

## Assessment Policy

### Philosophy

At Abbeyfield we believe that feedback is one of the main vehicles for enabling pupil progress. We believe that formative feedback is best when it is timely, personal and specific. We track summative assessments using STAT key concept grids which record the pupils' mastery of the National Curriculum. We aim to ensure that any assessment procedures whilst being comprehensive also take account of work life balance for staff.

### **Formative Feedback**

#### Edit Marking of pupils' work

At Abbeyfield school it is expected that every piece of work is edit marked. We strongly believe that marking is most effective when it is done at the time that the children are working. As a school we prioritise 'running marking' and ensure that all adults (including support staff) are equipped with the skills to effectively running mark and give scaffolded support to all children. This is so that children can learn from their mistakes and rectify them immediately. We try to ensure that children understand the importance of learning through making mistakes by modelling and encouraging a growth mind-set.

We understand the importance of embedding correct grammar and spelling which should be commented on throughout the curriculum. However, any scaffolded comments should be subject specific in order to encourage a depth of response. (for example: scientific questions as prompts in science and historical questions for history topics).

As a school we have devised a set of edit marking symbols and a poster of the 'Marking Symbols' will be displayed in every classroom. For the detailed marking symbols to be used please see Appendix 1. KS1 teachers should use the edit marking symbols as appropriate to a child's development.

#### Writing Specific Marking

Rather than success criteria we use genre specific writing tool kits. A copy of the toolkit for each genre should be available for the children to access at any point as we reinforce genre teaching through cross-curricular extended writing. This will be used for all genre specific marking and for the children's peer and self-assessment. Every piece of work within the writing book must be edit marked with meaningful scaffolded comments. At the end of the innovation piece (second stage) and the invention piece (third stage) the piece of work should be given a target - a wish. The wish for the second stage should be specific to the genre currently being studied whereas the third stage should be grammar specific. The comment should be a different learning point to any scaffolded comments to try and move the children's learning on as much as possible. If one of the wishes is handwriting/spelling based then there need to be two wishes. The exception to this is at the end of poetry week, where the children should be given a general, constructive comment so that they can go back and edit the final piece of work (e.g. redraft the sentence where I have put a \* to include a...)

Children will be given a purple polishing pen to respond to any written or verbal feedback from an adult or verbal feedback from a peer. They will also use these polishing pens to self-assess their work at the end of every stage.

Any feedback given during the invention stage will then inform the final, edited piece of work to be written into the 'Polishing book'. Teachers should edit mark the 'polished' piece of work to write a genre specific positive comment at the end of this piece of writing. This replaces big writes in line with the national curriculum requirement that children edit and redraft their work.

Good work will be praised verbally but can also be commented on meaningfully. Children can receive green cards / smilies for a piece of work where they have clearly tried hard (praise the effort not the outcome!) and good work should be regularly celebrated in class

*Examples of appropriate genre specific wishes to be used after the innovation stage:*

**Next time remember that a newspaper report should be written mainly in the third person**

**In your next story remember to start a new line for a new speaker**

*Examples of appropriate grammatical wishes to be used after the invention stage:*

**Next time try to start some of your sentences with fronted adverbials such as later in the day, shortly afterwards.**

**Remember to include a determiner before a noun**

#### Maths specific marking

General comments should be given according to the needs of the particular child throughout the week - at least one per week. Once a week children should be given a 'Challenge', 'Solve it' or 'Prove it' question which should be completed independently at the start of the following lesson. The type of question needs to be appropriate to the child and their understanding of the concept – these questions must be marked. If a child has answered the majority of questions incorrectly they should be prioritized to be in a catch up session later that day ; therefore where possible we prioritise marking of at least some of the work during lessons whilst circulating the classroom or shortly after in order to ensure that these children are identified promptly.

#### Peer/Self-Assessment

We encourage our learners to work independently and view Peer/Self-Assessment as being an essential tool to reach greater independence with children taking increasing accountability for their learning. Although verbal peer and self-assessment takes place across the curriculum, we only record evidence of these discussions in writing. This is recorded using a genre specific evaluation grid based on the toolkits and should be completed at the end of the innovation and invention stage (these have been produced by curriculum co-ordinators and are saved on the X-drive in order to ensure that they are progressive). Teachers should decide whether it would be more meaningful to use peer or self-assessment at the innovation or invention stage but both should not be used in the same lesson due to time constraints. Both peer and self-assessment sheets have a teacher column for the class teacher to tick whether they agree with the assessment.

## Marking Across the Curriculum

In accordance with our vision that all children have securely embedded grammar, work is edit marked across the curriculum using the school marking symbols. As previously mentioned all work is edit marked and scaffolded comments should be made according to the subject. There is no requirement that a comment should be left at the end of a piece of work in other areas of the curriculum however they may be given in order to encourage effort.

### EYFS

Feedback in KS1 and KS2 will comprise of a combination of verbal and written feedback - the majority of feedback in EYFS and the New to English classrooms will be verbal.

Any written comments are used to measure progress by indicating the level of support the child had during that particular task. Comments are made regarding the level of independence (I) shown in completing written tasks and the level of support (S) the child receives to enable them to verbally construct a sentence, hear and say the sounds within the words it contains and record the sounds that they can hear.

It is important to note the type of resources the child has accessed to support them with their writing (e.g. phoneme mat, alphabet strip, reference to working wall/tricky words, or other guidance provided by the teacher) as well as the level of independence they show in the writing process over time.

