Whole School Policy for Assessment and Feedback

At The Discovery School, all children will have the opportunities to be the best that they can be, and enjoy learning, in a safe, caring and stimulating environment.

We have a clear vision for our children: that they will develop to have the following values:

Aspirations for their future   *Skills for life*

Happy memories   *Good manners*

Confidence and self-belief   *Respect*

Tolerance and understanding

Responsibility for their actions

A positive attitude towards learning

Pride in themselves, others and their school and their community

The purpose of assessment at The Discovery School

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation and support. All assessment must be purposeful and informative and expectations for assessment will consider both workload and work-life balance of teachers.

Assessment Strategies

Most day to day assessment at The Discovery School is informal; frequently a seamless part of the process of teaching and learning.

The school operates three assessment cycles in each academic year. These run September to October, November to February and March to June. Throughout these assessment periods, teachers informally assess children against termly expectations for reading, writing and maths. These are devised from the government's end of year expectations for these subjects. At the end of the assessment period, teachers record each child's attainment against these indicators into SIMS. At the three assessment points (October, February and June) teachers, subject and senior leaders will analyse this data to identify areas of strength and any potential for underperformance. Pupil progress meetings follow this analysis to ensure appropriate support strategies are put in place to ensure every child is meeting their potential. Teachers will then meet with parents to share achievements and next steps.

For other subjects, teachers will assess children at the end of a topic, against the criteria set out in the school's progression of skills document for that subject. These have been devised from the national curriculum expectations for each subject. Assessment here follows assessment of the core subjects. Children are identified as working below, within or exceeding the expectations for the subject.

Phonics is assessed and tracked from Early Years Foundation Stage to Year Three. This is recorded within Pupil Asset to ensure good progress and is monitored by the Phonics and Assessment Leaders.

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Detailed procedures and best practice guidelines for assessment of the core and foundation subjects can be found as an appendix to this policy.

External Assessments

The school is obliged to undertake statutory assessments of children at three points in their school career: at the end of the Early Years Foundation Stage, KS1 and KS2. The Assessment Leader will work with the SENCo and class teachers to ensure appropriate access to these assessments. The school aims to facilitate these assessments with minimal stress and impact on the children.

The school also must facilitate the Procedures for Entry to Secondary Education (PESE) or 11+ as it is informally known. Here the school will provide parents with information about the nature of the assessments and will invigilate the assessments under the direction of KCC. Where a child underperforms in this assessment, the school may initiate a Headteacher's Appeal and if this is unsuccessful support the parents in a Parental Appeal.

Target Setting

At the beginning of each academic year, expectations will be set with teachers about individual child's performance and performance of the class as a whole.

The school will also set targets for performance in external assessment measures to ensure that high standards are maintained.

Tracking and Data Analysis

Teachers will enter data into the school's data management system (Pupil Asset). This will enable teachers, subject and senior leaders to analyse performance of individuals and groups. The school values this opportunity to celebrate success and quickly identify any patterns of underachievement so they can be addressed. Pupil Asset provides various useful data analysis tools for use at class and senior leadership level. Using data in this way provides the headteacher and assessment leader with opportunity for strategic analysis of school performance.

Moderation

The school values moderation as a tool for ensuring effective and accurate assessment. Teachers are expected to moderate expectations informally as part of shared planning. After the February and June assessment periods, the Assessment Leader will provide staff with opportunities for external moderation with partner schools from the collaboration. This aims to solidify judgements and teachers are expected to bring their highest and lowest child each side of the national expectations 'borderline'. The moderation process is evaluated by the Assessment and Subject leaders to ensure that it is an effective process.

Providing Feedback to Children

We believe that all feedback and marking should be meaningful, manageable and motivating. We also believe that the widespread practice of teachers giving individual and unique written tips and targets to every child in a class after every piece of work is a bad use of time. The time would be better spent on lesson planning. Feedback can take the form of spoken or written marking, peer marking and self-assessment.

Meaningful: Feedback should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it.

