



**Policy on Assessment for Learning**  
Including Planning, Recording, Reporting and Marking and Feedback

**DOCUMENT CONTROL**

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| <b>Author</b>                     | David Sandford  |
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# GREAT WILBRAHAM C OF E PRIMARY ACADEMY

and

# BURROUGH GREEN C OF E PRIMARY ACADEMY

## Policy on Assessment for Learning

Including Planning, Recording, Reporting and Marking and Feedback

### 1 Introduction

At Great Wilbraham C of E Primary Academy and Burrough Green C of E Primary Academy our aim is to combine high standards with a broad and rich curriculum. We understand that high standards are the key to success in learning and in life. Children learn better when they are excited and engaged by excellent teaching which challenges them and shows them what to do. The emphasis at both academies is on personalised teaching and learning where children and their teachers have a good understanding of where they are in their learning, where they need to go next and how best to get there. This is formative assessment, a powerful way of raising children's achievement, which is central to effective teaching and learning.

It is essential that:

- planning clearly identifies the expected learning outcomes for the children, provides opportunities for children to achieve understanding at a greater depth level and addresses gaps in learning
- feedback is of value when it includes clear next steps for improvements and feedback about strengths.
- assessments are based on accurate judgements and on evidence and are made regularly and are used to plan next steps of learning
- marking is of value to adults and children. It is based on accurate and regular assessment and is used to build up an accurate picture of the individual child
- reporting is clearly presented so that it is accessible to those for whom it is intended and is based on accurate assessment and evidence

### 2 Aims and objectives

Through formative assessment we aim to share expectations, boost the pupils' self-esteem, raise aspirations and maximise outcomes.

We want all children to be reflective learners who can make assessments of their own learning. They need to have a clear picture of how far they have come in their learning and what they need to do to make sustained progress.

Assessment will identify and focus upon the needs of Individual children which will inform planning of engaging and motivating learning opportunities. These will take account of all learning styles.

Children's learning will be well matched to their abilities and will provide challenge

### 3 Feedback and Marking

The purpose of feedback is to close the learning gap and is essential if a learner is to make progress. Feedback can come in many forms and from many sources; it can be written or verbal, from the teacher, the learner or peers within the class. Feedback should motivate and inspire learners to continue to work hard and learn.

We recognise that feedback is only truly effective if the children are given opportunities to engage meaningfully with it.

The policy encourages teachers to provide feedback that follows these **5 principles**:

- It is timely - in that it is given either during the lesson or in the context of a subsequent review or feedback lesson
- It is easy to understand and for the children to react to -
- It is specific and relates to the key objectives and concepts of the lesson
- It can be acted upon by the child because time has been made for meaningful response
- Feedback should encourage the child to think for themselves

The mode of feedback which we feel best enables the enaction of these principles is verbal. The best time for the child to respond to feedback is either during the lesson or that the day the feedback happens. Feedback may look different in terms of its form, regularity and application in all subjects – however it is expected that they abide by the 5 feedback principles listed above.

### 3.1 **Marking**

The children's books are checked after or during every lesson (core subjects) and after each learning sequence (foundation subjects) - this is shown with a tick and initials. There may be comments (e.g. next steps) depending on the child and their desired effect. This helps pupils to be accountable for their work and encourages them to do their best as they know each piece will be seen by their teacher or on occasion a TA. The checking of work can then inform planning for the next lesson. Class specific stickers, stamps etc. can be used in recognition of work being completed to a high standard or showing good effort.

Where next steps or similar statements are not written in individual books, whole-class feedback sheets are used.

#### **a) Whole-class feedback sheets Year 2 – 6 (Green Slips):**

- Issues to address with the whole class including spelling/grammar issues, number bonds, multiplication and division facts; repeated misconceptions, presentation reminders.
- Focus groups of children for intervention on a particular issue.
- Conversations to have with individual pupils about a misconception or error.
- Strong pieces of work to show to the class or to use as a model piece for the following year.

One or two incorrect spellings will be identified by Sp in the margin. Depending on age and/or ability incorrect spelling will be addressed in the following ways.

#### **b) Feedback in Y1/EYFS**

In EYFS and Year 1, it is anticipated that almost all marking will consist of direct, immediate and verbal responses to the child. This must be done with the same frequency as for Years 2 to 6. However, this does not mean that EYFS and Year 1 teachers will not write comments or use stickers, stamps etc. if they choose to. There may also be children in the EYFS and Year 1 classes where this marking scheme may begin to be introduced. Teachers should therefore use their professional judgement about when they begin to use the scheme.

