

Sir John Barrow School Feedback and Assessment Policy

The overriding principle of feedback and assessment is that it should improve children's work.

Assessment

Assessment is either formative or summative. Formative assessment informs teaching and is best fed back to children within a short timescale. Summative assessment allows us to monitor progress towards school targets and to evaluate the effectiveness of teaching and learning.

Summative assessment

At SJB we undertake summative assessment in Reading, Writing and Maths every term (see assessment table in Appendix 1). Children are assessed using standardised externally verified materials which give a standardised score. In certain circumstances children may be given an assessment for another year group so that they have the appropriate level of challenge. Results from these summative assessments are used in conjunction with formative assessment to allow us to build a picture of whole school attainment and to make predictions in line with our target setting policy.

Formative assessment

Formative assessment is done on an ongoing basis. Teachers use a variety of methods to assess children's progress. The following are examples and not an exhaustive list:

- Show your whiteboard in maths
- Question and answer in whole class teaching
- Correctly answered questions in independent work
- Discussions in guided reading
- Weekly Big Maths CLIC, SAFE and Learn Its Tests
- Ongoing Big Writing short term targets

Formative assessment would then be used to plan the next day, week or unit of teaching and to identify children who need specific support.

Feedback

At SJB we believe that feedback should be specific, timely and relevant. Feedback can be verbal or written. As such a significant amount of our feedback is given verbally as the children work or immediately after.

In considering how feedback is given to children we are mindful of teacher workload and suggest that extensive feedback should be given where it is most needed. Teachers should

consider the most effective way of moving children forward and accept that this is not necessarily by *writing* a long comment.

Feedback to children is meaningless if they do not have time to act on it. Children should have the opportunity to correct and improve work in the light of teachers' comments either as a discrete correction or in a subsequent piece of whole class or group teaching.

All work in children's books is read by a teacher and there will be a mark to show this is the case.

Writing

Extended writing (mainly Big Writes in English books and Topic Books) will be marked in-depth using for example:

- Two stars and a wish
- Self-assessment
- Peer- assessment
- A brief comment referring to verbal feedback

There will be an example each term in either a topic book or an English book of children having drafted, edited and improved work without specific teacher corrections.

In KS1 children will have writing targets that are updated regularly. In KS2 children will have Super Short Term Target cards that are updated every week.

Written feedback is done in accordance with 'It Matters What the Mark Is' (see Appendix 2 Infants, and 3 Juniors).

Spelling mistakes are identified as appropriate and children are asked to show corrections underneath a piece of work.

Children are trained in peer and self-assessment techniques and teachers review the feedback they give themselves and others to ensure it is effective.

Reading

A lot of feedback on reading is given verbally. Teachers will also comment in reading records (children's or class folders depending on an individual teacher's system).

Reading comprehension work will be marked in children's books using similar methods to writing feedback.

Mathematics

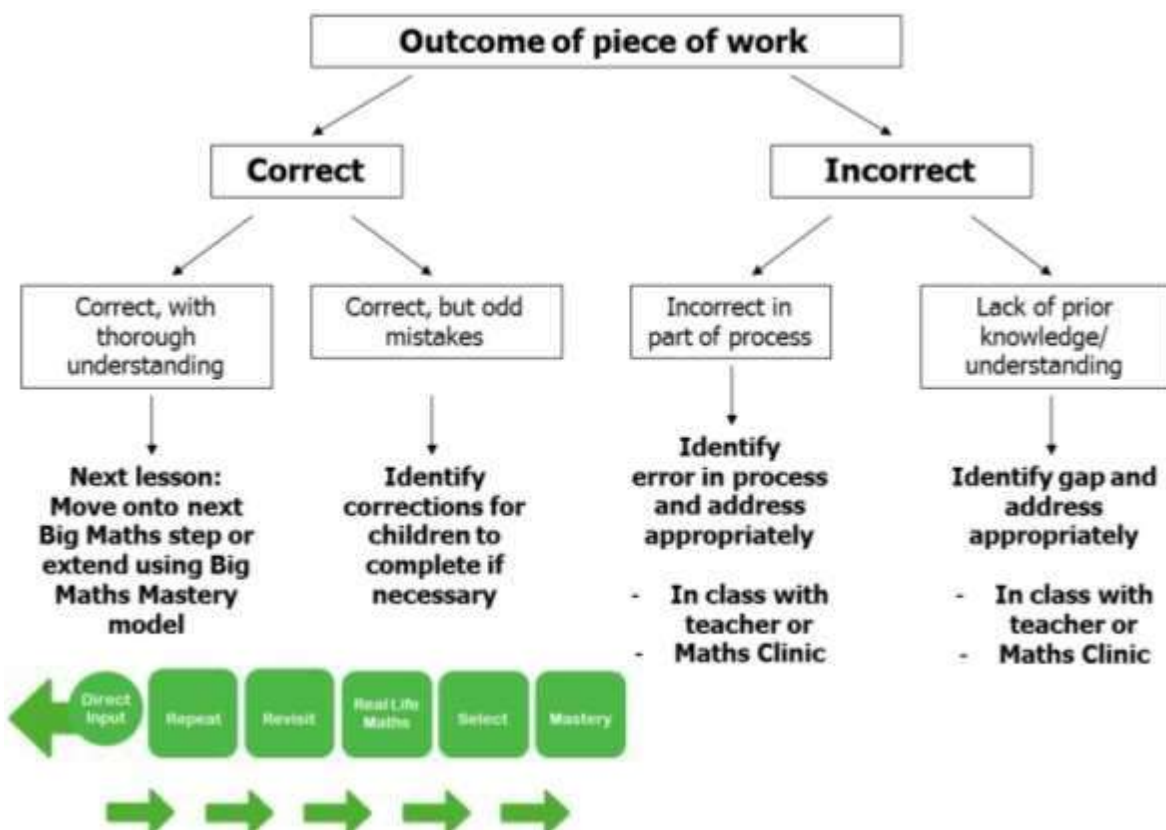
Answers are marked as correct with a tick or incorrect with a cross, so giving the teacher a guideline for the following piece of work. (see below for further detail) A correction will be identified if appropriate and modelled if necessary.