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<u>Manageable</u>: The time spent feeding back to children must be proportionate, avoiding: extensive comments which younger children are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work then the proportion is wrong and should be changed.

<u>Motivating</u>: Feedback 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. An important element of feedback is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And we believe that too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building. Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. We believe that children should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

The school believes that, for feedback to be effective, it should happen either at the point of learning or quickly following the completion of a task.

Working with parents

Teachers will provide parents with a short progress update report at the end of each main term. This will provide information on the child's achievements, strengths and areas for improvement. It will enable parents to clearly understand how their children are achieving in comparison to their peers/national expectations and their rates of progress. Where appropriate, it will include results of external assessments.

Parents will be invited to meet with the class teacher formally on two occasions per year, after each assessment period. This will provide both parties with an opportunity to discuss academic and social and emotional progress. It is expected that children attend these appointments with their parents so that next steps can be discussed. Teachers will discuss key achievements and areas of focus for the coming terms. Any additional support required to continue to achieve highly and make good progress will be discussed at this meeting. This support will be recorded on a provision map which will be available on the school's website after the meeting.

Outside of these more formal arrangements, the school operates an open door policy where parents may discuss their child's progress with teachers at any time. Parents are encouraged to approach the school with any concerns as soon as possible so that shared planning for appropriate support can be put in place.

Key Roles and Responsibilities

At The Discovery School, assessment is overseen by the assessment leader who is the Deputy Headteacher. The assessment leader works closely and strategically with the Headteacher and subject leaders throughout the school. This is monitored by the Headteacher and Governing Body.

Key Person	Key Roles and Responsibilities
Class teachers	Manage the day to day informal assessment of children in their class and use this information to target planning appropriately. Provide regular feedback to the children and use this to further their learning. Provide regular feedback to parents about the progress of their child's learning. Use assessment as a tool to identify underperformance and to target support to address this, as appropriate. Seek the advice and direction of subject leaders / SENCo where assessment for learning has identified a need for additional support or intervention.

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The Subject Leader	Work with assessment leader to strategically manage assessment of/for learning in their subject including upholding assessment procedures, moderation, analysis and action planning. Work with teachers to ensure accurate and effective assessment. Work with teachers to quickly identify underachievement and action plan to address this. Use data strategically to provide direction for the subject.
The Assessment Leader	In conjunction with subject leaders, strategically lead assessment practice and procedures, in every respect, across the school. In conjunction with class teachers and subject leaders, set all internal targets at pupil, subject and class level. Facilitate pupil progress meetings, including supporting subject leaders in the tracking and monitoring of data in preparation for these meetings. Manage the school's system for pupil level data (Pupil Asset), including input and analysis of data at each assessment point. Work with the headteacher to analyse whole school data and agree strategic ways forward with subject leaders. Manage external assessments (e.g. SATS and PESE), including access arrangements, ordering materials, invigilation, parental information evenings, appeals and sharing of results. Lead Assessment for Learning in conjunction with subject leaders. Ensure arrangements for reporting to parents and parent consultations. Have a strategic understanding of external data measures (e.g. RAISEonline, MFS, Data Dashboard) and work with the headteacher and LT to analyse these.
Headteacher & Governing Body	To strategically analyse internal and external data to evaluate the impact of the teaching and learning throughout the school. Write a school impact plan that addresses this data analysis. To support the Assessment and Subject Leaders in the implementation of this policy and assessment practice.

Appendices: Procedures and Good Practice Guidelines

Appendix	Subject	Person Responsible
i	Best Practice for Learning Intentions and Success Criteria.	Assessment and Curriculum Leaders
ii	Codes to aid marking and feedback for KS1 and KS2	Assessment Leader and Phase Leaders
iii	Codes to aid marking and feedback for EYFS	Assessment Leader and EYFS Phase Leader
iiii	Best Practice Guidelines: Feedback and Marking	Assessment Leader and Phase Leaders

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Appendix i: Best Practice Guidelines: Learning Intentions and Success Criteria

