RYECROFT C. E. MIDDLE SCHOOL

POLICY STATEMENT

Assessment, Marking and Feedback

Part of the Uttoxeter Learning Trust

The Vision of the Staff, Pupils and Governors of Ryecroft C.E. Middle School

Embracing a culture where no child is left behind, we value and respect all the children that God has put in our care.

We enrich the lives of our children and ensure that Ryecroft is a safe, happy and inspiring place, embodying the Christian values of trust, humility and perseverance.

Psalm 32:8

"I will instruct you and teach you in the way you should go; I will counsel you"

ASSESSMENT

RATIONALE FOR THE POLICY

This policy statement is concerned with the assessment of the performance of all pupils at Ryecroft C. E. Middle School. It relates to assessment in its broadest sense and not simply academic data.

The statement recognises that in assessing pupils, information is also being obtained which contributes to the development of teacher skills and subject content.

The school views assessment as a necessary and integral part of learning and teaching.

The school sees three major purposes of assessment:

- to help teachers to teach and learners to progress.

- to help teachers and learners to monitor and evaluate achievements.

- to provide relevant information about achievement of pupils as appropriate.

The school acknowledges that assessment encompasses a variety of forms and a variety of contexts in order to be valid, and should provide opportunities for pupils to demonstrate what they know, understand and can do.

Assessment and Teaching and Learning

The school believes that assessment is an integral part of teaching and learning; and that it should inform the next stages of learning.

Within this, assessment should:-

- be sensitive to the different teaching requirements and the different rates of development of individual pupils;

- support and motivate the learner;

- promote progression in the learner;

- have a positive influence on teaching and learning;

- be flexible and responsive to changing needs

- inform the next stages in learning – planning what needs to be taught next and how it should be taught;

- reflect what is taught and learned and the way in which teaching and learning takes place;

- be reasonable in the demands it makes on all concerned.

The main aim of the assessment process must be to facilitate progress in a pupil's learning.

MARKING AND FEEDBACK

RATIONALE

At Ryecroft there are two fundamental reasons for marking and feedback of pupils work:
- To motivate the child
- To move learning on by:
  - Addressing a misunderstanding
  - Reinforcing a skill or key piece of information
  - Extending a child's understanding or ability to do something

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can be achieved without extensive written dialogue or comments.

The Department for Education review paper: Eliminating unnecessary workload around marking, has highlighted "that marking had become a burden that simply must be addressed" (DfE, 2016). Written evidence of the feedback given is incidental to the process; we do not provide additional evidence for external verification. We support the view that a *teacher should only write in a pupil's book if it is going to impact on progress*. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Marking and feedback should be **meaningful, manageable and motivation.**

Aims of the policy:

- To be manageable for staff and accessible to the pupils.
- Relate to Learning Objective.
- Involve working with the pupils.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.

- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- To inform future planning.
- To raise standards and be seen by pupils as a positive approach to improving their learning.

How we give feedback

Type	What it looks like
Immediate	• Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g. whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions, and may re-direct the focus of teaching or the task. • Praises effort and contributions.
Summary (feed-forward)	• Involves reading/looking at the work of all pupils at the end of a lesson or unit. • Identifies key strengths and misconceptions for the class or sub-groups. • Takes place during the following lesson. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for pupils to respond on feedback given or rehearsal of knowledge. • May involve some peer support or support from a teaching assistant. • May be delivered by the teacher or a teaching assistant.

Subject Specific Requirements

In addition to the whole school requirements for marking, the attached annexes provide details of the marking requirement within individual subject areas.

Assessment, Marking and Attainment grades: Levels: 9- Point Scale.

A pupil's learning is measured against key assessment criteria taken form the National Curriculum. In common with the other middle schools within the Uttoxeter Learning Trust we use a 9-Point Scale (copy attached at Annex A) to provide an attainment grade. The system is based on the principle established by Focus Education.