We actively encourage teachers to mark work during the lesson so they can identify any errors or misconceptions and address them straight away.

If teachers feel that a child hasn't achieved the objective of the lesson then either the teacher/TA will address the learning gap in or before the next lesson or the child will recap the learning in a Maths Clinic session.

If children have achieved the learning objective then during the next lesson their learning is either developed by moving onto the next step of the Big Maths progress drives or by following the Big Maths Mastery model.

The Big Maths Mastery Model



EYFS marking policy

In EYFS, most marking is given to the children verbally and preferably as they have just completed their task to ensure it is relevant to the child. Staff focus on the positives but also point out corrections that are appropriate for that particular child based on their understanding and level of development, for instance their phonic phase. For example, children may be asked to copy out a particular spelling if it is a 'tricky' word from Letters and Sounds otherwise any phonetically plausible attempt to spell is considered acceptable.

Staff will record in the book if the child has worked independently 'I' or if they have needed support 'S'.

When staff consider a child to be ready, particularly towards the end of the summer term, they may introduce some aspects of the KS1 marking policy where appropriate.

Signed: H Pemberton **Date:** November 2018 **Review Date:** November 2019

Appendix 1

Assessment Timetable

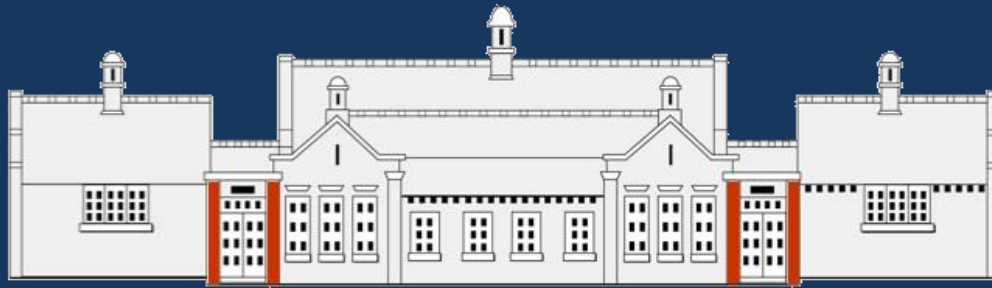
Assessment and Tracking	Autumn	Spring	Summer
Nursery	Baseline on entry		
	Teacher Assessment – Development Matters	Teacher Assessment – Development Matters	Teacher Assessment – Development Matters
Reception	Baseline on entry	Teacher Assessment – Development Matters	Teacher Assessment – Development Matters
	Teacher Assessment – Development Matters		EYFS National Profile Assessment

