

ASSESSMENT POLICY

PARK HILL PRIMARY SCHOOL 2015-16

'The starting point for any assessment policy should be the school's principles of assessment. It should be clear what the aims of assessment are and how they can be achieved without adding unnecessarily to teacher workload. The policy should set out the arrangements for the governance, management and evaluation of assessment within the school in order to ensure that it is a live document, which is reviewed regularly.

A good assessment policy will be clear about how assessment outcomes will be used, with a view to collecting data only where necessary and ensuring assessment outcomes are communicated effectively to pupils, parents and other teachers. It should also outline arrangements for ensuring teachers are able to conduct assessment, confidently and competently, by explaining how access to professional development will be provided.'

Final report of the Commission on Assessment without Levels, September 2015

Park Hill Primary School's Principles of Assessment

By using clear, rigorous and robust assessment systems at Park Hill, we aim to generate an accurate picture of **all** pupils' attainment using robust evidence to inform assessment judgements that identify secure learning and recognise **when the time is right** for pupils to progress. Assessment at Park Hill School is undertaken in different forms and, one or more of these forms should be shared with **all** of the school's stakeholders. Primarily, formative assessment should be shared quickly with all pupils to ensure secure understanding and progress. Analysis of assessment information undertaken by school leaders should identify trends of attainment and progress in all year groups, across all subjects and learner groups.

The purpose of this policy is to set out how assessment is undertaken in these different forms across the school and the people and systems employed to capture and use the information gathered.

The purposes and principles of assessment

*'The overriding principle of good assessment is that it should be clearly tied to its intended purpose. **There are three main forms of assessment: in-school formative assessment**, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; **in-school summative assessment**, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and **nationally standardised summative assessment**, which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.'*

Final report of the Commission on Assessment without Levels, September 2015

Formative daily assessment – how teachers use the outcomes of pupils’ work, day-to-day, to inform their teaching and to move pupils’ learning forward

At Park Hill we recognise the different forms of assessment outlined above and their relationships. We believe the most powerful impact assessment can have on pupils’ learning is through quality teacher feedback – through quality questioning (*Bloom’s Taxonomy*, *Webb’s D.O.K*), discussion, formative evaluation, reviews and marking (*Black & Wiliam, Inside the Black Box: Raising Standards Through Classroom Assessment, 1998; Sutton Report, 2008*).

‘It goes without saying that assessment goes hand-in-hand with the curriculum; but it is high quality formative assessment that goes to the very heart of good teaching.’

Final report of the Commission on Assessment without Levels, September 2015

At the time of writing this policy (November, 2015), a staff review and consultation on marking & feedback had taken place in addition to a peer review led by four local head teachers where a sample of books were scrutinised. The marking and feedback policy features at the end of this assessment policy.

In all areas of learning, Park Hill practice is embedded in teaching & learning assessment cycles which aim to take pupils on a learning journey from their starting points and progress to deeper, secure understanding. Daily formative assessment should drive teaching and learning and ultimately raise pupils’ attainment.

At Park Hill, teaching & learning cycles aim to establish what has been retained from prior learning and aim to build progress at an appropriate pace in order to both close gaps for those pupils who are catching up with expectations for their chronological age and to challenge those pupils who are more able.

Many of the following aspects of formative assessment practice are advocated by *Black & Wiliam* in *Inside the Black Box*:

- **Review** – a review of learning should establish what pupils already know in order to move learning forward.
- **Environment** – Teachers should ensure they create a stimulating and enabling environment appropriate to learning intentions, to support learning as well as promote learning independent of adult intervention (e.g. *working walls*). They should ensure pupils feel confident to answer questions and share ideas in a mutually respectful, nurturing atmosphere. Teachers should also be aware of the need to withdraw supportive environmental features in order to robustly assess learning.
- **Pupil level targets** – are set and evaluated in maths – reading & writing targets are currently under review – however, pupil self-assessment sheets are used to identify desirable outcomes at pupil level
- **Teaching** – should be engaging, using rich, probing & targeted **questioning**, including higher order questioning appropriately pitched, giving pupils thinking time so as to engage all learners. Teachers should then interpret responses and gauge depth of understanding, adjusting lesson intentions where necessary. Where appropriate they should provide pupils opportunities to debate and expand on each other’s responses.
- **Modelling** – should include examples of processes whilst sharing success criteria or steps for success to do this, gauging understanding during the teaching phase and adjusting lesson intentions where necessary or repeating/extending challenge where necessary. Opportunities should be provided for pupils to practice crucial aspects of

their learning with the teacher following initial modelling before engaging in longer, independent tasks in more depth.

