



Horndon-on-the-Hill Church of England Primary School

Marking, Feedback and Assessment Policy

November 2021

We are all part of God's family. Through trying our best in all we do, we find a sense of belonging.

1 Corinthians 12:27 - All of you together are Christ's body, and each of you is a part of it.

Respect, Honesty, Thoughtfulness, Courage, Responsibility

Signed-----

Chair of Governors

Date approved-----*November 2021*-----

Date to be reviewed-----*November 2023*-----

Equality, Equity, Democracy, Self-help, Self-Responsibility, Solidarity

Introduction

Horndon on the Hill Church of England Primary School is a partner in the Osborne Co-operative Academy Trust. We believe that all pupils in this community should be able to achieve their full potential through good and outstanding teaching and learning based on our Christian values and the values of the Co-operative Trust. All pupils, parents, staff and other stakeholders are therefore encouraged to contribute to the school as an autonomous learning community.

Aim

To establish a clear approach that acknowledges the range of activities and processes through which teachers at Horndon on the Hill Church of England Primary School understand the extent of the knowledge, skills and understanding that the pupils have developed. Considered marking, assessment and feedback will inform all children of what they need to do to improve and will inform teacher planning and monitoring. Regular and timely marking, feedback and assessments are used to advise pupils of their progress, their targets and how to close any gap that might exist between the two.

Written and Verbal Feedback should:

- Be predominantly encouraging and constructive.
- Relate to specific skills, knowledge and understanding relevant to the lesson objectives and contribute to pupil success.
- Promote high standards of literacy and oracy.
- Provide positive feedback.
- Challenge the students to think for themselves.
- Present pupils with accurate, timely and constructive feedback on their progress, and identify their next steps for improvement.
- Celebrate and reward pupils' attitude to learning and progress.
- Promote a positive self-image for learners in accordance with school aims, and through this, encourage them to value and take pride in their work.

Summative Assessment Tasks should:

- Allow for accurate and timely reporting of pupil progress and development to stakeholders
- Enable comparative analysis of individual and school levels of attainment with national indicators
- Guide future planning, teaching and curriculum development
- Comply with statutory requirements
- Be standardised and in-line with the assessment and reporting schedules for the whole school
- Provide evidence that informs reporting

Monitoring and evaluation of marking, feedback and assessment

The quality and frequency of marking, feedback and assessment will be monitored by:

- Termly marking spotlights which will have a specific whole school focus.
- SLT will also support and review marking, feedback and assessment practices.
- Learning walks and lesson observations

Principles of Assessment and Marking

Teachers are encouraged to make use of a variety of techniques when assessing students' work.

Formative assessment:

The goal of formative assessment is to monitor pupil learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.

Three main types of formative marking teachers could use are:

1. Acknowledgement marking - Checking that work has been completed to the expected standard. Correcting obvious and/or consistent mistakes. Teachers can acknowledge work through various methods e.g. ticks, simple marks, corrections. Work can also be acknowledged using whole school stamps
2. Quality teacher marking - Use developmental comments to help pupils understand what they need to do to improve that is underpinned by the skills, knowledge and concepts relevant to the learning outcomes. Ensure that the quantity and form of feedback given is appropriate for each individual pupil and that further challenge and opportunities to extend are put in place.
3. Quality pupil marking - When pupil's work is assessed by their peers or by themselves they should be given clear guidelines to aid the assessment and feedback process. This will be presented in the form of a marking code or checklist which must be relevant and age appropriate. Pupils in every year group need to be taught how to use the marking code/checklist in order to assess, evaluate and take ownership of the work they produce.

Summative assessment:

The goal of summative assessment is to evaluate pupil learning by comparing it against a standard or benchmark. In practice this is a grade or band that is awarded to quantify achievement and should include success criteria. This should identify strengths and areas of improvement.

Summative Marking should include marking of end of unit assessments to judge student attainment and, therefore, progress made at a given point in time. Summative marking is most effective when combined with formative marking and pupils should be given time in lessons to reflect on their work, where appropriate, when it has been marked in this way. Opportunities for moderation of these pieces should be planned to ensure consistency and accuracy.

Independent or supported work

This should be identified and acknowledged by using whole school stamp when independent, or by CT (class teacher), LSA (learning support assistant) written clearly at the beginning of the work if the work has been supported. If a piece of work is modelled for specific children an 'M' is written in the margin.