Feedback from the teacher will refer to the extent to which the learning objective has been achieved at the time. It is important to acknowledge that children in the EYFS need time to revisit, practise and consolidate their learning, particularly when applying phonic knowledge to their writing for the very first time. This explains why children in FS2 often work for an extended period of time towards the same objective.

Children are provided with next steps in the form of verbal feedback to support their progress and development. This feedback is noted beside or underneath their writing. It celebrates what has been done well and includes an explanation of what else they can do or what they need to remember to improve further next time.

It is important to ensure that the children are provided with some kind of model in relation to their feedback, where necessary. This could include practising letter formation, writing tricky words or leaving finger spaces between words. It will depend on the child's level of development and understanding of English as to whether they respond immediately to the feedback or model, or are supported by the teacher at the next teacher focus group.

### **Continuous Provision Assessment in EYFS**

During their time in the EYFS children will also be provided with feedback from adults when they are exploring the continuous provision. This may take the form of verbal feedback or sensitive adult-child interactions which scaffold and extend learning opportunities according to each child's level of development.

Children's independent writing will also be collected and included in their Learning Journey files as evidence towards the Early Learning Goals. Snapshot observations captured on the iPad and Learning

Story observations record the extent to which children independently apply and embed their learning and include adult feedback in the form of next steps.

### New to English

The N2E class (Pearl) will follow the EYFS marking method. In addition, if there are children in any of these classes who can understand and access the whole school marking methods, they will then receive this level of marking to a greater or lesser extent, depending on the individual's abilities/needs. This latter method will be most appropriate for those children who are ready or nearly ready to move into their year group class but still haven't done so. This base will also use LS, MS and HS when marking to indicate the level of support a child has received.

### **Summative Feedback**

In order to track pupil progress, staff will compile summative assessments against the STAT key concept grids. The key concept grids contain directly measurable objectives for each year group and are taken from the national curriculum. As a school we aim for the majority of pupils to reach the secure step level for their year group as this assumes that the children have mastered the appropriate stage of the national curriculum for their year group. Alongside the key concept grids, teachers will also use On Track points to determine whether a child is well below, below, working towards, expected, exceeding or working beyond their year group each term. It would be very exceptional for a child to be working beyond their year group as the emphasis is on mastery – early graspers are likely to be identified as exceeding year group expectations. Assessments against the key concept grids and on track points are recorded on the STAT online system.

## How Is My Work Marked?

Symbol	What Does It Mean?
_____	Doesn't make sense. Read it again and change.
~~~~~	Incorrect spelling. Use a dictionary or the vocabulary mat.
○	Capital letter or punctuation error
•	Look at this again (mainly used in maths)
ⓕ	Remember to include finger spaces
pl.	Need to make the noun plural
sing.	Need to make the noun singular
^	Missing word or phrase
^ <sub>adj.</sub>	Add an adjective here
^ <sub>adv.</sub>	Add an adverb here
^ <sub>prep.</sub>	Missing preposition
^ <sub>det.</sub>	Missing determiner
^ <sub>sub con.</sub>	Missing/incorrect subordinating conjunction
^ <sub>co con.</sub>	Missing/incorrect coordinating conjunction
T	Check the tense of your verb
<b>Only adults will use these in your books. This is what they mean:</b>	
√c	Corrected question
Ⓢ	Supported by an adult
Ⓡ	Independent work

## Appendix 2: Summary of Weekly Marking

Subject	Marking requirement
<p>English</p> <ul style="list-style-type: none"> <li>• Warm-up</li> <li>• Innovation (phase 2)</li> <li>• Invention (phase 3)</li> <li>• Polished piece (phase 4) (separate book) – not until September</li> </ul>	<ul style="list-style-type: none"> <li>• Edit-marked with scaffolded comments (daily)</li> <li>• Edit-marked with scaffolded comments (daily) and one constructive genre specific wish (at the end)</li> <li>• Edit-marked with scaffolded comments (daily) and one constructive grammar specific wish (at the end)</li> <li>• Edit-marked with a positive comment (at the end)</li> </ul>
<p>Maths</p>	<ul style="list-style-type: none"> <li>• Marked daily use a dot if incorrect.</li> <li>• Constructive comment given to move the chn’s learning on at least once a week.</li> <li>• Once a week children should be given a ‘Challenge’, ‘Solve it’ or ‘Prove it’ question. These need to be marked</li> </ul>
<p>Topic</p>	<ul style="list-style-type: none"> <li>• Edit-marked with subject specific scaffolded comments where appropriate to enhance responses (every piece). A comment on historical or geographical skills is optional.</li> </ul>
<p>Science</p>	<ul style="list-style-type: none"> <li>• Edit-marked with subject specific scaffolded comments where appropriate to enhance responses (every piece). A comment on scientific skills or knowledge is optional.</li> </ul>
<p>Reading</p>	<ul style="list-style-type: none"> <li>• Edit-marked with comments to further children’s responses if appropriate (every piece)</li> </ul>
<p>Art</p>	<ul style="list-style-type: none"> <li>• Acknowledge work with a tick and comment if appropriate.</li> <li>• It may be appropriate to remodel a technique or skill.</li> </ul>
<p>RE/PSHE</p>	<ul style="list-style-type: none"> <li>• Edit-marked for sense. A comment in response to the child’s work is optional.</li> </ul>
<p>Key Skills</p>	<ul style="list-style-type: none"> <li>• Handwriting (running marked or remodelled)</li> <li>• Spelling tests totalled and recorded</li> </ul>