- **Task Setting** – teachers should plan engaging tasks which robustly interrogate pupils' understanding of key concepts, matters and processes using the full range of associated technical vocabulary, sometimes involving pupils by co-constructing clear success criteria.
- **Progress - task monitoring & feedback – task adjustment:** Teachers should monitor learning and identify whether task enhancement/simplification/scaffolding or support are required during the lesson through questioning and work scrutiny.
- **Pupil evaluation: Self & Peer evaluation** – By providing pupils with a structure, time and space to reflect and process their view of theirs & others' learning against clear success criteria, they can be activated to take responsibility for monitoring their own learning.
- **Marking and feedback – *with the pupil*:** Should be provided verbally or in written form where possible during the lesson, to enable pupils to have time to act upon the feedback. ***Away from the pupils*** – teachers should use school marking policy and essentially, identify aspects of work which do and do NOT fulfil success criteria using annotation/diagrams to provide models or questions to prompt pupil thinking responses, identifying areas of success to given criteria and their relationship to the learning objective (L.O). When deemed appropriate, an additional, proportionate amount of written feedback in a short summary statement may be given. The purpose of feedback should always be to advise pupils on how to move their learning on. Pupils should acknowledge they have read any comments written in marking by initialling.
- **Mini gap tasks** – may be provided to make small improvements before the next session – in a short amount of time.
- **Gap Tasks** – set for longer, more sustained periods where less successful aspects of learning can be addressed in greater depth.
- **Time to respond** - pupils must be given the appropriate time to respond to gap tasks & feedback so that it can be acted upon

Summative Assessment

Summative assessment is the use of formal testing to ascertain pupils' attainment and progress by comparing prior attainment from a previous assessment point.

Statutory National Testing & Assessment – *how and when pupils take national tests*

National statutory testing and assessment takes place at the end of each key stage. In Early Years Foundation Stage, pupils will also be assessed on entry to reception from September 2015 onwards. At the end of key stage 1, in year 2, pupils are tested (SATS) in reading, writing, maths and spelling, punctuation and grammar (SPAG). Currently (2015), the outcomes from these tests are added to on-going teacher assessments and used to inform final judgements on whether pupils are working securely at end of year 2 expectations, below them or exceeding them.

At the end of key stage 2, pupils in year 6 also take tests in reading, SPAG, maths and are teacher assessed for writing as well as maths and reading. These tests are sent away to be marked externally and their outcomes are published on-line around the beginning of July. Pupils will be judged to have met the end of primary school standard, exceeded it or not met it. Science will be tested nationally, on a bi-annual sample basis from 2015.

Interim Curriculum & Assessment of Year 2 & Year 6 (2016 – 17)

Currently (2015 – 17), KS1 & 2 statutory testing for the English, Maths and Science curriculum is based on an **Interim Framework** of a narrower amount of objectives. Year 2 & 6 assess against these objectives in-line with statutory guidance. Year 2 also assess against the full curriculum as these pupils will continue to progress to full curriculum when they enter key stage 2.

In-school summative assessment – how and when pupils are formally assessed by testing in other year groups

Summative assessment using **testbase** materials is being used to assure on-track proportions of pupils along with on-going teacher assessment.

Summative assessment is used in other year groups and at other times, the frequency of which is set out below:

Formal Summative Testing Cycle

- Formal summative testing for **reading and maths** takes place **every term**.
- The outcomes of these tests benchmark pupil attainment along with comparisons of the growth of the proportion of objectives secured in the pupils' stages of learning – recorded as on-going teacher assessment on Classroom Monitor software.

Reading

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading		End of term PIRA test		End of term PIRA test		End of year PIRA test
On-going TEACHER ASSESSMENT is entered onto <i>Classroom Monitor Software (Rising Stars)</i> from formative evaluation, tests, evidence gathered from discussion in reading lessons and listening to pupils read.						

