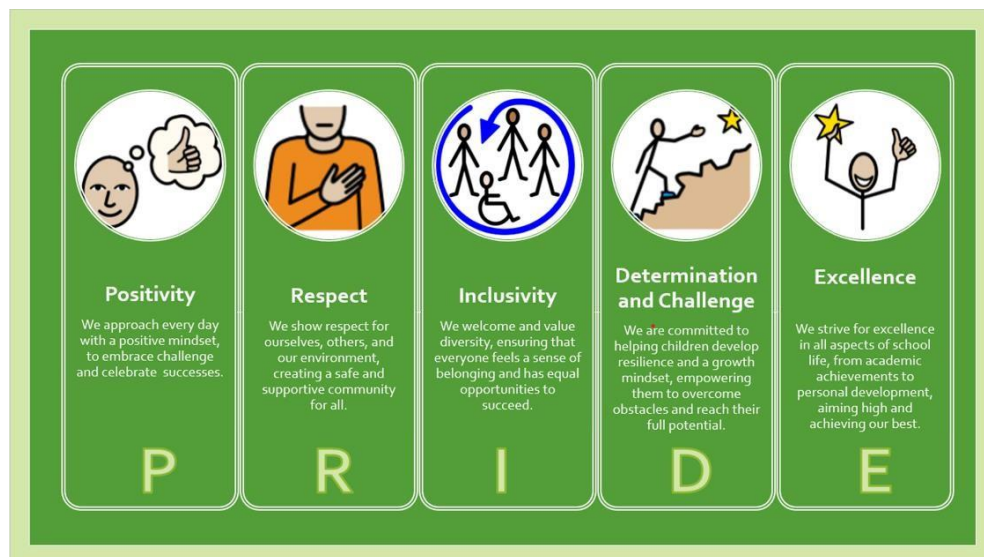


Gastrells Community Primary School



Assessment, Marking and Feedback Policy



Approved by: Standards Committee

Last reviewed on: January 2024

Next review due by: January 2026

1. Introduction

1.1 At Gastrells Community Primary School we take a professional approach to assessment and to marking our pupils' work and giving feedback on it. Assessment is fundamental to ensure that every child at Gastrells is given the opportunity to fulfil his or her academic potential. It also provides the school with evidence to support our corporate development.

1.2 There will naturally be some differences in the marking symbols and grading systems used by individual teachers, and a stage appropriate approach to the children will also be taken into account. However, we believe that all children are entitled to, and can expect, regular and comprehensive feedback on their learning across the curriculum. Therefore, all teachers will mark work and provide feedback as part of the assessment process.

1.3 We are very keen to promote engagement by parents and carers in their child's progress. Assessments of work will be available to parents and carers who are also encouraged to view their children's subject books on termly sessions with teachers. Where possible, information will also be made available through the use of IT systems (such as Tapestry). Additionally, parents and carers will receive an annual report at the end of each academic year which provides an assessment of their child's effort and academic progress. A narrative assessment will also be provided on their emotional and social development, and contribution to the life of the school, over the academic year.

2. Aims and Objectives

2.1 The aims and objectives of this Assessment, Marking and Feedback Policy are to:

- Help pupils:
 - Understand what they have done well,
 - Understand how they can improve,
 - Make visible signs of improvement as the result of feedback;
- Ensure that feedback is provided with the purpose of ensuring that children are challenged, supported and that their learning is progressing.
- Demonstrate that the children's work is valued by themselves and others;
- Boost the pupils' self-esteem, and raise aspirations, through use of praise and development;
- Offer the children specific and clear information on the extent to which they have met the "To be able to" (TBAT) objective, and/or the individual targets set for them;
- Develop a basis for both summative (based on a teacher's evaluation of understanding of a particular topic) and formative (evaluation during the learning process) assessment;

- Provide focused marking (related to the objective being taught with reference to the success criteria) and assessment that informs future lesson-planning for the next group, or on an individual or guided group basis for specific learning points.
- Provide evidence-based reports to parents and carers;
- Inform other teachers at transfer of a child within Gastrells or to another school (i.e., on transition to secondary school); and
- Enhance lesson planning to identify areas of need for specific interventions.

