



SS PETER & PAUL CATHOLIC SCHOOL

'Learning Together, Achieving Together in Christ'

Assessment and Feedback Policy

Approved by:	David Hennessey	Date: April 2022
---------------------	-----------------	-------------------------

Written :	September 2021
------------------	----------------

Last reviewed on:	April 2022
--------------------------	------------

Next review due by:	September 2022
----------------------------	----------------

SS Peter and Paul Catholic Primary School

Assessment and Feedback Policy

Aims:

At SS Peter and Paul Catholic School, we believe that the key aim of assessment is to support pupil achievement and progress.

Through our assessment and feedback practice, we aim to:

- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.
- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Provide pupils with effective feedback so they know what they have done well and what they need to do to improve.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding including adjusting teaching.
- Involve pupils in their own learning and setting their targets.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.

The Education Endowment Foundation and other expert organisations

Our approach to feedback is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations.

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key factor to workload. As such we have investigated alternatives to written marking which can provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Assessment at SS Peter and Paul Catholic School

There are three main types of assessment used at SS Peter and Paul Catholic School:

Formative Assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to adjust teaching accordingly.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and is useful for the school in providing information on how pupils are performing in comparison to pupils nationally.

Formative Assessment

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of the learning and identify where there are gaps in knowledge and/or understanding. This can then inform the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught. These include:

- use of rich dialogue including questions and answers, which can happen throughout lessons;
- use of mini-whiteboards to get instant feedback of understanding;
- mini-plenaries to determine understanding at regular intervals;
- short re-cap quizzes or recall of facts;
- in mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions);
- observational assessment;
- self (or peer) assessment at the end of every lesson based on individual learning intentions (LI) and the success criteria;
- 1:1 or group discussions with pupils;
- next step marking and feedback;
- whole class assessment and feedback loop;
- whole class feedback record for Years 2 -6 writing.

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

Summative Assessment

End of Term Summative Tests (Years 1 to 6) – Maths and Reading

At the end of every term, the school holds an Assessment Week using summative test papers. These assessments provide an indication of whether pupils are working towards, meeting or exceeding year group expectations for that time of the year, which are then used to inform each teacher's judgement. This Assessment Week is followed by a Pupil Progress meeting whereby the class teacher, members of the Senior Leadership Team (and key subject leaders where appropriate) meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information, the senior, phase and key subject leaders carefully track the progress of different groups within the school. They also compare the progress rates of different groups. This information is then used to help plan to raise standards in any group identified as not making sufficient progress.

Writing

Teachers track the pupils' progress within writing throughout each term using the Merton progression of skills document. A small portfolio of writing is collated and moderated with other teachers. Pupils complete two pieces of writing each term which is stored in their 'Best Write' book. This forms a portfolio to track pupils' progress from Reception to Year 6. Once moderation has taken place, class teachers record the pupils' assessments on the school's tracking system (Insight Tracking).

Religious Education

As in line with the expectations from the Diocesan Education Commission and The Catholic Bishops' Conference of England and Wales, the school uses the age-related standards in Religious Education to assess the pupils' progress. This is completed at the end of a unit of work where class teachers assess and record pupil progress against the standards. Every term, teachers meet to moderate these assessments. These ongoing assessments are then used to help determine an end of year summative level for RE which is recorded on our online tracking program (Insight Tracking). The RE Leader is responsible for monitoring the assessment of RE throughout the school and reports on the progress of Religious Education to the school governors.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a pupil can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a pupil reads 1:1 with a teacher. Each child is scored against a national standard – pupils who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils are assessed on the following at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS) - optional
- Mathematics
- Writing (teacher assessment)

End of Key Stage 2 tests

All pupils are assessed on the following at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

In each year group we deliver the National Curriculum for that year – therefore all pupils are learning the National Curriculum objectives for that year and are initially classed as 'Working Towards' the end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to these criteria.

Assessment methods are adapted for some pupils with SEN and disabilities. These include adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. They also include the use of verbal questions or observations rather than asking pupils to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

SEND pupils are set SMART targets within their Support Plans (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of Support Plan targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to contribute to the early identification of pupils' special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments). The school uses the 'graduated approach' for SEND pupils (Assess, Plan, Do and Review).

Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.
- Pupils receive whole class feedback on selected pieces of work informing them of what they have done well and what they need to improve. Time is provided instantly to allow pupils to make those improvements.
- Pupils are actively encouraged to self-evaluate their work based on the success criteria.

Reporting to Parents

- Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

Reporting to Governors

- The Headteacher's Report to Governors (termly)
- The Assessment Leader's Report to Governors (termly)

Reporting to the Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Feedback at SS Peter and Paul Catholic School

Our agreed methodology for marking:

**** This methodology applies to all work.**

All work is marked. GREEN ink is always used by the marker.

- The sole focus of feedback and marking should be to further pupils' learning.
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date.
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments.

- Feedback is a part of the school's wider assessment processes, which aims to provide an appropriate level of challenge to pupils in lessons, enabling them to make good and better progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning. When work is reviewed, it should be acknowledged in books.
- Each marker's responses consider the learning intentions of the activity/area of the curriculum. There is always a planned focus to the marking e.g. considering the child's understanding of scientific concepts. However, attention may be paid to other links, particularly literacy and mathematics, across the broad curriculum.
- The marker ticks the learning intention in relation to progress made in the lesson.
 - If a child shows secure learning and understanding against the LI, the teacher indicates this with ✓✓✓
 - If a child shows some understanding of the learning intention, the teacher indicates this with ✓✓
 - If a child shows limited understanding and the content has been taught, the teacher indicates this with ✓
- Marking codes are used in EYFS, KS1 and KS2 (Appendix A). The agreed codes will be displayed in all classrooms, so that the pupils are aware of the meanings of the various symbols. They have been differentiated by phases to reflect age and ability. Codes may not be used for all pupils and are mainly used as a scaffold to support pupils to proof read their work and make edits where necessary.
 - In Years 2 and 6, marking codes are limited during the year to support pupils in building independence in their writing. This prepares children for end of key stage moderation.
- All verbal and written comments made by the marker are constructive, concise, informed, based upon evidence and should not be merely a "well done" or "good work" time after time. It may be necessary to annotate verbal comments/discussions with a child in order to keep a record of them.
- It is not appropriate for written comments to be made upon every piece of work. Phase leaders and Year group teachers agree targeted pieces of work at planning meetings. Individual colleagues make written comments as and when necessary and ensure they are accessible to pupils according to age and ability.
- As pupils progress through the school, spelling, punctuation and grammar will be marked and addressed in an age appropriate way and in relation to the focus of the lesson. In all cases, the spelling of displayed vocabulary is expected to be accurate and will, therefore, be marked.
- Pupils are encouraged to evaluate their own work before marking, taking into consideration the shared learning intentions and any previously set targets.
- After marking, pupils reflect, correct and address any misconceptions.
- Time is regularly set aside to enable pupils to have the opportunity to evaluate their work and respond to marking. They are expected to respond to marking as part of a "marking dialogue" with the teacher.
- Pupils' editing, corrections and responses to marking are written neatly in PURPLE ink.
- Targets and development points are written in GREEN.

Marking of Extended English Composition Pieces (Additional guidance)

- In Year 1, for composition pieces of work, the class teacher will work with pupils on a 1:1 basis and provide verbal feedback. Pupils then follow this feedback up by editing their work with improvements.

- As a school we recognise that marking needs to be manageable with workload for teachers. For extended pieces of writing, teachers use whole class feedback in Years 2-6 to identify areas of strength and improvement. The teacher scans the work in pupils' books, and identifies the areas of strength and improvement making a note of these on the whole class feedback sheet (Appendix B). This is then delivered to the whole class through verbal feedback with follow up tasks for the pupils to complete. This could be through the form of editing and redrafting pieces of work. The main principle of the feedback is to ensure the pupils know what to do next time. Teachers keep a record of these whole class feedback sheets for monitoring purposes.