- **Termly summative tests** – designed to interrogate pupils' understanding of the range of end of year expectations in '*one test – one sitting*'. To be used ALONG-SIDE teacher assessment to validate and help moderate judgements.
- **Using summative outcomes formatively**– information drawn from these tests should be fed into on-going teacher assessment and back to pupils and (following teacher analysis) reviews and tasks should be created to address gaps in pupils' learning.

Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Series of strand tests/apply lessons: number & place value, addition & subtraction, multiplication & division, decimals & percentages, measurement, geometry, statistics.					
	On-going TEACHER ASSESSMENT from independent & unaided pupil work entered onto <i>Classroom Monitor Software (Rising Stars)</i> from formative evaluation.					
		End of term PUMA test		End of term PUMA test		End of year PUMA test

- **Termly summative tests** – designed to interrogate pupils’ understanding of the range of end of year expectations in ‘one test – one sitting’. To be used along-side teacher assessment to validate and help moderate judgements and benchmark pupil attainment and progress.
- **Using summative outcomes formatively**– information drawn from these tests should be fed into on-going teacher assessment and back to pupils and (following teacher analysis) reviews and tasks should be created to address gaps in pupils’ learning.

Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Series of COLD WRITE lessons: on-going TEACHER ASSESSMENT entered onto <i>Classroom Monitor Software (Rising Stars)</i>					

Intermediate summative assessment tier and its formative use in reviews and gap tasks – how and when shorter testing is used for pupils to demonstrate their independent learning.

In writing:

- **Series of cold write lessons** – taken at the end of objective strand cycles ascertaining pupil understanding of content at the time of learning. These outcomes may be recorded onto *Classroom Monitor* software as part of an on-going record of teacher assessment.
- **Using summative outcomes formatively** – information drawn from these tests should be fed back to pupils and following teacher analysis, reviews and gap tasks should be created to address gaps in pupils’ learning.

In maths:

- **Series of strand tests/apply lessons** – cold tests taken at the end of objective strand cycles ascertaining pupil understanding of content at the time of learning. These outcomes may be recorded onto *Classroom Monitor* software as part of an on-going record of teacher assessment. In addition, where teachers have set independent tasks in lessons and are confident pupils have consistently met objectives successfully, unaided, this should be used as evidence also.

- **Using summative outcomes formatively**– information drawn from these tests should be fed back to pupils and following teacher analysis, reviews and tasks should be created to address gaps in pupils’ learning.

Age-related TEACHER assessment benchmarking – how pupils are assessed against national criteria as set out in the national curriculum

In light of the publication of the new primary national curriculum (2014) and the abandonment of the levelling system, the way pupils are assessed and their attainment and achievement information is gathered, has changed at Park Hill.

- In the absence of levels or any Department for Education or nationally agreed replacement for levels to address how progress should be measured – a system is required to judge how pupils are progressing towards expectations appropriate to their ability and starting points.
- Pupils’ attainment is now benchmarked by assessing how their learning outcomes compare with age-related end of year expectations as set out by the primary national curriculum document, 2014.
- As more objectives are met by pupils, the more secure they become in their respective stage
- The example below sets out how each **year or ‘stage’** is divided into progressive developmental **bandings** which reflect the % of objectives secured for the **stage** pupils are working within.

Below Working in a chronologically lower year’s age related objectives (year and banding given)	STAGE 5	Beginning -/+ <i>Beginning</i> to secure a small minority of objectives at appropriate year-related banding (10% - 27.5%)	Developing -/+ <i>Developing</i> security in a minority to a large minority of the objectives at appropriate year-related banding (45% - 65%)	Secure <i>Secure</i> at large to very large majority of objectives at appropriate year-related banding (85%)	Exceeding <i>Secured & exceeding</i> vast/overwhelming majority and beyond secure year-related banding (92%)
Below	YEAR 5	Working Towards Secure		Secure	Exceeding

- Some pupils may fall below their chronological school year, age-related expectations and will therefore need to work towards securing objectives from the year below or, in some cases, *years* below.
- Some pupils with special educational needs may need to be assessed, with the guidance of the school’s SENCO, using P-scale levels which are **not** obsolete as of 2016-17 but will be replaced in 2017-18.

