



Reeth Community Primary School and Gunnerside Methodist (VC) Primary School Federation

Assessment for Learning, Feedback and Marking Policy

Definition

Assessment for learning (also known as formative assessment) is the process by which both pupils and their teachers identify where learners are in their learning, what they need to do next and how to make this happen. Key elements of assessment for learning are:

- sharing learning goals
- effective questioning
- self and peer evaluation of work
- effective feedback

Rationale

Assessment for learning involves each pupil as an active learner. When used effectively, it increases learners' motivation, self-esteem, independence, initiative, confidence, attainment and equips them for lifelong learning.

Responsibilities

The schools' governing body is committed to the importance of effective assessment for learning. It is the responsibility of the Headteacher, supported by subject leaders, to ensure the implementation of this policy and guidance. Teachers and teaching assistants are required to:

- provide verbal or written feedback to children to help them identify next steps in their learning and develop their own self-assessment skills.
- share learning objectives and expectations with learners and reflect these expectations in the feedback given.
- believe that all pupils can improve and measure individuals against their own previous attainment instead of against other pupils.

Guidelines and practice

Explicit learning objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important. Staff share and develop this knowledge with pupils as a key component of each lesson and link learning to real life situations when possible. Teachers can choose to share the learning objective in different ways so that this does not lose its significance. Learning objectives should focus upon the learning and not activities.

Pre assessment

When appropriate, pre assessments are used to assess children's starting points. They offer a valuable self-assessment tool for children, inform teachers' planning and are a great way to generate interest in a project; when children find that they can't do something they are often much more interested in follow up learning.

Success criteria

By identifying, understanding and working with success criteria, pupils know how to complete a task effectively. Success criteria are helpful when they identify either a series of steps (as in a mathematical procedure) or a set of 'ingredients' (as in the key components of a play script). They are most effective when they identify *how* to do something. Success criteria can be developed by pupils (this can increase ownership of the ideas) or by the teacher and shared with pupils. Examples of success criteria are shown below:

Success criteria for use of direct speech

- ✓ Put speech marks before and after the first word and last words spoken
- ✓ Use a capital letter for the first word spoken each time
- ✓ Start each person's speech on a new line
- ✓ Golden rule - speech marks always go after other punctuation - e.g. Tom said, "Let's meet at the park."

The diagram consists of a large grey box containing the success criteria. Below the criteria are two smaller white boxes with black borders. The first box contains the text 'The first speech marks come after the comma.' and has an arrow pointing to the comma in the fourth bullet point of the criteria. The second box contains the text 'The second speech marks come after the full stop.' and has an arrow pointing to the full stop at the end of the fourth bullet point.

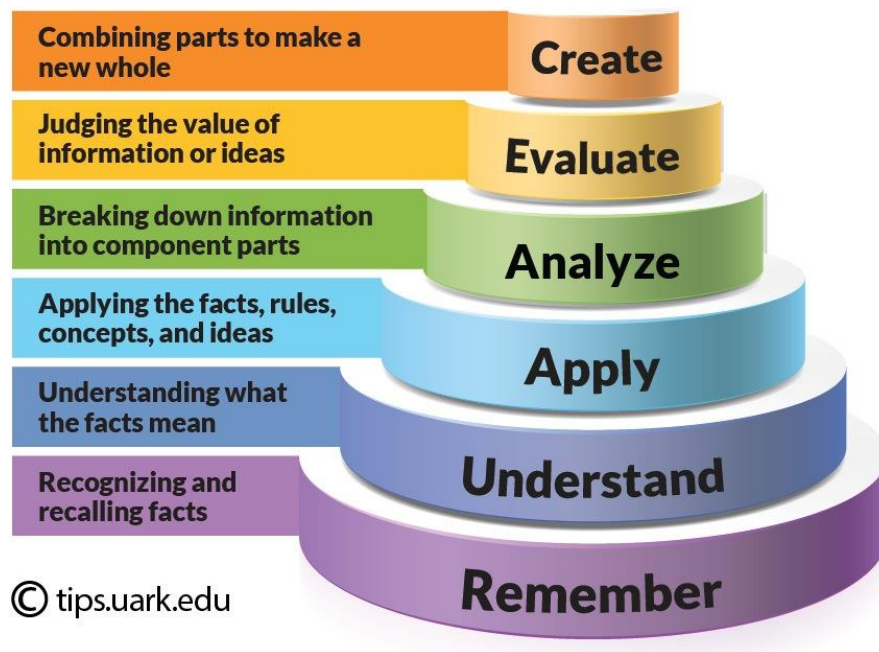
Success criteria for a conclusion:

