



Stonehouse Park
Infant School

The BEST start for every child so every child can be the best they can be.

Assessment, Marking and Feedback Policy.

Updated: January 2021

Presented to Governors: March 2020

Review Date: January 2022

Our Vision Statement

For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive of their ability and caring towards other people.

Our Aims:

Curious about the world

- To promote awareness and understanding of other cultures.
- To develop the children's motivation, discovering their special interests and talents.
- To introduce children to a wide range of new experiences, ideas and activities.
- To encourage the children to ask questions about the world, talk about their ideas and express their opinions.

Excited about their future

- To make children excited about learning and eager to move on to the next stage of their learning.
- To help children to look beyond their immediate surroundings and their own personal circumstances.
- To shape a curriculum which will develop the knowledge and skills that children will need to meet the challenges of their future lives.
- To involve children in problem solving and develop their capacity to be active citizens

Positive of their ability

- To help children to reach the highest levels of achievement in all they do.
- To demonstrate to all children that they are able to learn and that they can succeed.
- To provide the highest quality of teaching for all children and to meet every child's individual needs.
- To develop children's awareness of their own learning and the value of resilience, perseverance and dedication.

Caring of other people

- To develop sensitivity to the feelings and concerns of other people.
- To demonstrate compassion, respect for others and develop a moral understanding.
- To learn how to co-operate and work with other people.

Purpose of this policy:

- Provide opportunities for every child to be the best they can be
- Help children know and understand that they are doing well and what need to do to improve and achieve the next steps I their learning.
- Use this knowledge to inform teaching and to direct learning

In our school and nursery we will do this through:

- Developing and maintaining positive partnerships with parents.
- Encouraging children to take responsibility for their own learning.
- Developing and maintaining a highly motivated and highly skilled staff team through continued professional development, coaching and mentoring.

In consultation with:

This policy is written in line with the requirements of the Early Years Foundation Stage and National Curriculum. It reflects the guidance in the 'Final report of the Commission on Assessment without Levels' September 2015.

Relationship to other policies:

This policy should be read in conjunction with the following key policies

- Learning and Teaching
- Curriculum Statement
- SEND
- Equalities

Roles and Responsibilities:**Governing Body ensures that:**

- Information about the school's national assessment results is reported to parents every year and published on the school's website.
- The Learning & Achievement committee oversee the implementation of this policy and monitor it's impact on children's progress and attainment in our school and nursery.

Headteacher and Senior Leaders ensure that:

- National tests are applied in accordance with the statutory framework.
- All staff working directly with the children receive training on how to use formative assessment to inform future teaching. This will include setting appropriate learning objectives, observing children learning, talking to children about their learning, asking questions and noting responses, analysing assessment data and giving written and verbal feedback.
- Marking of children's recorded learning and annotation of children's observations complies with the school's agreed procedures and is used to motivate children and provide specific guidance on what further development is needed.
- Children's progress and attainment is recorded and used to track individual progress.

- Assessment data is collated and presented to staff. Assessment data is evaluated by SLT and subject leaders. These evaluations are shared with all staff and governors. Any areas for school improvement are identified and improvement strategies planned and evaluated.
- All children will receive a written report outlining their progress and attainment three times a year; an overview during the parent/teacher learning conversations in terms 2 and 4 with a detailed report in term 6.
- Parents are informed in the full report of their child's performance in any national statutory tests/assessments.
- Progress Review Meetings are held every term between the nursery leaders, class teachers and the headteacher to discuss children's progress, to plan interventions and review their impact.
- Moderation activities take place within school every term during year team and whole staff meetings. Moderation also takes place with colleagues in other schools through early years cluster meetings and local authority EYFS moderation workshops, schools partnership cluster year group meetings and local authority KS1 SATs meetings. These moderation activities are detailed in the Annual Plan and Monitoring Plan.

Nursery Leaders/ Teaching Team ensure that:

- All children are actively involved in evaluating their own learning and self-assessment of their progress.
- They have learning conversations with the children in their class where achievements are celebrated and next steps/targets are agreed. These conversations are recorded on learning lines which are attached to children's learning journals.
- These conversations/ recordings/ next steps are at a level and using language appropriate to every child's age, maturity and understanding.
- Great care is taken to ensure that our assessment practice builds a child's motivation, confidence and self-esteem.
- During all learning sessions clear expectations, learning intentions and success criteria are shared with children in a developmentally appropriate manner. These are always reviewed with the children at the end of the session or series of sessions.
- Every child will receive feedback about their learning however these will not always be written.
- Where recorded learning is marked it always celebrates what children have done well using a star sign, what they could remember to do to make it even better using the thinking bubble sign and where relevant the next steps using a stair case sign. Refer to Marking Symbols appendix.
- Children are given time to reflect on the marking/feedback and to work on any improvements/corrections, either in their learning journals/maths books or in their practice books.
- Daily formative assessment information is used to inform the next day's/ session's planning and differentiation
- Regular team meetings are held to review children's learning and progress and to share information. Ability groupings are then reviewed and adjusted as necessary.
- Summative assessments are undertaken at the end of a programme of work/end of a term. This assessment information is used to plan for the next term, to track progress and to

identify and subsequently address any underachievement. Summative assessment information is shared with the headteacher during progress meetings.

- Summative assessment information is used to update our tracking system three times a year. This will usually be in November, March and July.
- At the end of the school year Next Steps for Learning are set for every child for their new teacher/ practitioner for term 1 of the new school year.