- Park Hill have adopted ***Rising Stars NC '14*** materials and associated software ***Classroom Monitor*** for reasons set out below:
 - To robustly monitor the new curriculum's age-related, objective-for-objective mastery model as opposed to the best-fit-levelling of the old curriculum, requires systems which track and analyse objective attainment and progress towards age-related expectations of all pupils at a detailed level
 - 21st century assessment systems should incorporate software technology for the purposes of efficiency and easing workload whilst providing tools for the level of in-depth analysis required to analyse different learner groups' assessment information
 - ***Rising Stars and Classroom Monitor*** are amongst the market leaders in the wake of the publication of the new primary national curriculum – winning national awards (BETT) and favourable evaluations from other professional bodies...Classroom Monitor is now the most widely used assessment tracking system in the UK
 - Classroom monitor is a cloud-based assessment system, saving school computer storage memory
 - On-line access means teachers can access information on mobile devices – in and away from class - every teacher has a mini I-pad
 - Classroom Monitor provides teachers with a wealth of clear, age-related objective specifications, guidance and task links on the web

Recording teacher assessment – how teachers record on-going assessment on Classroom Monitor software

- Teachers should record their ***on-going assessment judgements*** drawn from observations, questioning, discussion, independent tasks, tests, intermediate-tier and termly summative assessments on ***Classroom Monitor's Assessment Markbooks***. The Markbooks work on a colour-coded system which identifies:
 - unassessed objectives ('U' & grey)
 - taught but unachieved target objectives ('T' & red);
 - objectives that are almost met ('A' & yellow);
 - objectives that have been met ('M' & green)
 - and objectives in which pupils are deemed to be exceeding ('E' & blue)
- Judgements should only be made against objective criteria from age-related criteria or the ***APPROPRIATE WORKING STAGE FOR THE PUPIL*** – never for years **above** the age of pupils
- Where pupils are working **below** age-related criteria, they should address and meet these objectives **first** BEFORE moving on to their own age-related objectives
- There will be occasions where pupils are transitioning between stages – in these instances, teachers should use their professional judgement and guidance of leaders as to whether a pupil is still generally secure in the lower stage & banding or properly emergent in the beginning banding of the next appropriate stage
- Classroom Monitor software calculates the % of objectives highlighted as 'almost met/met/exceeded' and provides a stage & banding for the strand being assessed as well as an overall stage & banding for the subject
- ***Summative assessment information*** from end of term testing is recorded in another area of Classroom Monitor called ***attainment & progress***

- This summative assessment information provides a snapshot of a pupil's attainment across all strands of each subject area and should be broadly in-line with teacher assessments – this has not yet been adopted into practice.

In-House Testing Outcomes PIRA & PUMA (STARTED AUTUMN 2017-18)

- ***Rising Stars' PIRA (for reading) & PUMA (for maths)*** tests are used termly to inform benchmarking of pupils attainment & progress at the end of each term, as set out in the timetables shown on pages 4 & 5.
- **PIRA & PUMA** tests provide age-related standardised scores which can be used to measure pupils' outcomes in a national context. A standardised score of '100' is considered to place a pupil at national average, <100 = below & >100 above with 115+ representing outcomes in-line with greater depth or exceeding national age-related expectations
- **PIRA & PUMA** software also provides a system which measures pupils' progress from test to test the school started using this progress system from autumn 2017.

Moderation – how school leaders and teachers ensure their assessment judgements are robust & accurately in-line with national criteria and each other

Teacher assessment is compared with termly summative assessment outcomes.

Maths moderation

- Teachers may meet with the maths leader and assessment leader to review selected pupils' books from different abilities; however, this may also be done as a 'cold' exercise without teacher dialogue
- Pupils' starting points are identified and their range and level of work scrutinised collaboratively against each teacher's Classroom Monitor Assessment Markbook records
- A professional dialogue takes place to interrogate the accuracy of assessment judgements including the teacher, if present
- Teachers will receive individual feedback including any action points
- All staff will also receive a general summary of any issues arising and necessary action points for overall improvement