Assessment and Tracking		Reading	Writing	SPAG	Mathematics	Science
Y1 Pre-assessment week		Big Reading Reading Scheme Band Phonic Phase HFWs			Weekly CLIC & Learn It tests Twice Half Termly Big Maths SAFE Test	
Assessment Week	Autumn	Past paper Phonics Screening	Big Write, marked using criterion scale		Big Maths CLIC & SAFE Test Teacher Assessment	End of Year Teacher Assessment Sheet
	Spring					
	Summer	NfER Reading Assessment June: National Phonic Screening Assessment			NfER Maths Assessment	
Y2 Pre-assessment week		Big Reading Reading Scheme Band Phonic Phase HFWs			Weekly CLIC & Learn It tests Twice Half Termly Big Maths SAFE Test	
Assessment Week	Autumn	Reading Y2 Past Paper Phonics Screening	Big Write, marked using criterion scale	SPAG Y2 Past Paper	Maths Y2 Past Paper	
	Spring		Big Write marked against National Criteria			
	Summer	May: Reading SAT June: National Phonic Screening Assessment	May: Writing marked against National Criteria	May: SPAG SAT	May: Mathematics SAT	
Y3 Pre-assessment week		Big Reading Reading Scheme Band Phonic Phase HFWs			Weekly CLIC & Learn It tests Twice Half Termly Big Maths SAFE Test	
Assessment Week	Autumn	NfER Reading Assessment	Big Write, marked using criterion scale	NfER SPAG Assessment	NfER Maths Assessment	End of Year Teacher Assessment Sheet
	Spring	NfER Reading Assessment		NfER SPAG Assessment	NfER Maths Assessment	

	Summer	NfER Reading Assessment		NfER SPAG Assessment	NfER Maths Assessment	
Y4 Pre-assessment week		Big Reading Reading Scheme Band Phonic Phase HFWs			Weekly CLIC & Learn It tests Twice Half Termly Big Maths SAFE Test	
Assessment Week	Autumn	NfER Reading Assessment	Big Write, marked using criterion scale	NfER SPAG Assessment	NfER Maths Assessment	End of Year Teacher Assessment Sheet
	Spring	NfER Reading Assessment		Rising Stars SPAG Assessment	NfER Maths Assessment	
	Summer	NfER Reading Assessment		NfER SPAG Assessment	NfER Maths Assessment	
Y5 Pre-assessment week		Big Reading Reading Scheme Band Phonic Phase HFWs			Weekly CLIC & Learn It tests Twice Half Termly Big Maths SAFE Test	
Assessment Week	Autumn	NfER Reading Assessment	Big Write, marked using criterion scale	NfER SPAG Assessment	NfER Maths Assessment	End of Year Teacher Assessment Sheet
	Spring	NfER Reading Assessment		Rising Stars SPAG Assessment	NfER Maths Assessment	
	Summer	NfER Reading Assessment		NfER SPAG Assessment	NfER Maths Assessment	
Y6 Pre-assessment week		Big Reading Reading Scheme Band Phonic Phase HFWs			Weekly CLIC & Learn It tests Twice Half Termly Big Maths SAFE Test	
Assessment Week	Autumn	Reading Y6 Past Paper	Big Write, marked using criterion scale	SPAG Y6 Past Paper	Maths Y6 Past Paper	
	Spring		Big Write marked against National Criteria			
	Summer	May: Reading SAT	May: Writing marked against National Criteria	May: SPAG SAT	May: Mathematics SAT	

Red font denotes these are national tests.

It matters what the mark is



✓

Good work, well tried

✓ ✓

Excellent idea, well done

sp

Spelling mistake

FS

Full stop

CL

Capital letter missing

~~CL~~

No capital needed

VF

Verbal feedback

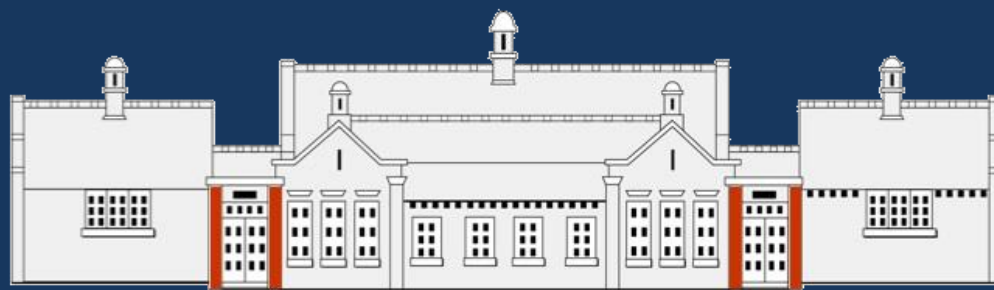
C

Correction needed (*Maths*)

A

Assisted

IT MATTERS WHAT THE MARK IS



✓

Good work, well tried

✓ ✓

Excellent idea, well done



I don't understand this

Λ

Something is missing

sp

Spelling mistake

FS

Full stop

CL

Capital letter missing

~~CL~~

No capital needed

//

New paragraph

VF

Verbal feedback

C

Correction needed (*Maths*)

A

Assisted