Feedback and Marking in Practice

It is vital that teachers evaluate the work that pupils undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching/learning
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

These practices can be seen in the following:

Type	What it looks like	Evidence
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include annotations according to the marking code 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting • Improvements evident in books, either through editing or further work.
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher's further use of review feedback, focussing on areas of need. 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Timetable pre- and post-teaching based on assessment • Some evidence of self- and peer- assessment • May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/annotations for pupils to read/respond to • Provides teacher with opportunities for assessment of understanding • Whole-class feedback – use of crib sheet to focus on key areas (Appendix B) • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequence tasks when compare to planning • Use of annotations to indicate future groups

		<ul style="list-style-type: none"> Evidence in books of pupils editing and redrafting their work in purple pen
--	--	-------------------------------------------------------------------------------------------------------------------------------

Arrangements for the Governance, Management and Evaluation of Assessment and Feedback

A member of the Senior Leadership Team (SLT) has been assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Termly lesson observations by the SLT are used to monitor the effectiveness of formative assessment strategies used in class. This team also carries out termly Book Scrutinies with curriculum coordinators to evaluate the effectiveness of feedback.

At the end of every term, the SLT arranges Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their ongoing assessments and to show the progress made by vulnerable groups

When looking at feedback, the leadership team will ensure that the books show progress of pupil's achievement. This will happen as part of the monitoring schedules as well as Staff meetings with all members of the teaching team involved.

When scrutinising the work, school leaders will look at any marking comments that have been made on one day and look to see evidence of impact of that marking on subsequent days. E.g. a child who has a comment made about using a capital letter for proper nouns should show that proper nouns from that point on have a capital letter.

Above all, the feedback and marking must be for the pupils, to help them to learn and make progress. The best examples of marking engage the pupils and help them to take ownership of their learning.

Role of the Assessment Coordinator

These responsibilities include:

- Contributing to Action Plans and the SDP - through work with the Senior leadership Team
- Leading school development in assessment, recording and reporting
- Ensuring that all teaching staff and subject leaders have a clear understanding of effective assessment and the evidence of its impact at the school
- Planning assessment arrangements - alongside all curriculum coordinators
- Networking with other assessment coordinators -across other schools
- Ordering/purchasing SATs tests and other assessment materials/resources
- Analysis of data to inform Pupil Progress meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At SS Peter and Paul, the following takes place:

- Termly Moderation of Reading, Writing and Mathematics assessments
- Regular moderation of Religious Education within the Deanery schools and English Writing within the local cluster of schools

- Early Years staff meet regularly with our Foundation Stage leader to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place on a more formal basis.

Arrangements for ensuring teachers are able to conduct assessment and feedback competently and confidently

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SLT (including the assessment coordinator) plan these termly in accordance with the School Development Plan. Outside training providers are also used where necessary. The assessment coordinator attends all relevant courses to stay up-to-date with current practice and meets with other coordinators within Merton to share good current practice. This policy also shares strategies for marking and feedback (Appendix C).

Initial Teacher Training

Our participation in the Teach Wimbledon scheme has enabled us to train our trainees with the aim of employing them at the end of their placement. Trainees are involved in all of our staff meetings - as well as relevant courses hosted by the Teach Wimbledon Alliance.

Early Career Teachers (ECTs)

All ECTs take part in a school induction during their first term of employment – and participate in a programme of support for the first two years of their career. During the induction the assessment coordinator helps the ECT develop an understanding of the school's Assessment and Reporting Policy and how to use the assessment system. ECTs attend assessment courses coordinated by Wandle Teaching School Hub and UCL as a part of their induction programme. ECTs are assigned a mentor who they can work alongside with other staff to record assessments and to analyse progress.

Implementation of the Assessment and Feedback Policy

This Policy was formulated by the Assessment Coordinator and then reviewed/adapted by all teachers (as a part of a staff meeting).

A copy of this policy is available on our school website.

All pupils are aware of the codes used within marking and feedback and these are displayed within every classroom. Pupils are clear on their next steps and what they are excelling in.

This Policy is updated (at least) annually based on school self-evaluation, the latest research and updates to government documents.

Appendix A



SS Peter and Paul Catholic School

Marking Code EYFS

Teachers to use a **green pen**

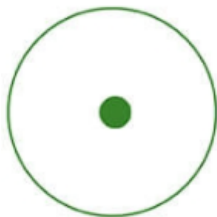
The following stampers are used for feeding back to pupils in EYFS.