Writing moderation

- A teacher meeting will take place between staff in year groups towards the end of term where cold writes are compared to identify **like-attainment** outcomes
- Teachers then meet with the English leader and assessment leader to review selected pupils' books from different abilities
- Pupils' starting points are identified and their range and level of work scrutinised collaboratively against each teacher's Classroom Monitor Assessment Markbook records
- A professional dialogue takes place to interrogate the accuracy of assessment judgements
- Teachers will receive individual feedback including any action points
- All staff will also receive a general summary of any issues arising and necessary action points for overall improvement

Reading moderation

- Reading moderations will take place during each term
- Teachers then meet with the English leader and assessment leader to review selected pupils' records and work from different abilities

- Pupils' starting points are identified and their range and level of work scrutinised collaboratively against each teacher's Classroom Monitor Assessment Mark book records
- A professional dialogue takes place to interrogate the accuracy of assessment judgements
- Teachers will receive individual feedback including any action points
- All staff will also receive a general summary of any issues arising and necessary action points for overall improvement

Book scrutinies

- Teachers' books are scrutinised three times a year by the SLT. During scrutinies day-to-day assessment feedback is monitored and areas for development provided for staff
- The ***Feedback and Marking Policy*** is attached to the end of this policy

External moderation

- Park Hill school is involved with the statutory moderation cycles of the local authority at KS1 & 2 as well as National Testing Agency KS2 science testing cycles
- In addition, the school will seek to create opportunities with partners in the **STEP Company** and, where appropriate, with other willing schools to moderate maths and writing – moderations have taken place with **local schools in recent years**

Transition from Old National Curriculum summative practice to New National Curriculum

Timeline of transition:

KEY CHANGES:

- **Transition from summative test-levelling termly to an increasing profile of teacher assessment.**
- **New population of new curriculum assessment information on new assessment system data base means initial reliance on test benchmarking to identify pupils' attainment and progress.**

2014- 15			2015 - 16		
Autumn	Spring	Summer	Autumn	Spring	Summer
<p>*Testing and levelling using old N.C system of levels and APS.</p> <p>*Finalising details of new assessment system and software</p>		<p>*NEW summative end-of-year testing and teacher assessment to benchmark pupils' attainment in years 1-5 under new national curriculum year expectations.</p>	<p>*Introduction of recording teacher assessment using <i>Classroom Monitor Assessment Markbooks</i> begun for Maths, reading and writing.</p> <p>*Teacher CPD</p> <p>*Summative testing and teacher assessment to benchmark pupils in years 1-6 under new national curriculum year expectations at end of autumn term – in reading & maths</p> <p>*Progress, by test, for term identified using % proportions for all pupils and learner groups</p> <p>*Groups identified as 'on-track' to attain end-of-year age related expectations</p>	<p>*Attainment and progress by test in addition to teacher assessment, for term & year identified using % proportions for all pupils and learner groups' attainment and progress</p> <p>* Summative test results entered onto system and used to inform formative assessment</p>	<p>*Attainment and progress by test in addition to teacher assessment, for term & year identified using % proportions for all pupils and learner groups' attainment and progress</p> <p>* Summative test results entered onto system and used to inform formative assessment</p>

		*Science end of strand test results captured on summative Mark books on <i>Classroom Monitor</i> *Maths moderations to take place to check security of new assessment judgements, *Writing moderation as above		
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Reporting – how assessment information is shared and with whom

Other than with pupils, assessment information is shared with the following stakeholders:

Communicating with parents & carers

Assessment information regarding pupils' attainment and progress against national expectations is shared at parents' evenings, three times a year. In addition, targeted areas for improvement will be discussed as well as pupils' well-being, engagement and attitude to learning. Following a written annual report, the final parents' evening of the year provides an opportunity for parents to discuss any issues arising from the written report and targets for the following academic year.

Sharing assessment information with school leaders and staff

Senior school leaders have complete access to all assessment information saved on *Classroom Monitor* assessment software. Middle Leaders are given appropriate up to date assessment information from the assessment leader so that they can evaluate the impact of interventions or actions. Assessment information incorporates:

- Proportions of all pupils in a cohort working at each stage & banding
- Proportions of pupils in different learner groups working at each stage & banding, including gender, disadvantaged pupils and others & SEND
- Term average of different learner groups making progress
- Analysis will draw on these outcomes and provide information for future actions where there may be concern

Sharing assessment information with governors

Governors are part of school leadership and so are privy to summaries of the information set out above for each cohort in school.

