



# Assessment and Feedback Policy 2019-2020

## 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 – English and Maths 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

- Thumbs up or down.
- Talk partners to reflect.
- Verbal Feedback
- Marking symbols indicate levels of support – developing strategies with children to 'self-scaffold'.
- KS1 children expected to read, acknowledge and action next steps given on writing tasks.

## Life Skills – Building life-long learning capacity

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

### Children, Teachers and LSA's

- Life Heroes introduced January 2019
- Life Heroes displays in all classrooms and in the hall.
- Language of Life Heroes and Laughology in activities.
- Children using Life Hero language.
- Celebration assembly supporting Life Heroes 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.

### **Class based KS1 Children, Teachers, LSA's**

- Daily assessment – A for L informing/shaping movement within a lesson and the next lesson.
- Assessment grids for Maths, Writing, Spelling, Speaking and Listening.
- Ongoing individual reading assessments.
- Termly Phonics and Spelling assessments.
- Agreed marking symbols. (See attached).
- Daily Assessment Sheets used for Maths and Foundation Subjects

### **Class based Early Years: Children, Teachers, LSA's**

- Base Line Assessment in Reception – Autumn Term.
- Development Matters statements used on Tapestry
- Individual reading assessments in Reception.
- Termly phonic and spelling assessments in Reception.
- Parents post comments and photos on Tapestry.

## **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.
- 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 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 or areas for support, inform planning and 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.*

## Daily Assessment Sheets – Maths and Foundation Subjects

<b>Date:</b>	<b>Activity:</b>			
<b>Learning Objective</b>	<b>Modelling</b>	<b>Clueing</b>	<b>Encouraging</b>	<b>Self-Scaffolding</b>



Marking system and codes  
Children's work to be marked in blue or black pen

**Showing progress towards Learning Objectives:**

- ★ Working towards the learning objective
- ★ ★ Consolidating the skills needed to achieve the learning objective
- ★ ★ ★ Mastered the learning objective

**Marking Symbols to Indicate Level of Support**

**SS:** Self-scaffolding - Independent  
**E** – Encouraging  
**C** – Clueing  
**M** – Modelling

**Marking Symbols**



Extension task or activity

Indicates pace and/or fluency

**VF** – verbal feedback given + brief comment of what it was given for

**NS** – Next Step

**CT** – worked with class teacher  
**LSA** – worked with LSA  
**ToD** – worked with Teacher of the Deaf

--	--