



Yewstock School

# Assessment & Feedback and Marking Policy

<b>Date reviewed by CC</b>	<b>19.04.2021</b>	<b>Policy Type</b>	<b>School</b>
<b>Date adopted by FGB</b>	<b>26.04.2021</b>	<b>Review Cycle</b>	<b>2 Years</b>
<b>Date of next Review</b>	<b>18.04.2023</b>	<b>Signed by Chair of Governors</b>	
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## Rationale

Assessment is used to promote learning at Yewstock. It provides a framework within which educational objectives may be set that can inform a personalised and needs led curriculum enabling pupils' progress to be demonstrated and monitored.

Assessment informs planning at all levels – from subject curriculum decisions to planning small-step targets for individual pupils. Assessment practices range from annual summative assessments to the ongoing formative assessment and feedback that takes place daily in all areas of school life.

Written, verbal or visual feedback is an integral part of classroom practice. Its purpose is to promote learning and to record achievement and progress. Feedback and marking should be sensitive to the cognitive and emotional needs of individual pupils in recognition of its profound influence on motivation and self-esteem; both of which are crucial influences on learning. Feedback should be positive, clear and appropriate to its purpose – it needs to offer positive benefits to pupils and staff, and the outcomes to be fed back into planning.

## Intent

To help **pupils** to:

- recognise and take pride in their own achievements
- recognise areas and skills that need to be strengthened
- become involved in planning their own future learning
- record their own achievements and share these with others

To help **teachers** to:

- have knowledge of what pupils know, understand and can do
- understand individual needs and learning profiles, areas of strength and gaps in skills knowledge and understanding
- set realistic learning targets and objectives and monitor progress against them
- plan future teaching through evaluation of materials, resources and strategies
- develop and use a range of feedback and marking strategies that can be used as appropriate in different subjects and for individual pupils.

To help the **school** to:

- provide continuity and progression within school, to home and beyond
- evaluate effectively whole school curriculum planning and practice
- meet statutory requirements
- provide value added data
- contribute to effective transitions

To help **parents/carers** to:

- know how their child is doing
- be aware of how best to help and encourage at home
- participate in celebration of achievements

## Implementation

As we have a range of pupils of differing abilities and learning needs, we take a flexible approach to the curriculum, and therefore assessment. We follow the Yewstock Formal and Semi-Formal Curriculum with a range of assessment opportunities within, involving both formative and summative assessment.

**FORMATIVE assessment** informs progress in lessons and next steps to take for the pupil to continue to progress.

**SUMMATIVE assessment** summarises progress and achievements to date and a context for comparison beyond the individual school setting.

At Yewstock we use a range of appropriate and diverse strategies to assess. These include:

- formal and informal
- accommodating a variety of individual needs and learning profiles
- testing a range of skills
- quantitative and qualitative
- being carried out in a range of contexts

Additionally in lessons, assessing pupil responses are vital to understanding their progress and attainment. The following are considered:

- recording formats are kept simple, stickers, stamps or recording sheets are used and the agreed marking scheme followed by all staff
- recording takes place as soon as possible during or following a lesson
- the school agreed marking scheme is known to all staff and pupils and is consistently applied using the annotation codes in the marking of all pupils' work
- plenaries are an opportunity to recognise pupils' achievements and responses and are designed to meet the needs of each class, clarifying understanding. They can include whole class groups, small groups or be individual
- if possible, pupils are included within the assessment process and take ownership of their learning
- staff have a common understanding of the level of support needed and aim to foster independence
- staff annotate work to show how much support was given, if any
- opportunities for self and peer assessment are incorporated where possible

## Targets

An essential part of improving achievement is to set targets and support pupils to work towards achieving those targets. We believe that education is about acquiring knowledge, developing skills, and exploring ideas and attitudes, and targets will be agreed for academic attainment, social and personal development, attendance and behaviour. Pupils, where practicable, will be involved in deciding their targets and will be helped to understand what they need to do to achieve them. Targets and progress being made towards them will be discussed regularly with pupils and their parents/carers.

Pupils have an ACE Target lesson at least weekly. ACE stands for Activities Centred on EHCPs. At Yewstock, we are keen to ensure that Education, Health and Care Plans (EHCPs) are at the heart of what we are teaching our pupils. ACE lessons help us to ensure that staff and pupils focus efforts on

reaching the outcomes in the EHCPs. ACE Targets are reviewed and set half-termly, informed by the pupils' EHCPs.

During this lesson, pupils are given opportunities to do personalised, specific work on the outcomes in their plans; these are linked to learning, communication, emotional well-being and/or physical needs. They may also work on life-skills such as keeping safe or doing a task independently. In addition, teachers use the lesson to help prepare pupils for annual reviews or to record their views. The focus then continues in other lessons throughout the week.