Raise on-line is also shared with governors in order to keep them fully informed of the school's performance in statutory end of key stage assessment and phonics screening assessment information over the last three years, against national benchmarks.

Sharing assessment information with national agencies

The following national bodies access our end of key stage assessment information:

STA – Standards & testing Agency: provide guidance, standardised exemplars, test and assessment materials, administrate assessment and testing policy

DfE – Department for Education: Government department for education policy

Ofsted – Office for Standards in Education

H.M.I – Her Majesty’s Inspectorate

LA – Local authority

Role of the Assessment Leader

- Lead on assessment policy and practice in school – e.g. formative assessment, moderation, marking and feedback, summative assessment and testing cycles, assessment information capture, analysis and evaluation with senior leaders
- Lead on administration and guidance of statutory national testing with senior leaders and end of key stage staff
- Manage and administrate assessment and testing materials for all national curriculum years
- Identify, inform and develop staff in any new national assessment and testing changes and procedures
- Analyse and evaluate statutory national assessment and testing outcomes as well as internal assessment and testing outcomes and communicate with senior school leaders and governors as part of the school monitoring policy
- Collaborate with senior leaders in the use of assessment information regarding raising standards and furthering progress of pupils

PARK HILL FEEDBACK & MARKING POLICY

The following symbols agreed by Park Hill Staff (Nov. 2015) are marking symbols which should be used consistently in pupils' books. This policy should be displayed in all learning environments around the school. At Park Hill teachers mark in **red ink** to make annotations stand out from pupils' work. Self-marking in **blue** and peer-marking in **green**.

LO ✓ ✓ Learning objective achieved in this piece of work

LO ✓ Learning objective PARTLY achieved in this piece of work

LO ● Learning objective NOT achieved in this piece of work

VF Verbal feedback given in the lesson for this piece of work

PM & child's NAME: Peer marked work – work marked by another pupil

SM Self-marked work

----- Highlighted work is an example of work which matches the success criteria

✓ A tick means this part of the work is correct and matches success criteria

● A bold dot means that this part of the work is incorrect

sp In the margin means there is a spelling error on this line

CTG 'Close the gap' task

WS This work was carried out 'with support' from an adult & is NOT independent

○ There is a punctuation mark missing in this part of the work

C

Correction – correct this work (maths)

At Park Hill pupils should receive feedback for all pieces of work although this may not always be written feedback and it may not always be from teachers as we believe it is important to involve pupils in the evaluation of their own learning and that of their peers.

In order to decrease the writing of routine comments, marking symbols have been agreed, adopted by staff, displayed and their meanings shared with pupils.

When learning objectives are met in a lesson, this does not always mean that wider assessment criteria have been met; rather that proficiency was met in this piece of work in this lesson.

Professional Responsibilities:

Teacher's Standards related to marking:

1. Set high expectations which inspire, motivate and challenge pupils

- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- guide pupils to reflect on the progress they have made and their emerging needs
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

5. Adapt teaching to respond to the strengths and needs of all pupils

- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons
- **give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.**

Although marking symbols address some routine summative feedback and some technical formative feedback – they do not *always* provide a sufficient depth of

feedback to move the learner forward and so proportionate additional comments are required to inform pupils of their next steps.

The following is intended to guide teachers in their use of **comments** when providing feedback or marking pupil's work.

When providing feedback, consider the following:

Key Points	Relevant research literature
1. 'Good' marking has a positive impact on pupil outcomes whereas poor marking can actually have an adverse effect.	<p>Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that <u>feedback can have negative effects and make things worse</u>. It is therefore important to understand the potential benefits and the possible limitations of this as an approach. The research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback...</p> <p>Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.</p> <p>(Sutton Trust Teaching & Learning Toolkit, 2013)</p> <ul style="list-style-type: none"> 'Much of the feedback that students get has <u>little or no effect on their learning</u>, and some kinds of feedback are actually <u>counterproductive</u>...' (Embedding Formative Assessment, William, 2009)
2. Frequency/timing/consistency is important – don't intervene too early to give away answers or processes	<ul style="list-style-type: none"> <u>Orally or in writing?</u> – Little difference – what matters is timely intervention so that <u>feedback can be used in time</u>. (Boulet, Simard De Melo, 1990) <u>Timing of feedback:</u> Early feedback, before pupils have had an opportunity to fully engage with task is counterproductive – whether verbal or written – provide minimum amount of scaffolded support needed to progress. Pupils learn more and retain it longer' (Day & Cordon, 1993) 'Inconsistency in the quality, frequency and usefulness of teachers' marking is a perennial concern.' (Made to Measure, Ofsted, 2012)
3. The use of supported peer/self-marking is a powerful tool in driving learning	<ul style="list-style-type: none"> Peer and self-assessment: Teachers encouraged students to take more ownership of their own learning by helping them to understand learning targets... Peer assessment showed that students were more likely to challenge each other's judgments of their work, thereby sparking discussion and debate. <p>(Inside The Black Box: Raising Standards through Classroom Assessment, Black & William, 1998)</p>