2.2 This Policy will link with, and be supported by, developments in other areas of school life, including the:

- Strengthening of subject leaders through links with teaching assistants (TAs), link governors, Continuing professional Development (CPD) and action planning using the School Development Plan and Self-Evaluation Form.
- Agreed emphasis on differentiation as a key element in teachers' lesson plans;
- Induction procedures for new and temporary staff members;
- Use of formal written reports to parents and carers;
- Review of policy relating to the school's provision for pupils with special educational needs and disabilities (SEND);
- Cross-phase liaison discussions to identify and support pupils with particular strengths and/or learning difficulties; and
- Transfer of pupils to other schools.

3. Approach to Assessment

3.1 Teachers will use summative and ongoing assessments for all subjects. This is in accordance with the following principles which are to ensure:

- A consistent approach to assessment across the school;
- The common use of Insight Data as the primary means of tracking pupils' progress and achievement;
- Teachers' assessments are informed, fair and objective, allowing children to know how best to progress with their learning;
- Patterns of assessment are in line with the school's intent to celebrate pupils' achievements;
- Teaching and learning build progressively on each child's previous achievements and provide each pupil with appropriate levels of challenge;
- Members of staff are conversant with the school's approach to assessment and recording, especially those new to the school (e.g. supply teachers and students undertaking training placements) and/or part-time teachers.

3.2 Evidence of pupils' attainment may be gathered in several ways including:

- Teacher assessment based on the daily and informal observation of pupils in the learning environment (including in off-site activities); Not all observations will need to be recorded, only significant ones.
- The marking of pupils' work, and the child's attitude towards the feedback;
- Evidence of pupils' levels of achievements in the core subjects will be annotated and recorded on a termly basis;
- Use of reading records, which in turn will be passed on to the next class teacher as the child progresses through the school; and
- Observations through photographic or electronic evidence, including class blogs.

4. Annual School Assessment Schedule

The Annual Assessment Schedule is outlined in the table below

Term	Year Group	Assessment Schedule
Autumn	Reception	Completion of Early Years Foundation Stage (EYFS) Baseline.
	1-6	Internal school assessments for Literacy (writing focus), Reading and Numeracy.
Spring	Reception	Ongoing EYFS data and observations completed.
	1-6	Internal school assessments for Literacy, Reading and Numeracy.
Summer	Reception	EYFS Ongoing Assessment
	1	Statutory Phonics Assessment, Internal school assessments for Literacy and Numeracy.
	2	Teacher assessments and Standard Assessment Test (SAT) 1 taken on a designated date in May, Re-testing of Phonics for those children who did not meet the expected standard in Year 1.
	3/4/5	Teacher assessments and internal assessments taken on a designated date in May
	6	SAT2 tests taken on a designated date in May and teacher assessment for Science

5. Practice of Marking and Feedback

5.1 At Gastrells we believe that the following principles should underpin all marking and feedback:

- To use a variety of feedback (whether verbal or written) which includes examples, challenge, reminder and process;
- To ensure marking relates to the lesson TBAT objective;
- Marking should include:
 - Next steps
 - Challenge;
- The child must be able to understand and respond to the comments made, and be given time to do so;
- Wherever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate;
- Children are encouraged to accept and act upon constructive feedback from both peers and adults;
- Feedback will be given regularly by both teachers and teaching assistants.
- Feedback will be used to inform future planning; and
- Focused marking will always be carried out promptly and will normally be completed before the next lesson in that subject (although this may not always be feasible for longer pieces of work).

5.2 The standard of marking and feedback is seen as an important part of the learning experience. It will be moderated (monitored across the school) by the Headteacher and subject leads.

