminds the child of what could be improved
- Say more about how you feel about this person – 3 more sentences.
- What needs to go at the start of a sentence?
- What else could you have included in order to make your work better?
- How can you check your calculations?
- What is the best way to set out your work for this type of calculation?
- What should you put at the side of your calculation?

FMQ - A scaffold prompt
This prompt provides some support.
- Can you describe how this person felt at the beginning of the story (A question)
- Can you solve this question, ¾ of £40 (A question)
- Describe something that happened with the main character (A directive)

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- Give 3 adverbs/adjectives/openings/connectives etc that you could have used to improve your work.
- Work out 15x4 and check using the inverse, draw a line 10cm long (A directive)
- He showed me he was a good friend when …(An unfinished sentence)
- If there are 2 blue marbles for every 3 red ones, if I have 6 blue marbles, then I will have _____ red marbles.

FMQ - An example prompt

This is extremely successful with children, especially with average or below average children, as this prompt gives the child a choice of actual word or phrases.
- Choose one of these verbs or write one of your own that you could use next lesson.
- Circle the correct answer e.g. which word is an adverb/connective/opener/verb etc or which angle is the biggest or which shape is a polygon or which is the largest/smallest amount?
- What is the missing word: An action word is a v _ _ _ or a 3D shape that has 6 faces and 8 vertices and 12 edges could be a _ _ b _ or a _ _ _ _ _ d.
- Find the correct way to spell the word that is highlighted in your work, use a dictionary and write it out 3 times.
- Join the fraction to its matching decimal.

Peer marking (PM) and self-assessment (SA)

Peer marking and self-assessment is not a replacement for teacher marking and feedback. It is an important additional form of assessment that engages children in becoming self-critical and independent. The aim of PM and SA is to involve the children in the analysis and constructive criticism of their own work. The approach to PM & SA will depend upon the age and ability of the children. Time needs to be built into the lesson for the children to reflect on their work.

Examples of structured responses for Self/Peer-Assessment may include:

- Find one sentence / word you are proud of and read it to your partner.
- You have three minutes to identify where you think you have met the objective/success criteria and highlight them with your partner. Then swap over books and repeat the process.
- Read your work. You have 3 minutes to write one way you could improve your work.
- Discuss with your partner what you have learnt in this lesson. Then write it in your book.
- What strategies did you learn how to use today? Discuss with a partner, then write it in your book.
- Children using calculators to mark each other's work or their own – especially in upper KS2. Then write a comment about the achievements. This can be included as part of a plenary.
- Scanning a piece of children's work onto the whiteboard and the children critically assess against the learning objectives and success criteria for the lesson. The teacher needs to train the children to mark using the agreed school codes.

Other Self-Assessment can be:

Traffic light system
Smiley faces – colour coded or just plain
Thumbs up and thumbs down
Ticking against a list of criteria (for the older children it may have been something that they created themselves in a previous lesson).
Ticking off successes with Targets to make them more meaningful.

Before starting work in the next lesson:

Time must be built into lessons for children to reflect on marking and respond to it before the start of the next lesson. Children just to initial if no task to do.

These written statements may need to be read back to younger children – ask TA to support with the group that have been focused marked at the start of the next lesson & tick their answers or deal with misconceptions. This ensures questions are answered and they are acknowledged for making an effort at answering the questions.

Depending on the age and ability of the children pupils may be involved in setting some of the success criteria that they will be aiming for during their next lesson.

Appendix 3

St Gerard's teacher were asked:

Our policy states that marking should be purposeful. What do you think purposeful marking looks like?

They said:

"Marking that gives the children next steps on how to progress"

"I think it should be easy enough for children to know if they have achieved the LO and for them to understand their next steps by giving an FMQ when needed. I also think that marking should not be a time consuming task for teachers and should be a quick method of assessing children's understanding."

"It informs pupils about misconceptions/ next steps."

"I indicate whether the objective has been achieved/how it's achieved using this- CT/TA/I/S"

"Verbal Feedback to pupils, interactive marking during the lesson, positive comment/ close gap questioning/ target when appropriate"

"Positive feedback based on the LO, misconceptions followed up with FMQ, extension questions - but not all of these all of the time!"

(St Gerard's teaching staff marking survey May 2022)

"…marking should be **meaningful, manageable and motivating**. This should be the perspective adopted by all engaged in education, from classroom teachers to the Department for Education (DfE)."

"**Meaningful**: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching"

"**Manageable:** marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. This is written into any assessment policy."

"**Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work."

(Eliminating unnecessary workload around marking, 2016)