Oakwood Community School
Assessment, Marking and Feedback Policy

January 2022

Aims

To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress

• To improve information to inform the school's strategic planning

• To gather information to inform teachers' planning

• To track individual, group and cohort progress

• To allow children to be involved in their own learning

• To inform the Board of the school's standards and achievement

• The positive achievements of a child may be recognised and the next steps are planned

• Leaning difficulties can be identified more quickly and appropriate help given

• The overall achievements of the child can be recorded systematically

• The school and child's achievements can be monitored

• The legal requirements for record keeping, assessing, and reporting can be met

Our approach to Assessment

Formative assessment is a continuous process and part of the teaching and learning cycle.

The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and understanding of what they need to do to improve.

The most common forms of formative assessment used are:

• Questions and answers in class

• Marking which may be scanning of work to in depth marking with responses required from the children

• Recording assessment against objectives taught within each curriculum area

• Book scrutiny to assess progress over a given period of time

• End of term progress assessments

• Pupil Passport reviews of progress towards targets EHCP targets

• Half-termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children

Day to day (Assessment for Learning/AFL)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AFL take place on daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the school.

Summative assessment

Summative assessment will take place at the end of a particular unit of work, and at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It will be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Our summative assessments are:

• End of unit assessment

• Unaided pieces of work

• Annual reviews

• Recording assessment against objectives taught within each curriculum area

In addition, where appropriate there are National Curriculum summative assessments which measures children's abilities against national standards:

- Phonic screening

- KS1 assessments

- KS2 assessments

Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

Pupil progress meetings are held to review the progress of the whole class, vulnerable groups and any individuals who are causing concern.

Reporting to Parents

Information on how each child is achieving against the curriculum is discussed with parents at the Parents' Evenings and through half termly reports. Parents are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year. Information may also be used in SEN Support Plan reviews, PEP reviews and Annual Reviews.

Feedback to pupils

Effective feedback will ensure students make good or better progress as it will ensure students can make improvements to their work. Marking will be summative or formative and should be used to inform planning. In order to support progress, marking should be differentiated, allowing a meaningful dialogue to form between teacher and student. In all subject areas marking should support the development of wider skills such as literacy or numeracy, and it is our expectation that students will take responsibility, with the direction of staff, for checking the accuracy of their work before handing it in. Senior leaders will be responsible for ensuring consistency across the school, whilst subject leaders will support, monitor, and moderate within their subject area to ensure best practice. They will update and maintain their QA processes half termly to reflect findings.

When marking students' work, teachers will Make Marking Matter by:

- Providing formative written and verbal feedback that helps students make progress and gains in knowledge.

- Providing students with the opportunity to reflect and respond to what has been marked so that it informs the next stage of their learning.

- Planning to include sufficient DIRT (Dedicated Improvement and Reflection Time) to ensure students can respond to marking.

- Aiming for a common approach through marking for literacy to ensure consistency of understanding.

- Ensuring language used is differentiated so that it meets the individual needs of students; this applies to both verbal and written feedback.

- Making use of WWW and EBI so that students know work is valued and they know what their next steps in learning are.

- Marking work in a timely fashion according to the sequence of lessons to ensure students can build on prior learning.

• Commenting on the quality of the presentation of students' work.

Students will Make Marking Matter by:

• Checking work before handing it in, to ensure that, as far as possible, it is correct.

• Making sure that work is presented neatly and shows that you take pride in your work.

• Reading and acting upon feedback in DIRT time given in lessons to make sure you improve that particular piece of work and to remember not to make the same mistakes in future pieces.

• Use a purple pen to check work through before handing in, and when responding to feedback