## **Recording**

Recording assessment at Yewstock varies depending on what is appropriate for the individual pupil. Some pupils' assessments may be recorded on more than one system for different subjects. They include:

For all:

- ACE Targets
- Classroom Monitor Yewstock School Curriculum for English and Maths
- Read, Write, Inc.
- Narrative

For some (in varied combinations):

- Development Matters (EYFS only)
- Rest of Classroom Monitor Yewstock School Curriculum (in addition to English and Maths)
- Engagement Model
- Semi-formal Curriculum grids
- Exams and Coursework Accreditation
- Careers Education grids

On entry to school, we ensure that all pupils have a baseline assessment and re-assess in English and Maths annually.

Assessment takes place daily within lessons. Assessment opportunities are available through lesson plans to ensure the learning objectives for pupils, tasks, resources and delivery are appropriate.

Although staff evaluate and assess learning continuously, formal assessment data recording takes place at the end of each term using the assessment recording methods listed above.

## **Feedback and marking**

All marking for pupils should be positive and purposeful and linked to success criteria. It should be age and/or stage appropriate. The capacity of pupils to engage with feedback will be assessed by teachers and the most appropriate strategies used accordingly (See Appendix).

Feedback will relate predominantly to the learning objective of each task and the expectations made clear to pupils at the start. Feedback may also be given in relation to individual targets. Verbal/visual feedback is a central feature of all lessons and much of this will not be recorded. In-line with a planned programme of in-depth written marking, some verbal feedback will be recorded in detail. Most feedback (in whatever form- see Glossary of Terms) will identify "how" pupils can improve their work.

## **Impact**

Assessment is the process by which pupils, parents/carers, teachers and support staff gain an insight into learning. It is integral to both teaching and learning. Assessment is crucial in recognising progress and planning the next steps and in raising pupils' awareness of what they are trying to achieve.

Assessment is vital in:

- providing individual profiles over time of abilities and needs
- providing evidence for pupil tracking, targeting, grouping and planning
- informing targeting of more able and under achieving groups of pupils
- informing reports to parents
- informing school self-evaluation in the analysis of the effectiveness of teaching and learning

We also harness the data generated through our assessment process to drive school improvement and enhance teaching and learning outcomes across the school. Data is analysed termly against progress made towards the annual targets and any pupils found not to be on track to make at least expected levels of progress are identified and an action plan is drawn up by the class teacher to support their future progress.

## **Reporting**

Reporting not only fulfils legal requirements but also is a vital part of our relationship with parents/carers and the wider community, serving to support and promote the child's learning.

### **Reporting to parents/carers**

- Annual review reports
- Annual Reports at the end of each academic year including end of year levels across all curriculum subjects
- Termly home learning letters
- Informal discussions arising from 'open door' policy
- Discussions in parents' evenings

### **Reporting to Others**

- Relevant supportive evidence is shared with interested parties, e.g. other teachers within school
- School Open Mornings
- Reporting to Governors
- Reporting to wider community; liaising with receiving schools or colleges in order to ensure progression and continuity

### **Other related policies:**

Curriculum Policy  
Subject specific policies  
Exams Policies  
SEN Policy

## GLOSSARY OF TERMS

**Marking:** This is a generic term that refers to any written comments or marks made on a piece of work. This will usually be done by an adult but may sometimes be self or peer marking.

**Written feedback:** Comments written on work after completion of a lesson and returned to the pupil at a later date.

**Recorded verbal/visual feedback:** A written record of feedback given to a pupil either verbally or using visual supports during a lesson. This record will be completed either alongside the pupil during the lesson or shortly afterwards. It will endeavour to use the exact words spoken to the pupil or describe the visual prompts given.

**Verbal feedback:** On-going feedback given to pupils throughout a lesson and not necessarily recorded.

**Annotation:** A written annotation of work is usually written by adults for adults. It has 3 main purposes:

- To identify the level of support given to a pupil when a task has not been completed independently.
- To describe the learning that has taken place and be informative for future planning purposes. Written annotation is used most frequently in classes with pupils who find it difficult to engage with the feedback process.
- To provide contextualized information and identified evidence in the summative assessment process.



## Appendix

## Marking and Annotation Codes



Indicates work that has gone well or has improved



Indicates work that is secure or done exceptionally well



Indicates next steps to be taken and / or agreed with pupil

### SPaG – Mark for Success

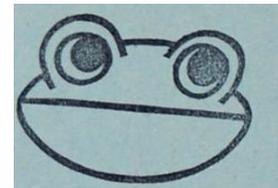
**Positive spelling** - tick for correct letters and sounds



**Fred Frog** - stamp for appropriate pupils up to Yr 3

**FS or circle** - for missing full stop

**CP** - capital letters



### Annotations

**Ind** Independent work

**P** Prompt

**1:1** Worked with an adult throughout

**HoH** Hand over Hand support

**CAM** Copied Adult Model

(Please share these codes with pupils and adults in your class and put on display.)