

Assessment, Feedback and Presentation Policy



Introduction

At Bridgewater our policies are regularly reviewed. This reflects current practice within school and all related government statutory requirements.

Rationale

We believe that assessment and feedback should be an integral part of teaching and learning as well as expectations of presentation. It should celebrate children's successes and identify next steps in their learning.

Purposes

- To find out what children can do.
- To identify their next steps in learning.
- To help the child advance their learning.
- To inform the teachers and other adults' future planning.
- To celebrate achievements.
- To close the learning gap through individual feedback.
- To promote positive self esteem.
- To motivate children to learn and achieve their full potential.
- To encourage self evaluation.
- To promote high expectations.

Guidance

Assessment is one tool by which the feedback becomes meaningful and effective, giving the pupil the understanding to consolidate or improve their learning.

Marking/feedback should be the assessment of the pupil's achievements made against the Learning Objectives, using the success criteria. Children should be encouraged at all times to do their best and take pride in their work and how it is presented.

Assessment and feedback

The Learning Objective is what the children are learning to do. It must be shared orally and in a written format, where relevant, at the beginning of every lesson so that children know exactly what they are learning. It should be referred to throughout the lesson.

The success criteria:

- will be written or shared orally so that the children know how to demonstrate how well they have achieved the learning objective.
- must be explicit and shared with the children. At times children will help generate them and at others the teacher will give them.
- will tell the children what the teacher will be looking for when they are giving feedback.
- may be differentiated to meet the needs of different groups.

Written or verbal feedback (VF written in books), should always be linked to the learning objectives and success criteria and in every subject area and lesson. It should be explicit and clearly identify where the child has been successful and what they need

to do next to improve that or future pieces of work. Success will be marked with a green highlighter - green for good; and points to look at again will be highlighted pink - pink to think. A supportive comment celebrating the good ('You can...' in Y2&Y6) and clearly telling the child what they need to do next to improve their work('You should...'in Y2 & Y6) should also be written on work regularly. Every 2-3 pieces of work in maths and English and every 3-4 in other subject areas. This clear indication should be given on the work so that the child knows exactly where and how to improve. Time will be given to children in the next lesson or as soon as possible afterwards, to respond to and improve their last piece of work - 'pink to think time'. Children should initial the comment to show they have read it and know to seek support from an adult if they cannot or do not understand it. Children should address any corrections and respond to any question the teacher has written. Children use different coloured pens to do this so their improvement work is clearly visible. Teachers mark in black pen and may also write assessment comments (not for the child) in green. Teachers also should mark next to the learning objective an 'A' if this work is about application of knowledge, skills and understanding as this work will demonstrate depth of learning. Dual objectives are used for the foundation subjects to ensure knowledge, skills and understanding of the subject are taught as well as opportunities to apply English and Maths knowledge.

Self and peer assessment will be encouraged throughout the school.

Other assessment and feedback strategies include:

- from when ready in Y1 self/peer marking during lessons, children should be taught to find 3 positive features (3 stars) and one aspect to improve (a wish).

- Acknowledgment marking just using pink and green highlighting.
- Observation, including giving children open ended tasks and using this information to plan future learning.
- Observing and then intervening at that point to moving the learning on.
- Using questioning (including Blooms taxonomy) and discussion.

Other abbreviations include:

- S=with support
- I=independent
- ST= supply teacher

Standardised tests are also used.

Assessment - formative and summative (see appendix one for additional guidance)

Formative assessment happens daily and has been described above and this informs daily planning. Summative assessment is carried out termly and at Feb half term in Key Stage 1 & 2 and termly in Early Years. Key Stage 1 & 2 children are assessed against the national curriculum programmes of study with the teacher predicting who will meet the end of year expectations. Those children who are not predicted to meet them are then identified for additional support and provision with more and more of them expected to meet the expectations as the year goes on. This process is supported by pupil progress meetings every half term. At the end of the year the teacher decides who has met, not yet met or exceeded each bullet point of the national curriculum. Each half term progress towards the end of year standard will be checked and children will be expected to achieve 1 by the end of the Autumn term, 2 by February half

term, 3 by the end of the Spring Term and 4 by the end of the year, 5 if greater depth. More able children are tracked at each assessment point and SEND children and some recent EAL admits are tracked using PIVOTs. Children are expected to make more progress each year so they narrow the gap on their peers.