Teachers in the EYFS and Year 1 will usually mark with the child at the time the work is completed and with the child present. However, teachers must avoid children queuing in lesson time to have their work marked.

#### **c) Self and Peer Review**

At Great Wilbraham and Burrough Green, we encourage the children to take responsibility for their own learning. They are given opportunities to review their own learning and that of their peers. They may use the same model for this as class teachers, TAs, and HLTAs. Children use a purple polishing pen/pencil to review and edit their own writing.

In EYFS children are encouraged to assess their own learning during discussions with the class teacher or TA

### 3.2 **Writing (English) Feedback** **Extended pieces of writing**

To mark extended pieces of writing (a paragraph or more in length), teachers will use highlighters to indicate to children what they are doing well and what they need to work on next. They will highlight examples in the text (for example, where the child is using a particular type of figurative language; where they are addressing the reader; where they are using fronted adverbials to link their ideas; or conversely: where capital letters are not being used for proper nouns; where a word has been used repetitively; where sentences begin repeatedly with the same opener). This may be one instance or many within a single piece of work. Where necessary, teacher's

highlighting will refer to either the lesson objective or success criteria. It is expected that children are given this style of feedback at least once a fortnight.

### Other English Marking

Will happen daily. This will usually be in the form of a green slip. All pieces of work will be acknowledged by the teacher.

The children will be taught the following code:

- Pink: 'tickled pink' (positive feedback).
- Green: 'green for growth' (constructive feedback).

This will make marking visual and immediate for the children.

Objectives will be highlighted so children are aware of their achievements

In addition to this, whole-school symbols are used to indicate spelling, grammar and punctuation mistakes. Staff are not expected to correct every punctuation, spelling and grammatical error in every piece of writing. The teacher is free to exercise their judgement and is free to build in opportunities for students to action any feedback given. Teachers should only use these symbols if they expect children to act upon their feedback.

| Symbol                                   | Explanation / action   |
|--|--|
| SP (with <u>word single underlined</u> ) | Incorrect spelling / <b>rewrite at least twice in the margin or at end of work. Limit this to no more than three.</b>    |
| //                                       | New paragraph needed / <b>teacher may ask student to rewrite.</b>  |
| ~~~~~<br>(Squiggly line).                | Grammatical / sense error / <b>teacher may ask student to rewrite.</b>   |
| =<br>(Letter underlined twice).          | Capital letter needed.   |
| o<br>(around empty space).               | Punctuation missing / <b>teacher may ask the student to rewrite the sentence / fill in the missing punctuation.</b>      |
| Arrow pointing up or down.               | Insert word or phrase / <b>teacher may ask the student to rewrite the sentence / fill in the missing word or phrase.</b> |

### Maths Feedback

Will happen daily. This will usually be in the form of a green slip. All pieces of work will be acknowledged by the teacher.

The children will be taught the following code:

- Pink: 'tickled pink' (positive feedback).
- Green: 'green for growth' (constructive feedback).

This will make marking visual and immediate for the children.

Objectives will be highlighted so children are aware of their achievements

## 4 Planning

Long- and Short-Term Planning

- Curriculum Maps cover the whole year and identify the key foci for each curriculum area. The Curriculum

Map by subject is on the academy website.

- The Curriculum Map is reviewed annually by the curriculum lead/subject lead.
- Short-term planning covers one week and is uploaded to the central drive for access by subject leaders and SLT.

## 5 **Assessment strategies**

Assessment is not an isolated activity. It is based on a thorough understanding of a child's achievements. At Great Wilbraham and Burrough Green we use both formative and summative assessment. Assessment takes place throughout the year.

### 1, Day to day

- Peer and self-assessment in use
- Children engaged in their learning and given feedback
- Amendments made to short term planning through the class teacher's annotations – where do you want this evidenced? Planning is stored on the central drive

### 2, Periodic

- Broader view of progress across the subject for teacher and learner
- Use of national standards in the classroom
- Improvements to curriculum planning

### 3, Transitional

- Formal recognition of children's achievement
- Reported to parents and next teacher
- Uses external tests or tasks

## 5.1 **Formative assessment**

It involves using assessment in the classroom to raise children's achievement. It is based on the idea that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their learning).

