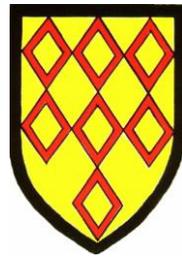


# **Nyewood CE Infant School**

**“SMILING, CARING AND LEARNING TOGETHER ON A  
JOURNEY WITH GOD”**



## **Assessment and Feedback Policy**

Policy Date: September 2021

Review Date: July 2022

## **Rationale**

“From the earliest ages, to the end of primary education, effective learning is about using a broad curriculum as a vehicle to deepen understanding, rather than providing rote learning, that leads the children towards memorising correct answers.”

*(Black and William: Inside the Primary Black Box)*

“Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.”

*(EYFS Statutory Framework, 2021)*

The main aim of assessment for learning is to inform both teacher and pupil so that they are supported to know how well they are achieving, whilst identifying next steps. Assessment should primarily draw on knowledge from the practitioner and, at Nyewood CE Infant School, this evidence promotes a broad and balanced curriculum. It is linked to national standards of attainment, and clear targets, enabling future planning and teaching to be informed. Assessment gives helpful feedback to the learner, maximises the progress of individual children and groups of children, as well as providing information for stakeholders.

## **Underpinning Principles for Assessment**

### Assessment at the Heart of Teaching and Learning

Assessment gives children the chance to show what they know and what they can do. This helps us to provide the right starting points for all our pupils.

### Assessment is Fair, Honest and Consistent

We make sure that assessment works for **everybody**. Assessment is always used in a positive way. Assessment provides quality feedback. Children, parents and staff know the next steps in each child's learning. We use this to work together in school, and at times with other schools, to help every child to progress.

### Assessment Provides Quality Feedback

Assessment feedback should inspire greater effort and a belief that, through hard work and practise, more can be achieved.

### Ambitious Assessment

We have high expectations for all learners, regardless of where children start their learning journey. We make sure that children aspire to achieve the national expectations for their age and beyond.

## Assessment for Learning at Nyewood

### **Key Features of Assessment**

- Feedback can tackle misconceptions and provide next steps;
- Assessment is used to inform future learning and planning;
- Talk and discussion are useful to help children focus on learning and involve all children in their learning;
- Learning objectives provide a clear intention and challenge;
- Marking is useful only when children can access it.

### **Expectations**

- When working with a child we feedback, mostly verbally, with next steps to help them improve;
- When appropriate, written feedback will be given on a sticky note, so that children's work is not being defaced and devalued;
- We use the marking codes to support some forms of written feedback in order to ensure it is accessible to all children;
- Discussion and random selection for responding are consistently used to ensure all children can fully participate;
- All sessions have a clear, context free learning objective, which is shared with, and understood by, the children;
- When appropriate, success criteria are shared;
- Clear reference is made to the learning needs of children in any feedback provided.

### **Formative Assessment**

Formative assessment forms part of the constant buzz of regular, informal assessment that takes place daily and in every lesson.

*Formative assessment:*

- Provides information about how a child is achieving against a learning objective;
- Gives feedback to pupil and teacher to inform future teaching and learning;
- Begins to close the gap between current attainment and future attainment.

### **Key Characteristics**

- Both the professional adult and pupil review and reflect on learning;
- Feedback is helpful, which leads the pupil to recognise and take the next step in their learning;
- Pupils are engaged in peer and self-assessment;
- Pupils are made aware of the standard they are aiming for;
- Learning objectives, which are context free and, child-friendly, are shared in every learning activity;
- Success criteria are generated and shared with learners, where appropriate;
- Opportunities for a range of well aimed, open and closed questions are used.

### **Good Practice** (*What it looks like in the classroom*)

- Children are involved in the initial planning of a learning journey;
- Success criteria are generated at the start of a sequence of learning;
- Talk is used often to ensure children are able to 'talk out' their ideas;

- Children are randomly selected to respond to questions instead of hands up;
- Exemplars of work are kept to be used as models and exemplars;
- Randomly selected children's learning is shared for discussion;
- Children are directly involved in self and peer assessment;
- Professional adults use a range of questioning techniques;
- Professional adults use a range of visual and practical images to aid questioning and discussion.