Learning Intentions

At The Discovery School, learning intentions are a vital tool in shaping learning for children. We believe that a clear learning intention enables better progress within a lesson and greater clarity of purpose in teaching. We follow these best practice guidelines:

- **LIs are shared with the children in every lesson, for every year group.** They may be shared at varying points in the lesson, depending on its structure. The guiding principle is that children should know the LI before they are judged upon it.
- **LIs are made accessible to the children.** This may be through the language chosen, the scaffolding provided by teachers or through the use of characters e.g. 'WALT' or 'Learning Ladybird'.
- **Learning intentions may be knowledge, skill or understanding based.** They must be focused on the learning of these three elements rather than the outcome, context or process in the lesson. This helps us to be clear about what we are teaching the children to do.

Some examples of focused LIs	Some examples of poorly focused/outcome based LIs
I can use inference in my writing for feelings thoughts or motives. *(skill)*	I can write an adventure story. *(This is an outcome)*
I can use connectives to join two linked ideas. *(skill)*	I can write a discussion text. *(This is an outcome)*
I can name the different features of a river. *(knowledge)*	We are learning about rivers. *(Gives context only)*
I can measure my results accurately. *(skill)*	I can find out which material is the best conductor. (*This is an outcome)*
I can explain ways how people from the past influenced today. *(understanding)*	We are learning about Roman central heating systems. *(Tight context, no clear knowledge or skill)*
I can name the key parts of a plant *(knowledge)* and label them on a diagram *(skill)*	I can label a flower. (*This is an outcome)*
I can compare fractions by changing them to a common denominator. *(skill/knowledge/understanding)*	We are learning about fractions. (*Gives context only.)*

- **LIs can be deliberately 'open' to enable children to make choices** e.g. "I can use the most efficient method for adding two numbers". Here, the skill is choosing the method that works best for them.
- **LIs are used by the children as titles for their work.**
- **LIs are used as the focus for teacher, self and peer assessment throughout and at the end of the lesson.**

Success Criteria

Success criteria help children to see how they will be successful with their learning and achieve the Learning Intention. They are the mini-goals or smaller steps to achieving the LI. The success criteria will give the teacher and learner a sense of how they will know they have achieved the learning intention, or of what the teacher is looking for (WILF) when assessing. They are useful to identify where success has been achieved and where improvements can be made. We follow these best practice guidelines:

- **Success criteria will be shared or developed with children in the majority of lessons,** this can be done orally although it is acknowledged that it is appropriate to sometimes have these written so that children can reference them.
- **Success criteria may be built up over a number of lessons linked to the 'big picture'**. Working walls are particularly effective in making this clear to children.
- **At Discovery School, SC are different from the process a child goes through to achieve an outcome** and therefore, the term 'steps to success' is best avoided. Where appropriate, teachers are encouraged to share or develop the process to achieving the answer or outcome with the children; this should be done in the form of a task board. Following this process may form part of the SC.
- **Teachers may demonstrate how the success criteria can be effectively applied to a task** in a number of ways, including modelling and sharing of effective outcomes (WAGOLL)

Examples of effective SC:

LI: To add two two-digit numbers accurately (Y2/3 - Maths)	LI: To stand on one leg (Y1 – PE)	LI: To apply the features of a newspaper article (Y4 - English)
✓ Make a rough estimate in your head so you know if your answer is reasonable. ✓ Look at your two numbers and decide upon the best strategy for adding them. ✓ Check your result using the inverse.	Remember to choose the right level of challenge and support, including: ✓ Holding on to someone/thing ✓ Focusing on a fixed spot ✓ Putting arms out to stabilise ✓ Try both legs	✓ My writing is in past tense ✓ I use paragraphs to structure my article ✓ My quotes follow the speech mark rules ✓ I have included time connectives

Appendix ii: Best Practice Guidelines: Codes to aid effective marking and feedback in KS1 and KS2

All staff (including supply teachers, cover teachers and trainee teachers) will follow the guidelines for marking set out below:

Marking is in green pen/pencil.