- ✓ Explain what you have found out
- ✓ Try to explain your results using your scientific understanding
- ✓ Suggest what you would do differently if you had the chance to do the experiment again

Effective questioning

Teachers and teaching assistants encourage effective learning and discussion by providing:

- a high proportion of open questions
- a range of different question types (see diagram below)
- time for pupils to think about and discuss their responses to questions with a talking partner or group
- supplementary questions to extend understanding
- questions that encourage learners to reflect on their own thinking
- opportunities for pupils to generate questions



Feedback and marking

All feedback should:

- be constructive, sensitive and enable the learner to improve
- be provided when it is still relevant (at the time or as soon as possible afterwards)
- be for the learner
- relate primarily to the learning objective(s) and success criteria
- follow school marking guidelines

Feedback can be provided in a number of ways. **Verbal feedback** is the most immediate and interactive form of feedback. It can be particularly useful when there is a need to explore ideas and develop understanding and can be provided on a one to one basis, with a group or a whole class. **Written feedback** provides a record of comments that both pupil and teacher can refer to. To be effective, pupils need time to read comments and respond to them, ideally at the start of the next lesson and by completing a follow up task.

Peer and self assessment

Peer and self assessment is an important tool for teachers. Once pupils understand how to assess their current knowledge and the gaps in it they will have a clearer idea of how they can help themselves progress. Teachers will support this by providing opportunities for children to reflect on their own and others' work against success criteria. A positive climate of improvement and progress should be established to enable pupils to admit problems without risk to self-esteem. Pupils are supported and trained by teaching staff to reflect on work effectively. Sometimes, teachers will ask children to mark their own and others' work. When used effectively, this can be a very useful strategy for assessment and feedback.

The use of teaching assistants and trainee teachers in marking work and providing feedback

When a teaching assistant or a trainee teacher has been leading a child's written/recorded task, they will mark it and provide feedback as per this policy. This is to ensure that the child is provided with the most effective, appropriate and relevant feedback. The marking will be initialed by the teaching assistant or trainee teacher to differentiate it from that of the class teacher.

Targets and next steps

Literacy targets are provided in literacy books and in home school log books. Numeracy targets are provided in home school log books. In addition, next steps identified in a piece of work are recorded either alongside or at the end of the task and provide 'working targets' that relate directly to the current learning objective(s).

Spellings

Pupils are encouraged to check and edit spellings as part of normal classroom practice. Further to this, when work is marked spelling mistakes are underlined if the teacher anticipates that the pupil is able to self-correct using either their spelling knowledge or with the support of a word bank or dictionary. If the spelling is too tricky for the pupil to correct, yet is a word that is key to future progress, then the teacher will underline the word and provide the correct spelling in the margin or at the end of the task. Depending on the spelling ability of the pupil, some mistakes may be left unmarked to avoid overwhelming the learner and reducing self-esteem.

Marking symbols

A range of marking symbols is used across the schools (see end of policy). These symbols are available in all classrooms for pupils to refer to.

Approved:










Gordon Stainsby Headteacher

Sue Pellatt Chair of Governors

Summer Term 2017

Review: Summer Term 2019

Marking symbols (displayed in all classrooms)

Code	Meaning
***	Effort grade - you have exceeded your teacher's expectations. Well done!
**	Effort grade - you have met your teacher's expectations. This is good work.
*	Effort grade - you need to work harder to meet your teacher's expectations.
	Really successful parts of your work are highlighted in green.
	The following mistakes are circled: *capital letters that should be lowercase letters *lowercase letters that should be capital letters *incorrect punctuation
	Missing punctuation is underlined.
	These are the next steps in your learning. Try these ideas to improve your work next time.
	You discussed your work with your teacher.
	Your teacher supported you with this task.
	You worked independently on this task.
	You worked as part of a group on this task.
	Use this symbol when you respond to feedback.
Blue pen	Teacher marking
Pencil	Self and peer assessment