6. Implementing Marking and Feedback

6.1 Whilst all classes and teachers will have their own style, and assessment needs to be age/stage appropriate, the following principles, which accord with the school Mission Statement, will apply across the school:

- Ticks will be used where work is correct and a dot is used where errors have been made. Other symbols may be used once their meaning has been clearly explained to the pupil;
- Consideration will be given to what an individual child is capable of, what the next learning stage will involve, and what aspect should now have priority. Children must not be given 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 emphasized;
- Children are encouraged to take risks with their learning and to accept that making mistakes helps the learning process;

- Time will be allowed for children to respond to marking and feedback;
- Wherever possible, teachers will establish direct links between oral or written praise and the school or class rewards system (i.e., house or merit points);
- On an age/stage-appropriate basis, opportunities will be provided for a variety of feedback and marking modes; and
- Pupils will be encouraged to interact in the marking process; they will then be the more engaged and receptive as to how to use feedback to improve their performances and fulfil their potential.

6.2 As part of the start of each academic year (or on change of class teacher), children will be fully acquainted with the marking and feedback practice and style of the class teacher.

- Evidence of pupils' levels of achievements in the core subjects will be annotated and recorded on a termly basis;
- Use of reading records, which in turn will be passed on to the next class teacher as the child progresses through the school; and
- Observations through photographic or electronic evidence, including class blogs.

7. Reports to Parents

7.1 At Gastrells, all parents and carers will receive an annual written report on their child's progress over the academic year. These reports are compiled in line with statutory requirements which are contained in the DfE website ([School reports on pupil performance: guide for headteachers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-reports-on-pupil-performance-guide-for-headteachers)). In sum, these regulations require that primary school reports contain:

- Summary of general progress;
- Brief particulars of the child's progress and development in each subject, highlighting strengths and developmental needs;
- Results of any national curriculum assessments taken by the pupil (to include the national Standard Assessment Tests (SATs) taken at the end of Key Stage 2 (Year 6) with comparative information about the levels);
- Summary of child's attendance record

Additionally, It is the school policy that all reports are positive in tone, cover the full range of subjects and are jargon-free.

7.2 Details of the arrangements under which a parent or carer may formally discuss the Report with the school will be sent out with the report itself and will also be included in the school newsletter prior to the Summer consultation evening. At Gastrells we also encourage parents and carers to come into the school at a mutually convenient time to discuss any concerns they may have over their child's progress at any point in the academic year.

7.3 Should normal schooling be extensively disrupted by an unanticipated closure (i.e., health pandemic or natural disaster) then, in accordance with statutory guidance and the associated “Parent Pledge”, the reports will acknowledge that pupils’ education may have been disrupted and include a brief explanation of how the school is addressing any learning loss, particularly in respect of English and/or Mathematics, and of any specific additional support that parents could provide.

8. School Closure/Absence from School Provision (Health Pandemic)

8.1 In the event of a school closure, or the enforced absence of a class, “bubble” or child from school for self-isolation purposes related to a health pandemic, the provisions of this policy will be maintained as far as possible. The school has made provision for remote learning for children during lockdown/self-isolation periods (primarily using an appropriate online learning platform) and the aim will be to continue to offer a balanced curriculum aligned to the intended curriculum. As part of the remote learning package, pupils will be given tasks to complete and submit; teachers will continue to provide feedback and guidance.

8.2 The provisions of this section of the policy apply only to children required to be absent from school as the result of Government guidance on the actions to be taken on a national, societal or individual basis in the event of a health pandemic. They do not apply to children who are absent for sickness reasons.

9. Monitoring and Review

9.1 We fully appreciate the need to monitor and update this policy on a regular basis so that we can take account of best practice in the teaching field. In addition, we will listen to the views of pupils to ensure that the core principles of assessment are fully understood, appreciated as appropriate and then adhered to.