✓   = denotes that the work is correct

●   = work or number sentence is incorrect

The assumption is that the work is independent, unless one of the following codes is marked by the teacher or TA:

T	= teacher supported / guided group	**ST**	= Marked by a Supply teacher
TA	= TA supported / guided group	**CS**	= Marked by a Cover teacher
G	= Worked in a pair / group		

Teachers will record success against the learning intention using the following codes. Children will use the same codes for self-assessment, where appropriate:

☺   = LI achieved   😐   = LI partially achieved or not achieved

The most effective feedback will always be that given immediately and verbally, in which case the following symbols will be used:

V   = Verbal feedback given already

1:1 Conference / = teacher / TA will provide individual feedback or an additional guided group to address this need

We use the following editing symbols:
word/number/symbol is underlined   = check this/change this e.g. spelling, inappropriate choice, incorrect number.

Word/number symbol wiggly underlined = child wishes to check or change through self-editing

// = start a new line or paragraph

^ = word missing/ add a word

◯ = something missing e.g. capital letter or punctuation

(ST) = supply teacher

(S) = sticker (KS2)

To be reviewed June 2021

Appendix iii: **Best Practice Guidelines: Codes to aid effective assessment, marking and feedback in EYFS**

<u>EYFS Marking Codes</u>

PDR - Child Initiated, Plan, Do, Review.

TD – An Adult Led Activity (Teacher Directed)

AF – An Adult Focus Activity

VF - Verbal Feedback

I – Independent

☺ Delight in Achievement

➡ Next Steps

H – From Home

Mark in green pen (Adults)

Improve in purple pen (Children only)

PSED – Personal, Social, Emotional Development

CL – Communication and Language

PD – Physical Development

L – Literacy (reading and writing)

M - Mathematics

UW – Understanding of the World

EAD – Expressive Arts and Design

Appendix iiii: Best Practice Guidelines: Feedback and Marking

At The Discovery School, all feedback is underpinned by the principles of Assessment for Learning (AfL). We believe that all feedback should be <u>meaningful</u>, <u>manageable</u> and <u>motivating</u>. How we provide this feedback can differ depending on the nature of the task, the age group you are working with and the point in the learning journey. Feedback does not have to wait till the end of the lesson. Good practice in the classroom would see that continual feedback is given in the forms of either verbal or written feedback.

Below is a list of suggestions as to how this may look in the classroom. At The Discovery School, teachers use their professional judgments and knowledge of the children, to choose the most appropriate way to feedback to the children. This ensures that all children are continually challenged and that not a moment of learning time is wasted.

<u>Verbal Feedback</u>

Verbal feedback is the most powerful tool a teacher has in ensuring immediate impact on the children's learning. When this has occurred during a lesson, a teacher may write a green V at the point of the intervention. This clearly shows where the conversation has occurred. If this has occurred after the lesson then 1:1 conference will be noted in the child's book.

<u>Written Feedback</u>

Motivational statements – celebrating children's achievements in their learning most definitely has a place in providing feedback to children. At The Discovery School, staff know and understand the importance of providing the children with motivational feedback to ensure that the children always know, that when they have done their best, it will be recognised. On these occasions, the use of "Well done!", "Excellent effort!" and even "Good work!" (And other derivatives) will be used at the end of a piece of work.
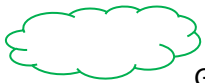
Green bubbles in books – the use of the green bubble could be used to:

- Challenge a child
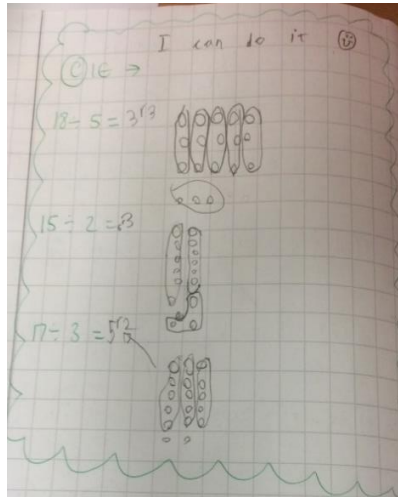- Consolidate a part of the learning journey or
- Practise a skill