In Early Years observational assessments are made and matched to the early outcomes statements every month and recorded in the child's learning journal/journey. Next steps are then decided and recorded in the 'next steps' file. This is then used to inform provision, additional support and teaching. Each term the child's progress and attainment is then recorded using the Early Years tracker. This is used to track the children's performance across time and informs the next teacher in their planning.

The teaching staff meet regularly to discuss and agree judgements about children's learning. They also meet with staff from across the Trust and cluster as well as the Local Authority. This process of regular moderation ensures staff are confident in their judgements.

Monitoring and evaluating the impact of this policy

- SLT and Governor half termly monitoring through work and planning scrutiny. Lesson observations, talking to pupils and pupil progress meetings.

Reviewed - March 2022

Next review - Spring 2024

Presentation of work in Key Stage 2.

We always try to make our work look as good as possible.

- ★ DUMTUMS – date, underline, miss a line, title, underline, miss a line, start.
- ★ Write the date in words and numbers (Monday 14th January 2009) on every piece of English type work.
- ★ In Maths the date will be written in numbers (14.1.09).
- ★ Underline both the date and the title using a ruler and longer crossing outs.
- ★ Rule off in books after each piece of work.
- ★ Use a pencil for drawing pictures, tables, charts and graphs.
- ★ Rubbers will be used only for pictures.
- ★ If a mistake is made a single line should be drawn through it and the correction written beside it.

Presentation of work in Key Stage 1.

We always try to make our work look as good as possible.

- ★ As soon as they are ready in Year 1 presentation should be the same as KS2 and definitely by the end of Year 2.
- ★ DUMTUMS – date, underline, miss a line, title, underline, miss a line, start.
- ★ The day, number, month and year will be written on every piece of English type work.
- ★ In Maths the date will be written in numbers using dots between each number.
- ★ All work will be ruled off before starting a new piece.
- ★ Pen will be used for presentation work.
- ★ Rubbers will be used only for pictures.
- ★ If a mistake is made a line should be drawn through it and the correction written beside it, rulers should be used for longer crossings out.

Presentation of work in Early Years.

We always try to make our work look as good as possible.

- ★ An adult will date children's work using numbers.
- ★ A variety of mark-making tools will be used depending on the task and the ability of the child.
- ★ Ensure that children hold mark-making tools correctly. (Use hand huggers where possible).
- ★ Encourage the children to write from left to right and top to bottom.

- ★ Encourage correct orientation of letters/numbers where appropriate.

Appendices to Marking, feedback and assessment policy Assessment information 2017/18

Early Years - continue to use paper tracking sheets, baseline completed after 2 weeks full time or 4 weeks part time, updated termly. Continue to record observations linked to Early Years Outcomes (formally development matters statements) and plan for gaps to move the child to the next age band. Update files monthly. New baseline (CEMs) to be done in the first few weeks with Reception and at the end.

Y1 - for children emerging on the profile continue to plan & assess using EYs outcomes but be pushing them as quickly as possible towards the new Y1 requirements of the national curriculum. Those who met the requirements at the end of Reception need to be working towards the new Y1 national curriculum requirements from the beginning. Targets should be used in books. Continue to follow the same marking and feedback policy. Follow the new assessment system as Y2-6.

Y2-Y6 - Baseline: Use excel spreadsheets saved on staff in POS tracker folder to see last year's data for your class. Use targets in books and continue to follow the same marking and feedback policy.

Tracking - see above

SEN children - PIVOTS are to be used for children working below the end of Y4 expectations as well as earlier year group expectations where appropriate. These are tracked on a separate tracking sheet.

EAL children are also assessed for their proficiency in English using the extended scale and new national scale.

Targets are set for those with the potential to move able at the beginning of the year to achieve greater depth.

Recording - Each half term /term staff are asked to use their day to day assessments and professional judgement to decide who is on track to meet the end of year expectations, those who will require more support (target

group) and those who are very unlikely. This is the basis of discussion at pupil progress meetings.

Sharing with parents - share what they are expected to achieve by the end of the year by sharing the curriculum maps. Reports will need to be written showing what they can do related to these and what they need to work on. A 1,2,3 scale (emerging, met, exceeded) at the end of the year will be shared for each subject. This fits in with current Reception profile scoring.

This guidance will be reviewed throughout the year and adapted as we work with it and receive further direction from central government.