<p>4. Marking needs to be specific and focussed</p>	<ul style="list-style-type: none"> • Avoid vague, general, 'Needs more detail....expand...add a few thoughts of your own' comments. Be specific about errors and recommend a specific positive action. A good comment would be, 'You've used 'particle', 'element' and 'compound' in your answer, look at the glossary in your textbook to see how they differ'. • KEY Features of effective feedback: Black P & William D (1998) Inside the Black Box Raising Standards through Classroom Assessment <p>Essential & desirable elements of successful feedback:</p> <ul style="list-style-type: none"> • provide clear learning objectives and success criteria • highlight success and indicate one or two instances where improvement could take place • make feedback accessible to the learner - written comments must be readable • allocate time for feedback to take place or for learner to read written comments • expect some (realistic) focused improvement to take place, based on the feedback • make effective use of time spent in providing verbal and written feedback (including time to read comments and or close the gap tasks) • encompass pupil self-evaluation and feedback from peers • provide strategies for improving work • model strategies for improvement through teaching • link to longer term target setting • do not use grades/marks on every piece of work • <p>(Inside The Black Box: Raising Standards through Classroom Assessment, Black & William, 1998)</p> <ul style="list-style-type: none"> • To close the gap between where a pupil is and where you want them to be in their learning, there are three types of prompts that promote improvement. They also help you differentiate your support. These are: reminder prompts; scaffold prompts; and example prompts. • Here is an example of each, taken from research by Shirley Clarke: • Reminder Prompt <i>Say more about how you feel about this person.</i> • Scaffold Prompt <i>Can you describe how this person is a 'good' friend? Describe something that happened that showed they are a good friend.</i> • Example Prompt - <i>Choose one of these or one of your own:</i> • <i>'He is a good friend because he never says unkind things about me'; or</i> • <i>'My friend is a friend because he never tells me lies.'</i> • Reminders are the least supportive type of prompt - the most basic instruction on how to improve the work/learning and the most suitable prompt for able pupils. Scaffold prompts are for pupils who need more support than a simple reminder. Example prompts are the most supportive type of prompt and are extremely successful with all pupils, but especially with average or below average pupils; they are the most explicit, instructional and illustrative statements of how to improve. • You should select which to use based on your pupils' needs. <p>(Northern Ireland assessment for learning Key stages 1 & 2 ,2007)</p>
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<p>5. Be cautious with praise...marking should elicit a thinking response not an emotional response (task-involvement vs. ego-involvement)</p>	<ul style="list-style-type: none">• ...it (praise) should be infrequent, credible, contingent, specific and genuine (Brophy, 1981)• To praise the student encourages two ideas that are powerfully corrosive in learning; a) the idea that it's all down to ability b) the idea that the 'teacher' likes me. To counter this, teachers must praise the work and effort, not ability of the student. Nor should teachers compare students with other students. Praising the person also stops students from trying harder. Learners must believe they can change for the better. <p>(Inside The Black Box: Raising Standards through Classroom Assessment, Black & William, 1998)</p> <ul style="list-style-type: none">• Carol Dweck (in Self Theories: Their role in motivation, personality and development, 1999) talks about fixed I.Q versus Growth I.Q – person-orientated praise encourages pupils to adopt a 'fixed' I.Q mindset – that intelligence is innate and 'fixed'. Feedback should be task-orientated rather than personal.• Kluger & De Nisi Research, 1996: From 1906 – 1996, only 131 out of 3000 fitted criteria - 50 studies reported feedback actually lowered performance... <p>Key findings:</p> <p>Feedback draws attention to the objective – is goal higher or lower than current level of performance? <i>feedback-standard gap:</i></p> <table><tr><th>Response to feedback</th><th>Feedback indicates outcomes exceed objective (+)</th><th>Feedback indicates outcomes DON'T meet objective (-)</th></tr><tr><td>Change behaviour</td><td>Put in less effort (I can do it ... too easy)</td><td>Increase effort (goal setting)</td></tr><tr><td>Change standard of work</td><td>Increase aspiration</td><td>Reduce aspiration (I can't do it, it's too hard...continue as I was...)</td></tr><tr><td>Abandon objective</td><td>Objective too easy</td><td>Objective too hard (I can't do it, it's too hard...continue as I was...)</td></tr><tr><td>Reject feedback</td><td>Ignore feedback (not read, not motivated to read)</td><td>Ignore feedback... (not getting it right so what's the point in reading feedback?)</td></tr></table>	Response to feedback	Feedback indicates outcomes exceed objective (+)	Feedback indicates outcomes DON'T meet objective (-)	Change behaviour	Put in less effort (I can do it ... too easy)	Increase effort (goal setting)	Change standard of work	Increase aspiration	Reduce aspiration (I can't do it, it's too hard...continue as I was...)	Abandon objective	Objective too easy	Objective too hard (I can't do it, it's too hard...continue as I was...)	Reject feedback	Ignore feedback (not read, not motivated to read)	Ignore feedback... (not getting it right so what's the point in reading feedback?)
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<p>6. 'Good' marking has a positive impact on pupil outcomes – linked to accurate assessment and next steps with pupils</p>	<p>'...research shows that improving learning through assessment depends on five deceptively simple key factors:</p> <ul style="list-style-type: none">▪ Provision of effective feedback to pupils▪ Active involvement of pupils in their own learning▪ Adjusting teaching to take account of the results of assessment▪ A recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are critical influences on learning▪ The need for pupils to be able to assess themselves and understand how to improve...' <p>Getting it right – distance marking as accessible and effective feedback in the primary classroom. Shirley Clarke, 2000</p>															