= a missing capital letter



= remember finger spaces



= remember a full stop



= remember to use your phonics to sound out words

Teachers also use the following codes:

AI = adult initiated

CI – Child Initiated

S = Supported

I = Independent

→ = next step



Marking Code KS1

Teachers to use a **green pen**

The following stampers are used for feeding back to pupils in KS1.



= correct answer



Green dot = answer needs checking



= a missing capital letter



= remember finger spaces



= check missing punctuation



= remember to use your phonics to sound out words



= check your handwriting and letter formation



= check spelling

Teachers also use the following codes:

S = Supported

I = Independent

→ = next step



Marking Code KS2

Teachers to use a **green pen**



= correct answer



Green dot = answer needs checking



= a missing capital letter



= remember finger spaces



= check missing punctuation



= check spelling



= start a new paragraph



= missing word/phrase



= check your tense



= this doesn't make sense, check again

Teachers also use the following codes:

S = Supported

I = Independent

→ = next step



English Whole Class Feedback

Celebrate what went well:

Targets for improvement - Questions/tasks for improving



Common spelling errors

Common SPAG errors

Presentation and Handwriting



Instagram

Moments:

Appendix C

Strategies for marking and feedback

Assessment of Learning

Ticks are put on work in response to closed tasks or exercises.

Wherever possible, pupils self-mark or the work is marked as a class or in groups. Staff indicate whether the work has been carried out independently or with support (e.g.: S)

Assessment for Learning

During lessons, verbal feedback is given to pupils as they share their work with their teacher. Comments focus firstly on issues relating to the learning objective(s) and secondly to other features. Pointers indicating how the child could improve a piece of work are also given, e.g. 'Have you thought about recording your results in a table'.

These are called next steps. These do not need to be written in if given verbally.

Distance Marking

Distance marking refers to written comments made by the teacher in response to a piece of work. Although they may be written with the child present, in many cases this type of marking is often done away from the child.

Distance marking is most appropriate for open-ended tasks and written work.

Not all work can be marked in depth. Teachers decide whether work will simply be acknowledged or given detailed attention.

Feedback focuses on the learning objective / intention of the task.

The emphasis in marking is

- how successful the child has been meeting the learning objectives outlined at the beginning of the activity.
- how the work can be improved in relation to the learning objectives.

Self-marking

Pupils self-evaluate their work wherever possible. They identify their successes and look for improvement points.

Paired marking

Before the end of lessons, pupils are sometimes asked to mark their work with a response partner.

- Paired marking is usually more appropriate for pupils in KS2 than KS1.
- Pupils are trained to do paired marking through modelling with the whole class.
- Ground rules concerning listening, interruptions, confidentiality etc. are decided with the pupils.
- Pupils take turns to identify features that meet the learning objective(s)/success criteria and decide how the work could be improved.
- Pairing needs to be based on trust between the pupils. Pairings may often best be decided by the teacher.
- Dialogue between the pupils will be encouraged to avoid one child taking on the role of 'teacher'

Organisation

- The nature of feedback and marking needs to be flexible to match the nature of the task and the time available.
- Where possible, pupils are given verbal feedback as they work through a task.
- Pupils are encouraged to self-mark their work, as appropriate.
- Pupil's work may include marked independent first draft pieces as well as final pieces of work to give both pupils and their parents an accurate reflection of what has been achieved independently without teacher input.
- Merit marks, smiley faces, stickers, etc. may be used to encourage and to indicate to the child where they have successfully met a learning objective or have made a significant improvement to their work. The awarding of these will be relevant to individual child's learning goals.

Yellow box marking

Choose one area of a child's work to mark. Just one section. Mark it well and in detail and offer sophisticated feedback (verbally or in writing) and no matter what, ensure that the feedback is specific and diagnostic. By avoiding any

assessment, pupils should understand that their work is in progress and by 'zooming in' on one area to improve, the Yellow Box focuses pupils to act on that feedback in a clear and specific framework.

The addition of a new (empty) Yellow Box should vary in size and allow the pupil to comprehend what work is expected in their redraft / improvements. It also doesn't need to have a redraft zone at all – the box could limit improvements. Ultimately, the Yellow Box is about finding and selecting one area of work the pupil can improve upon.