



Assessment and Feedback Policy 2017-2018

Feedback - Building a community of learners

Children, Teachers and LSA's –

- Positive praise
- Verbal feedback
- Language of next steps in lessons.
- Next activity = next step
- Use of marking symbols during a lesson to support progress.

Children, All school staff, Governors and Parents

- School website - literacy/numeracy curriculum outlined and end KS1 expectations provided for all subjects.
- Open door policy
- Termly classroom snapshots with focus based on school development aims.
- Regular book looks for parents.
- Termly reports with achievements and targets.
- Parent Consultation Evenings in Autumn and Spring term.
- Children participating in Governor Meetings.

Peer and Self-Assessment - Building Learning Responsibility

Children, Teachers and LSA's

- Learning Lines, thumbs up or down, drawing own medals.
- Talk partners to reflect.
- Verbal Feedback
- Signed Feedback.
- Subject specific tools KS1 Stickman (Literacy)
- Excellent examples of work at all learning stages.
- Wonder Wall work.

Life Skills – Building life-long learning capacity

Relationships, Reflective, Risk taking, Resilience, Resourceful, Respect.

Children, Teachers and LSA's

- Life Skill walls in classrooms.
- Relevant life skills displays in classrooms.
- Language of life skills in activities.
- Children using life skills language.
- Celebration assembly supporting Life Skill achievements.

Processes – Building Efficient and Effective Learning

Statutory and reportable

- End KS1 SATs.
- Year 1 Phonic check.
- ELG.

Senior Leaders, Governors, and Teachers

- Year group / school moderation.
- Moderation with other schools.
- Book, planning and assessment scrutiny.
- Team teaching to support progress.
- Peer to Peer reviews.
- Governor focus visits.

KS1: Children, Teachers, LSA's

- Daily assessment /medal sheets all subjects.
- End of unit/weekly learning summaries for Maths and Literacy.
- Assessment grids for Maths, Spelling, Speaking and Listening.
- Ongoing individual reading assessments.
- Termly Phonics and Spelling assessments.
- Agreed system of marking symbols. (See attached).
- Consistent use of marking symbols including Stickman

Early Years: Children, Teachers, and LSA's

- Base Line Assessment in Reception – Autumn Term.
- Colour post it note system in Learning Journeys.
- Individual reading assessments in Reception.
- Termly phonic and spelling assessments in Reception.
- Parental contribution to Learning Journeys.

Assessment for Learning – Building Equitable Learning

Teachers

- Daily assessment informing daily planning.
- Gap analysis of skills.
- Team teaching to inform year group needs.
- Effective use of lesson time.
- Fluidity in lessons.
- Effective differentiation and planning of staggered starts for groups in lessons.
- Deployment of LSA's to question, support, challenge and assess.
- Children choosing challenges.
- Sharing of assessment information between teachers and also at transition times.

Teachers and LSA's

- Provision mapping of adults support in or across classes.
- KS1 Daily assessment/medal sheets to inform next steps planning or interventions.
- Use of marking to indicate progress.





The primary purpose of assessment and marking at Mildmay Infant and Nursery School is to assess the depth of learning, identify strengths and areas for development. It is used to inform planning and therefore future teaching so it reflects the needs of the child and to help children understand how they can improve. We are an inclusive school and children's progress is monitored to ensure that the best opportunities and support are provided. Assessment and marking activities contribute towards ensuring that children make good or better progress from their starting points but also take into account the needs of individuals. Our assessment strategies focus on the criteria of the Early Learning Goals and the National Curriculum but we also value consolidating or mastering key skills.

We have high expectations for our children and believe that children can show mastery of a skill whatever point they are at on their learning journey through EYFS or KS1 expectations. Assessment or marking can be used to support summative and formative judgements and for accountability data but the audience for feedback is always the child. To impact further on learning and progress, teachers are empowered to adjust assessment and marking techniques to use the most effective method, within the schools agreed range of assessment and marking tools. Our children are guided to move through the different steps of learning with verbal feedback and the specific planning of next step activities to support skills development. Our children are given the opportunity to contribute their reflections about levels of understanding with age appropriate strategies. Regular information is provided to parents so they can support their child with their learning also.

This policy should be read in conjunction with the Single Equality Policy, Teaching and Learning, Child Protection, SEND, Maths and Literacy policies. See appendix for examples of medal/assessment sheets and agreed marking symbols.

(Appendix 1)





This is how work is marked in school. Children's work is marked in blue or black pens

<p><u>Learning Objectives:</u></p> <p>* emerging skills either with support or independent</p> <p>** consolidating with support or independent</p> <p>*** expert</p> <p><u>Symbols used to identify how work completed</u></p> <p>I Independent</p> <p>S Supported</p> <p>S → I Extra Initial support before completed independently</p> <p> → Worked at a slow/fast pace today</p> <p>← Worked at a slow/fast pace today</p> <p> Activity extended</p>	<p> In numeracy a dot indicates that the question problem should be attempted again and the new answer is put into the box.</p> <p>In Literacy a 'stickperson' is used.</p> <p></p> <p>Teachers use it to show group/individual focus for writing, identifying the next steps or identifying what has been achieved. Children also use it for peer and self-assessment.</p> <p>CT Worked with class teacher</p> <p>LSA Worked with LSA</p> <p>SLSA Worked with Resource Base LSA</p> <p>ToD Worked with Teacher of the Deaf</p> <p>VF Verbal feedback</p> <p>NS Next step</p>
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(Appendix 2)

Daily assessment sheets - maths/literacy

Year 2

<i>Date</i>	<i>Activity</i>			
<i>National Curriculum statement/Learning Objective</i>	<i>Developing</i> 	<i>Independent (consolidating with support)</i> 	<i>Independent (independent consolidating)</i> 	<i>Fluent</i> 

Year 1

<p><i>Activity</i></p> <p><i>Date</i></p>				
<p><i>National Curriculum statement/Learning Objective</i></p>	<p><i>Early</i></p> <p>★</p>	<p><i>Growing (consolidating with support)</i></p> <p>★★</p>	<p><i>Growing (independent consolidating)</i></p> <p>★★</p>	<p><i>Developing and moving towards independent</i></p> <p>★★★</p>

Daily Maths Assessment Sheet

Date:

L/O	*	* *	* * *

<p><i>Misconceptions to be addressed</i></p> <p><i>Interventions needed</i></p>	
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