Where feedback requires the child to go back and edit their work, they use a purple pen or pencil to make the learning journey and impact of feedback clear. Peer assessment may also be completed in purple to enable clarity.
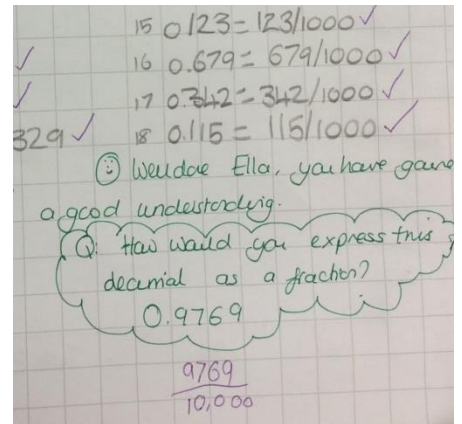
Below are a few examples of how this may look across the school.
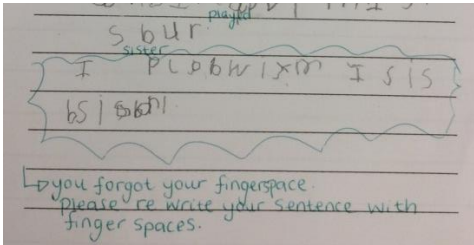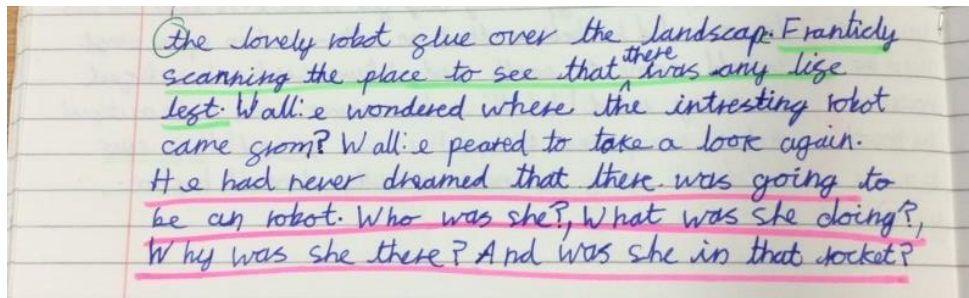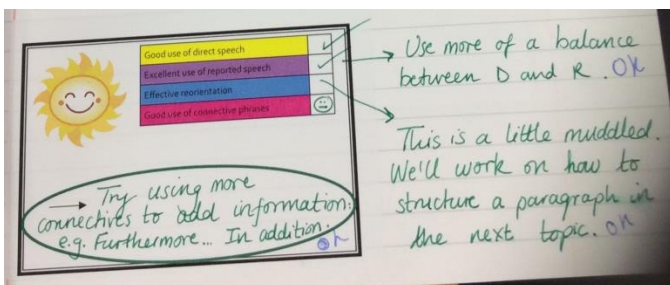

Year 1 Writing

Year 3 Maths

Year 5 Maths

We use highlighters to show the children what is good about their work (pink) and identify areas for improvement (green). This is often done alongside the children so that they can see how they are progressing within the lesson. Children will also use this when deciding what parts of the success criteria they have met.
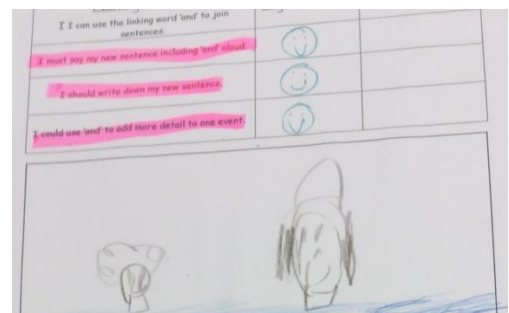