### **Evidence of Effective Practice** *(How will other professionals know that this happens in our school?)*

- Pupils are able to edit and improve their own learning;
- Pupils are able to extend a concept using their own thinking;
- Pupils apply what they know in other contexts;
- Pupils make shortcuts to a known method;
- Pupils are able to explain what they know/understand;
- Pupils are motivated, focused and persevere to improve their skills;
- Pupils achieve and make good progress.

### **Summative Assessment**

Summative assessment is used at the end of a period of learning to assess what knowledge, skills and understanding a child has acquired. The school currently uses a system called 'Pupil Asset' to enter and track these assessments. In addition to this, school progressions in learning, National Curriculum tests, the EYFS Profile and teacher assessment methods are all used to support the summative process.

Pupil progress is measured by teachers termly at half term points and discussed with SLT, who lead on 'Question and Answer' sessions about the assessment information. Data is collated termly and a whole school data pack is created using this to analyse trends, measure success and identify next steps. End of key stage data is reported in line with the statutory reporting and assessment guidelines. Pupils with additional need may require further diagnostic testing to identify particular need; this is led by the Inclusion Manager. Tracking of all pupils' progress supports early intervention for individual pupils.

### **Effective Summative Assessment**

#### **Early Years Foundation Stage**

- Is informed by on-going assessments based on children's self-initiated learning;
- Is used to inform future planning for provision in the EYFS;
- Informs whole school strategic planning and curriculum delivery;
- Is a useful tool to inform all stakeholders of progress and ways forward;
- Is based on in the moment intervention and provision;
- Does not include unnecessary recording or reporting.

#### **Key Stage One**

- Is integrated with learning activities so that children are not threatened or worried by testing;
- Is away from the point of teaching so that it represents what children are able to achieve in an independent context;
- Is used to inform future planning, grouping and classroom management;
- Informs whole school strategic planning and curriculum delivery;
- Is a useful tool to inform all stakeholders of progress and ways forward.

## **Marking and Feedback**

The school recognises the importance of effective, high quality feedback to move learning on. Adults will only use marking where it has direct impact on children's learning. Marking should only occur alongside the child, known as 'live marking'. This type of feedback is then immediately accessed by the pupil so that they can respond and move learning on. Any additional marking should only occur if this provides vital information on achievement and informs teacher assessment, or if the child is able to access and respond to the marking given.

### **Principles – See also 'Expectations' section**

- Feedback should be a positive process with positive outcomes;
- Marking will mostly be 'live marking' involving verbal feedback or simple written signposts;
- Feedback provided should clearly link to the child's learning needs;
- As the children move through the school, more and more links are made, through marking and feedback, to individual targets which are highlighted within their learning;
- The pupil must be able to access any comment made and be given time to act upon it;
- Written comments (recorded on sticky notes) should only be used with a clear purpose in mind and be appropriate to the developmental stage and age of the child;
- Agreed symbols for any recorded marking should be used and no overlong written comment which children are unable to access;
- Sticky note feedback allows a child/teacher to move and place this feedback alongside current learning;
- The younger the child, the more importance should be placed on verbal and immediate feedback for impact at the point of teaching;
- Only one or two areas for improvement are identified at a time;
- Marking is of little use if the child is not present when it is done, time should be built into every lesson for feedback and development;
- Use of the agreed marking code supports communication between teacher, pupil and other professional adults and supports transitions across year groups.

### **Dyslexia Friendly School Marking Guidance**

- Recognition is given to content; the pupil is not penalised for errors in secretarial skills;
- If work is clearly erroneous, ask the pupil to explain their thinking, what they have done, or how they have reached their conclusion;
- Spelling errors should be marked in line with the professional's judgement and linked with the child's phonic stage, being mindful that feedback is a positive time for improvement.

It is important to bear in mind that it is particularly difficult for very young children who suffer from dyslexia to both spell and write at the same time. The pupil needs to know what the most important thing about this piece of work is; this is usually the learning objective, as opposed to handwriting, for example.

