



Alverstone Infant School Assessment, Marking & Feedback Policy

Formative Assessment

Purpose of assessment

- To inform teacher's planning so that appropriate learning activities can be developed which enhance each child's progress and which are adapted to each child's needs.
- To diagnose and monitor children's strengths and weaknesses and to be able to facilitate setting up appropriate support systems where necessary.
- To communicate information, standards and achievement to parents, governors, L.A and DfE.

Purpose of marking

- To motivate the children and show that we value their work.
- To assess the extent to which intended learning outcomes have been achieved and identify misconceptions or errors so that they can be addressed in a timely manner.
- To provide evidence of achievement to support tracking documentation.

Purpose of feedback

- To involve children in the assessment process, enabling them to evaluate their work using success criteria, and help them identify how they can improve.
- To identify and celebrate children's achievements and to build self-esteem.
- To encourage children to be independent learners.

Formative assessment procedures:

Teachers regularly update Target Tracker for all core and foundation subjects. This data is analysed to inform year group Pupil Progress meetings where progress is discussed according to individuals and groups of children (including pupils with SEND, pupil premium and those with protected characteristics under the Equalities Act).

Staff meetings are used to moderate judgements, both in school and between local schools.

Summative assessment

The following systems (summative assessments) are in place to support the teacher's judgements about standards and the progress children have made.

EYFS

The statutory RBA (Reception Baseline Assessment) is used to assess starting points within the first few weeks of Year R. Target Tracker can be used to track progress in all areas of learning within the year. The EYFS Profile is used to assess against Early Learning Goals (ELG's) at the end of the year and this information is shared with parents and reported to the DfE and the local authority.

Year 1

Children take the statutory phonics screening test in June. The results of this test are shared with parents and reported to the DfE. Children who do not pass the test are given additional phonics support and retake the test the following year.

Year 2

Children take SAT's (standard assessment tasks) in June. Assessments are based on teacher assessment informed by the written tests. This information is shared with parents and reported to the DfE and the local authority.

Guidelines for marking and feedback

- Marking should always have a clear purpose linked to a learning objective. Any work marked should give clear feedback to the child, whether verbal or written.
- Work should be marked according to the following code:
 - Green to go: You have got the correct answer/spelling/achieved the learning objective.
 - Pink to think: You need to check this answer/change this spelling/add something to make the work better.
- Learning objectives should be printed on stickers with the date at the top in bold and underlined. These should be in letter-join Print Plus 1, size 12. See example below.

Monday 1st September 2023

L.O.: I can write a simple sentence, using a capital letter and full stop correctly.

- Learning objective stickers should be stuck at the top of the page.
- Learning objectives are to be carefully highlighted pink/green accordingly (hashed in green/pink if only partly achieved).
- There is a zero tolerance for incorrect letter and number formation. These should always be highlighted in pink and corrected with children being given the opportunity to correct and practise (this guidance may be adjusted for pupils with additional needs).
- Where possible, children should be given the time to respond to the marking – by improving the work using purple polishing pens in KS1 and in the summer term in Year R.
- Feedback (verbal or written) should be given as part of a positive and informative dialogue that helps to build self-esteem. It should be related to skills, knowledge or understanding; identifying successes and informing the child of the next steps for progress. Verbal feedback is essential for disadvantaged pupils.
- When verbal feedback has been given during the lesson, work should be annotated accordingly (i.e. VF: tense).
- All work should be annotated with:
 - a) The adults initials (this is not necessary for class teacher)
 - b) The level of support – using the V symbol and a number relating to how much scaffolding was needed:
 - 5= no help needed (this is what we are aiming for in independent work)
 - 4= prompted (could not get going but didn't need too much help)
 - 3= clued (needed a small reminder but could then get on)

2= modelled (the child needed showing again how to do the task)

1= corrected (the child failed to complete the task correctly or needed constant support throughout)

c) If it is a surgery session then please record *surgery* in books.

- Questions/tasks for deepening learning should be written in blue.
- Children's recorded reasoning in maths should be written in a speech mark.

Reporting to parents/carers

Meetings are held in Autumn and Spring terms to enable teachers to share information about attainment and progress. These should give information about next steps and any additional support that is needed, both at home and in school.

In Year R, Tapestry is used to share examples of success and progress in school and at home.

In KS1, data reports are sent home in April with current attainment and next steps.

In July, written reports are sent home for all children detailing achievements across the curriculum and attainment against expected outcomes. There is a further opportunity for parents to meet with the class teacher after the reports have been sent home.

Diagnostic assessments

In Year R, some children will be assessed using the DEST early screening for dyslexia.

Children in KS1 may be given additional assessments in order to identify areas of weakness. These may include the Salford reading test, the British Picture Vocabulary Test (BPVS) and the Sandwell maths test.

SEND

Children on the SEND register or those of support plans will have additional assessments related to their individual programmes and interventions. Parents/carers will be involved in reviewing this ongoing support (see SEND policy).

The role of the Governing body

The headteacher will report on attainment and progress at key points in the year so that governors can monitor the attainment of cohorts and groups across the school.

Reviewed: May 2023

Next review: May 2025