



**St Columb Minor**  
Academy



# Marking and feedback policy

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

We want to ensure that your needs are met.  
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## Key Principles

The core principle for assessment is to inform future planning to aid pupil's development. Staff should use assessment throughout each lesson using a variety of approaches with the intention of gauging pupil understanding, and their next steps in learning.

### **1. Assessment is at the heart of teaching and learning**

- a) Assessment provides evidence to guide teaching and learning.
- b) Assessment provides the opportunity for students to demonstrate and review their progress and is shared with the pupils.
- c) Assessment celebrates pupils' learning, recognising their achievements.
- d) Assessment needs to be frequent, immediate and supportive.

### **2. Assessment is fair**

- a) Assessment is inclusive of all abilities and the age of the pupils.
- b) Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
- c) Assessment is consistent and clear for all pupils to understand.

### **3. Assessment is honest**

- a) Assessment outcomes are used in ways that minimise undesirable effects.
- b) Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c) Assessment judgements are moderated by experienced professionals to ensure their accuracy.
- d) Assessment gives the children a clear idea of how far they have come in their learning and what they need to learn next.

### **4. Assessment is ambitious**

- a) Assessment places achievement in context against nationally standardised criteria and expected standards.
- b) Assessment embodies, through objective criteria, a pathway of progress and development for every child.
- c) Assessment objectives set high expectations for all learners.

### **5. Assessment is appropriate**

- a) The purpose of any assessment process should be clearly stated.
- b) Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- c) Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
- d) Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

#### **6. Assessment is consistent**

- a) Judgements are formed according to common principles.
- b) The results are readily understandable by third parties.
- c) A school's results are capable of comparison with other schools, both locally and nationally.

#### **7. Assessment outcomes provide meaningful and understandable information for:**

- a) Pupils in developing their learning;
- b) Parents in supporting children with their learning;
- c) Teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- d) School leaders and governors in planning and allocating resources; and
- e) Government and agents of government.

## Our Approach to Assessment

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- The process of assessment and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child;
- Assessment and feedback is the dialogue that takes place between teacher and pupil, usually while the task is still being completed;
- Assessment should always relate to the lesson objective and, where appropriate, the child's own personal learning targets;
- Verbal feedback should be appropriate to the age and ability of the child, and may vary across year groups and key stages;
- Feedback will focus on only one or two key areas for improvement at any one time;
- Teachers should aim to promote children's self-assessment by linking assessment and feedback into a wider process of engaging the child in their own learning. This includes sharing the learning intention and the success criteria for the task right from the outset;
- Whenever possible, assessment and feedback should involve the child directly; the younger the child, the more important it is that the feedback is oral and immediate;
- Assessment should be constructive and formative;
- All staff are regularly trained in our approach to assessment;
- The headteacher is responsible for assessment
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions and to assess learning gaps

## Our Method to Assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning;
- We also use the outcomes of assessment to check and support our teaching standards and help us improve;

- Through working with other schools and using external moderation and assessments, we will compare our performance with that of other schools;
- We assess pupils against assessment criteria, using the National Framework, and against components of our taught curriculum, which are short, discrete, qualitative and concrete steps in learning.
- The achievement of each pupil is assessed against all the relevant criteria at appropriate times of the school year
  - Teachers use assessment for learning techniques to assess pupil understanding against the component of learning. This can include, questioning, assessment tasks and live marking. This will feed into the next step in learning-adaptation, flexible groupings and support will be used where necessary.
  - The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
  - Quality feedback is vital for effective assessment. It shows where children have been successful in their learning and identifies one specific improvement that will help 'close the gap' between their current understanding and full understanding of learning intention.
  - If a teacher feels a written comment would be applicable and beneficial then that is down to the teacher's professional judgement and can be written in books.
  - All learners must understand how well they have achieved the learning objective. Adults will use a colour coded system to demonstrate this.
  - **Green highlighter** indicates full understanding of the learning intention.
  - **Pink highlighter** indicates the need for further teaching or adaption to secure understanding of the learning intention.
  - Each piece of work must indicate whether the pupil has worked with the teacher or with a teaching assistant. This is labelled with **T** for teacher and **TA** for teaching assistant. Work without any label will have been completed independently.

- When Self or Peer assessing, ticks are a normal indication that a particular item is correct, for example, a mathematical calculation, or a correct spelling in a test.
  
- When appropriate, children may review and assess their own or another child's work, but this should be with the learning intention and success criteria for the work clearly in mind, and involve peer discussion. The teacher will always review self and peer assessment, and carry out an appropriate assessment of their own. Children should also be given time within a lesson to 'check and fix' their work before finishing. This will support the teacher's assessment as unnecessary feedback shouldn't be given.
  
- Teachers will use **a purple pen** to give feedback within a piece of work and this will be used sparingly and only where the child will benefit. Children will use **a green pen** to self or peer mark where appropriate.

## Assessment in Early Years

Assessment is at the heart of effective early years practice. It plays a vital role in ensuring parents, carers and teachers recognise children's levels of development and progress over time.

### **Formative assessment in Early Years**

Formative assessment is central to effective early years practice and is ongoing. It involves staff observing as they play and interact with children which contributes to their knowledge of a child.

Formative assessment in early years is used to understand how a child is learning and developing. It informs planning so that adults can meet children's needs and support and extend the learning of all children.

### **Summative assessment in Early Years**

Summative assessment provides a holistic summary of a child's progress, strengths, needs, interests, how the child learns and how the child is supported. This should not be a time-consuming process and should provide a clear overview to parents and other professionals.

Summative assessment can inform improvements to provision and practice which enhance children's development and learning.

## Our use of assessment

- Teachers use the outcomes of our assessments and pupil progress meetings to summarise and analyse attainment and progress for their pupils and classes.

- Teachers understand the impact of effective feedback and support pupil motivation, self-confidence, pupil's trust in the teacher, and their capacity to receive information to ensure that feedback allows learning to progress.
- Teachers use assessment to plan the future learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse assessments across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils through an annual written report and 3 termly meetings with parents. Parents and pupils will receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.



# St Columb Minor Academy Accessibility Plan