Effective assessment for learning happens all the time in the classroom. It may involve:

- sharing learning outcomes; e.g. success criteria; mini goals with children
- helping children knowing how well they are doing by highlighting the LO (pink or green)
- asking children to explain their learning or review prior learning
- helping children know and recognise the standards to which they aim
- providing verbal or written feedback that helps children to identify how to improve
- believing that every child can improve in comparison with previous achievements
- both the teacher and children reviewing and reflecting on children's performance and progress at appropriate times
- children learning self-assessment techniques to discover areas they need to improve and improve their independent learning skills – see Appendix 1, Progression of Self-assessment skills
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Research has shown that being part of the review process raises standards and empowers pupils to take action to improve their performance. They understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim or close the gap in their learning.

## 5.2 Summative assessment

These assessments provide a summary and an overall attainment of each individual child. Summative assessments are often statutory and standardised and involve judging children's performance against national standards (age related expectations). Teachers often make these judgements at the end of a unit of work, year or key stage. In reading, writing and maths these judgements are made at regular intervals throughout the year. For foundation subjects, science and RE summative assessments are made half termly. Test results also describe children's performance in terms of age related expectations (ARE). However, an important aspect of assessment for learning is the formative use of summative data.

Within the first few weeks of starting our academies, EYFS, assessments are made against the Early Years Foundation Stage Profile [EYFSP] and Development Matters. These initial assessments will enable the class teacher to set targets for each child to achieve at the end of the EYFS and show the progress each child has made. Final assessments are made in June of the summer term in EYFS and these are used to set targets for attainment at the end of KS1. The Year 1 teacher then uses this data to plan an appropriate and challenging curriculum based on the interests and needs of the cohort and individual children.

### Statutory Assessment

- The reception baseline assessment is completed for each child in the first six weeks after they enter reception. This is an activity-based assessment of pupils' starting point in language, communication and literacy and mathematics.
- The measure of attainment at the end of the EYFS is a 'Good Level of Development' (GLD). Children are considered to have achieved GLD if they have achieved the ELG (Early Learning Goals) in the EYFS curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.
- Y1 Phonics Screening
- At the end of KS1 (Year 2) children are assessed in reading, writing, maths and science. Teacher assessment (TA) is the focus for end of KS1 assessment and reporting and is based on a broad range of evidence from across the curriculum including written, practical and oral classwork and homework. Children will be assessed as being in one of the following 4 categories: working below the 'working towards' standard, working towards the expected standard, working at the expected standard, working at greater depth within the expected standard. Year 2 will not take 'official KS1 SATS'.
- Y4 Multiplication Check
- Y6 SATs

At the end of KS2 (Year 6) children complete written tests as follows:

- a) English grammar, punctuation and spelling Paper 1
- b) English grammar, punctuation and spelling Paper 2: spelling
- c) English reading
- d) Mathematics Paper 1: arithmetic
- e) Mathematics Paper 2: reasoning
- f) Mathematics Paper 3: reasoning

For the KS2 tests a scaled score of 100 will always represent the 'expected standard'. A child's scaled score will be based on their raw score.

The results of Year 6 SATs are published in national league tables – available to all parents and other interested parties. Parents of children in Y6 receive detailed information about SATs results through parent consultations and the end of year report.

### Termly summative assessments

Data for core subjects is recorded onto Insight (Academy data system) termly.

Children will take termly assessments (PiXL) to generate this data. This data is shared with governors and the Academy Trust.

This is done termly in Years 2 -6 and from the Spring Term in Year 1

### **Foundation Subjects**

For science, RE and other foundation subjects, children will be assessed as being in one the following four categories, always based on evidence. The data is recorded onto Insight:

- Below
- Just Below
- On Track
- Greater Depth

### **Reporting**

During the summer term, each parent receives a written report detailing progress in all curriculum subjects. The report will also include areas for improvement. End of Key Stage results are also given at appropriate times. Parents are invited to add their own comments which will be added to the child's individual file.

At Parent's Evening in the autumn and spring terms, class teachers will report verbally on their child's progress towards age related expectations (ARE) and the outcome of assessments.

### **Monitoring and review**

We are aware of the need to monitor and update this policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy yearly, or earlier if necessary.