Early Years Practitioner/ Teaching Assistant Team ensure that:

- All children are actively involved in evaluating their own learning and self-assessment of their progress.
- Great care is taken to ensure that our assessment practice builds a child's motivation, confidence and self-esteem.
- During all learning sessions clear expectations, learning intentions and success criteria are shared with children in a developmentally appropriate manner. These are always reviewed with the children at the end of the session or series of sessions.
- Every child will receive feedback about their learning however these will not always be written.
- Where recorded learning is marked it always celebrates what children have done well using a star sign, what they could remember to do to make it even better using the thinking bubble sign and where relevant the next steps using a stair case sign. Refer to Marking Symbols appendix.
- Children are given time to reflect on the marking/feedback and to work on any improvements/corrections, either in their learning journals/maths books or in their practice books.
- Daily formative assessment information is shared with the class teacher/ nursery leaders so that teaching can be planned appropriately for the next day/ next session.
- Information about children's learning and progress is shared at year team meetings to inform the review of ability groupings.
- Intervention groups/individual support is planned and children's learning recorded. This information is shared with the class teacher.

Parents are encouraged to be partners in the assessment process by:

- Talking to their child's new teacher/ key person about their child's learning, development, personality, interests, home circumstances etc. during their home visit/ getting to know you meeting at the beginning of the year.
- Attending every parent/teacher/key person learning conversation to find out about their child's learning and progress in school or nursery, share their views about their child and find about how they can support their child's learning at home.
- Taking opportunities to come into school and nursery to celebrate their child's learning e.g. class assemblies, Time to Share, Happy Hours and write comments in their child's learning journal.
- Sharing any concerns about their child with the child's teacher / key person promptly.

Our children are encouraged to take responsibility for their own learning through:

- Evaluating their own learning and where appropriate the learning of their peers.
- Setting their own next steps for learning.
- Asking for help and advice in improving their recorded learning.

- Tracking their own progress on a learning line.

This is at a level and using language appropriate to the age, maturity and level of understanding.

Arrangements for monitoring and evaluation:

- The headteacher monitors the progress and attainment of every child through termly progress review meetings.
- Subject leaders monitor assessment and marking practice within their curriculum areas.
- Learning walks, book looks, analysis of data, moderation activities and review of planning documents are all used to monitor and evaluate assessment practice.

The governing body receive information via the termly headteacher's reports about:

- The outcomes of monitoring activities and refinements to practice that have resulted from them.
- Progress and attainment for each year group following termly progress meetings.
- The overall achievement (progress and attainment) at the end of the year for each class by gender, pupil premium, SEND, ethnicity compared with national and local benchmarks.
- The impact of specific interventions and teaching developments and progress and attainment.
- The views of staff about the actions required to raise achievement.

Marking and Feedback

Rationale:

At Stonehouse Park Infant School we believe that marking and feedback should:

- Provide a constructive response to children.
- Focus on success and progress towards learning objectives/ next steps.
- Focus on the process of learning to learn.
- Enable children to be reflective learners, evaluating their own learning.
- Be a way of recording our formative assessment.

Principles:

Marking and feedback should:

- Be manageable for the adults completing this task.
- Be carried out by the adult who has led that learning session/activity.
- Give children opportunities to be aware of and reflect on their learning needs.
- Give recognition and genuine praise for achievement and effort.
- Respond to individual learning needs, responding face to face where ever possible.
- Inform future planning, the next day's/session's teaching and setting next steps for individual children.
- Be 'child friendly' and inclusive using language that can be understood by the child.
- Record what children have said about their learning as well as what they have done.
- Be seen by children as being positive in helping them to learn and make progress.
- Focus on the learning objectives, success criteria and learning to learn skills rather than just the completed piece of recorded learning.

- Allow specific time for children to read, reflect and respond to marking at an age/developmental stage appropriate level.
- Encourage self and peer assessment and evaluation where possible.

Strategies:

Refer to the Marking Symbols appendix

During each session the children need to know what the learning intentions and success criteria are. It is vital that learning objectives/intentions and success criteria are identified at the planning stage and that these are learning led- skills, knowledge etc. and not content led. It is important that these are shared with the children using 'child friendly' language and are displayed in their books on printed sticky labels so that every child has a clear understanding of the 'success' that they are aiming for. However, verbal steps to success may sometimes be more appropriate e.g. P.E, Forest School etc.

At the end of the session/activity assessment can then take place, by the adult leading the activity and the child. Sometimes peer assessment will also take place.

Verbal and written feedback should focus on the learning intention, success criteria and the child's individual targets. Feedback should always celebrate the successes, provide reminders of 'even better if' and where relevant, set out the next steps.

Children need to be given time to respond to the marking, verbally at the time if the adult is marking with the child, or at the start of the next session. Children also need to be given time to practice frequent errors e.g. letter formation, spelling common words etc. Where this practice exercise is in their practice books, adults need to annotate the learning journal/maths book with a P.B. This process is vitally important as it will ensure children improve their learning and make better progress.

Self and Peer Marking:

Children should be encouraged to self-evaluate their own learning as a matter of course and as they become more mature, help to evaluate the learning of their peers. Children need to be taught skills and strategies for feedback. Feedback should always be kind and helpful. Ground rules for feedback should be agreed. Children should always say what they like first and then suggest ways the learning could be improved.