## Marking Codes

Context Codes	
Code	Meaning
U	Unaided Work
A	Adult Support
 A . ! ? , “ ”	Codes that could be useful to use when giving feedback on writing: Finger spaces, sound it out/say and hear it, best handwriting. Capital letters, full stops, exclamation marks, question marks, commas, speech marks.
	Your next step is...

We do not need to use the above codes for every piece of learning, rather that these codes are only used when it supports the teacher in their assessments or if it supports the child in their learning. We do not use crosses, or mark in red pen, but green pen to record any written marking and feedback. Any written feedback must not be written directly on the child's work to show the value placed on their learning outcomes. Comments, when made, should be brief and refer to the learning in a positive light. We are marking to impact on the learning, so time should be invested in feedback and improvement in the lesson, rather than long comments that may mean very little to children.

## Assessment for Learning Techniques at Nyewood CE Infant School

### Context Free Learning Objective

In order to be clear and focus on the learning intention for the lesson, learning objectives should be free from a context. Some less effective examples would be:

*Learning to write in Cinderella's diary.*

*Learning to play snakes and ladders by jumping on in 2s and 5s.*

*Learning to make a container to keep ice cold.*

Cinderella has nothing to do with what we are actually learning, nor snakes and ladders, and making a container is what we are *doing*, not *learning*. A learning objective should be able to be applied to any context, so that the child is really clear of what they need to be able to do, or know by the end of the lesson. More effective objectives would therefore be:

*Learning to write a diary entry.*

*Learning to count in 2s and 5s.*

*Learning to use materials according to their properties.*

In each case, once the objective has been shared, it is good to tell the children the context, to bring the learning alive. You might therefore share the learning objective and say, 'As you know, we are learning to write a diary entry and today we are going to practise that by writing our own entry in Cinderella's diary.'

This approach helps children to see that their learning can be applied across a range of contexts and makes them more likely to apply a new skill or use new knowledge independently in different contexts.

It also makes it clear to the child where the value is placed. If the child's diary entry is good but not a very interesting reflection on Cinderella, that's okay because the learning is writing a diary entry and that is what is valued.

### **Success Criteria**

*What is a success criteria?*

Success criteria might be referred to as 'steps to success' and give the children a clear way to achieve the learning objective. A simple illustration demonstrates how they work and how they can be helpful.

*Learning to write an interesting character description.*

*Success Criteria:*

- Can you describe what do they look like?
- Can you describe how they act/ behave?
- Can you explain what you think of them?
- Can you explain what other characters/people think of them?

The child already knows how to write descriptively using adjectives, simile etc... The success criteria give them the steps as to what to include in their writing to make it a quality piece. The ideal way for success criteria to be shared is by looking at an existing example of quality work and the children, with adult guidance, generate the criteria themselves.

### **Questioning Pupils**

Research shows very clearly that when children are allowed to put their hands up to a question, those who don't want to take part in the learning are able to sit passively, whilst those who already know the answer share what they know. The result is, no learning takes place; the passive don't engage and those with hands up knew the answer anyway.

At Nyewood C E Infant School, we encourage the use of different strategies for questioning pupils. This could be by randomly by using lolly sticks with children's names on, or name cards, or targeted questions at pupils. By using these strategies, pupils know that any child could be picked and have the opportunity to answer the question. Where appropriate they are given time to talk about the issue/question with a partner or group before the adult then chooses someone to share. The talk time means that those who might be passive are supported to engage with the learning, as it might be them that is chosen. Meanwhile, those that might know the answer have to spend the time talking it through; they will be able to share their knowledge and hear a different opinion as well as developing their ability to articulate their own thinking and ideas. This means that there is no 'dead time' and everyone is effectively engaged with learning.

### **Monitoring – See also Monitoring and Evaluation Policy**

Following a 360° approach, assessment and marking will be monitored in a range of ways such as through learning scrutinies e.g. book looks, learning walks, pupil conferencing etc...

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