MARKING POLICY & GUIDELINES 2017-18

- **Agreed marking symbols** must be used
- **Success analysis:** Highlight example/s – one or two ‘models’ of work that embody the success criteria of the learning objective with **highlighter pen**, preferably **IN THE LESSON** to provide immediate feedback.
- **Error analysis:** Identify then prioritise work which needs attention, in some pupils’ work it will not be practicable to address all of the misconceptions – teacher’s understanding of pre-requisite knowledge is crucial...
- Write appropriate prompt (reminder, example or scaffold) ‘close the gap task,’ annotation or use a correct model to help move pupils’ learning on.
- DOT other inaccuracies as shown on policy.
- If possible, annotations connected to errors should be made at the point of error in pupils’ work – not at the end of the piece.
- **Comments should not overwhelm the learner** they should be proportionate – identifying one or two areas for improvement – prompting a thinking NOT ego-involvement response
- **Use constructive positive language** when wording feedback...avoid being negative and try to address comments to the effectiveness of working processes and task outcomes as well as their effort
- **Peer marking/self-marking** should be planned BUT NOT as an exercise in comparing... ‘how many you got right and I got right’ – should focus on methods of working and processes as laid out in success criteria – could be scaffolded using key questions or with a rubric table
- **Marking should be read – and signed/commented on – at soonest opportunity.** Time MUST be given to pupils to respond to comments or complete gap tasks – which should be short if within cycle and could be more extensive at the end of a cycle. Gap tasks must be returned to and marked after the next piece of work.
- **Verbal feedback (VF) during lessons** should be carefully judged in timing, quantity and quality – early feedback which provides too much help stifles learning and attitudes towards learning and can also encourage *learned helplessness*. Coaching-style questioning should be used to scaffold understanding – at the bare minimum.
- **Where all work is correct** – the challenge of the pitch of tasks should be evaluated. Next steps comments/dialogue should encourage pupils to increase aspiration and not think they have finished their learning.

Policy last reviewed & updated: November, 2017

Next policy review date: Summer, 2018/Autumn, 2018