Year 5 Writing

We can use stickers to clarify LI and SC, to enable assessment, self and peer evaluation:
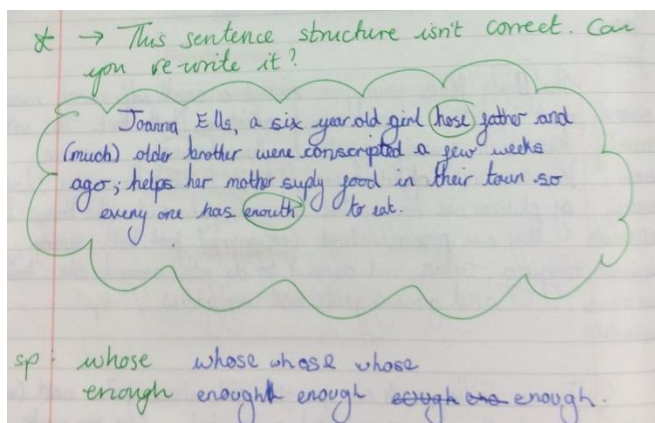

Year 6 Writing

Year 1 Writing

To be reviewed June 2021

Errors in spellings are highlighted to children where we would have expected the child (age and ability considered) to get the spelling correct. Teachers may give the child the correct spelling and ask them to practise it or provide them with an opportunity to find the correct spelling:
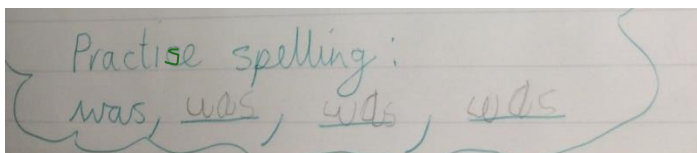

Year 1 Writing

Year 6 Writing

Children are encouraged to self-evaluate. This is not necessary in every lesson and teachers will make judgements about when this is appropriate. Self- evaluation will always be linked to the LI and SC and will be structured to enable children to reflect accurately rather than comment on levels of enjoyment or how easy they found the task. This may be in the form of symbols (☺ ☹) or through verbal or a written reflection. Self-evaluation also enables teachers to additionally assess the children's understanding of their learning:
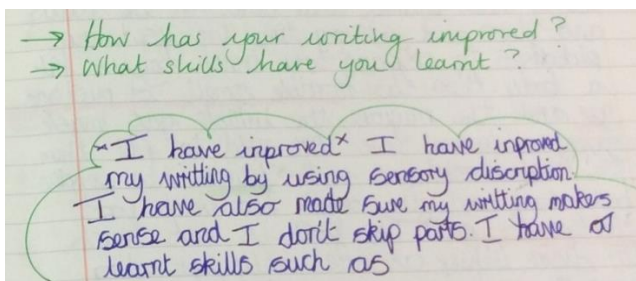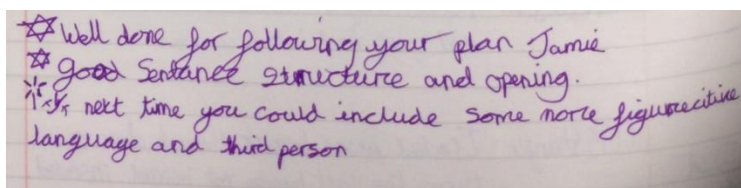

Year 6 Writing
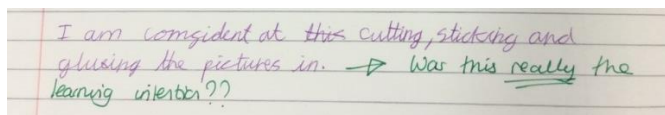
Year 5 writing – misconception highlighted

Peer evaluation also has a place. We clearly structure this to ensure it is effective as a tool and has a positive impact on children. Children are encouraged to peer-evaluate to the LI/SC. Teachers may use tools like "two stars and a wish" to help children balance their comments:

Year 6 Writing

To be reviewed June 2021