At the start of each academic year all pupils start on 0, as they study the age related expectations they move along the scale. The points on the Scale relate to a pupils developing understanding (0-1 Emerging; 2-3 Developing; 4-6 Securing; 7-9 Mastering) this is arrived at by converting the number of key learning outcomes that the pupil has achieved as a percentage of the total for that subject. Pupils are set an end of year target along with interim ones for the end of autumn and spring terms, each data capture is used to identify progress against the targets.

Formal Assessment

Pupils undertake a range of summative assessments (tests) across the curriculum during the academic year. Each subject will undertake such assessment at least

once per term of which one must be during the *Exam week* towards the end of each term*.* In addition, the following are undertaken by pupils whilst attending the school:

Year 6	SATs	Standard Attainment Tasks, nationally prescribed tests for 11 year olds in English and Mathematics. In Science the tests are undertaken by a random sample of schools. If selected, schools are notified in mid-February. As a norm end of KS2 levels are based on teacher assessment.
Year 8	Middle/High	Middle schools in the Uttoxeter pyramid undertake a number of common assessment transfer activities throughout Y7/Y8.

Pupils in all year groups are also assessed in English and Maths using the on-line GL Assessments. These are taken by Y5 pupils during the autumn term to provide a baseline. Pupils in all year groups take the next level of the test at the end of the summer term in order to identify progress. The results enable the comparison of individual and cohort performance with national figures.

RECORDING

What is recorded?

- Teachers keep records of marked work, test percentages, grades on the 9-Point Scale, and homework completed. These are usually recorded on a day to day and informal basis.

- Teachers record data on learning against the key learning outcomes taken from the National Curriculum and specific to the age of the pupil. The data which will inform judgements against the 9-Point Scale and provide for a developing picture of learning and the positioning of the pupils on the 9-Point Scale at the data collect points.

- Data, about pupils' attainment and progress are collected and recorded in the school's administration system - SIMS. In addition to attainment, for each subject marks are given for attitudes to learning. This data is collected and reviewed termly.

- The data is used to generate documentation that show the progress of individuals and groups against their milestones. These facilitate the identification of pupils who are falling behind and direct interventions.

- Matters concerning a pupil's welfare are recorded on the electronic *My Concern* for referral to the DSL or Deputies rand may be discussed during staff meetings in order to keep staff aware and up to date with matters of a personal nature.

- Education Health and Care Plans are shared with staff by the SEN Co-ordinator.

- At the start of each academic year, each pupil is to be set an end of year target in each subject. Termly interim targets are set against these. End of year targets are based on attainment at the end of the previous Key Stage. These are recorded in SIMs, shared with pupils and recorded in their exercise books.

<u>REPORTING</u>

Statutory Requirements

Schools must send parents at least one written report every school year and notify them as to the arrangements for discussion of those reports. Schools must also send end of Key Stage data to parents; we do this using the government's recommended format.

The pattern of reporting to parents

The following shows the current pattern of reporting to parents over the academic year:-
- Parents' evenings – one per year for each year group during the spring term.
- Interim written report - end of the autumn and spring terms.
  - Using the 9-Point Scale this gives the pupil's current attainment; their target at that point in the year; the cohort average attainment; and end of year target.
  - A score of the Attitude the Learning Scale (see Annex B)

- Pupil Profile report - end of academic year

Less formal arrangements exist for parents to meet with teachers to discuss their child's schooling including the review of SEN and/or Pupil Premium Learning Passports where applicable. SEN pupils require a statutory annual review where the provision of their EHCP is assessed. These meetings are arranged between both parties and relevant external agencies at mutually agreeable times.

<u>PUPIL PROFILES</u>

These are issued to parents towards the end of an academic year. They contain all or some of the following:-

- A record of attendance in each subject including:
  - ➢ end of year target
  - ➢ actual end of year attainment
  - ➢ Cohort average attainment.
  - ➢ behaviour, including the number of positive/negative points issued during the year
  - ➢ Attitude to Learning

- An overview of a pupil's general progress including aspects of academic progress; her/his behaviour; her/his contribution to the life of the school; and any special achievement during the year, both in and out of school.
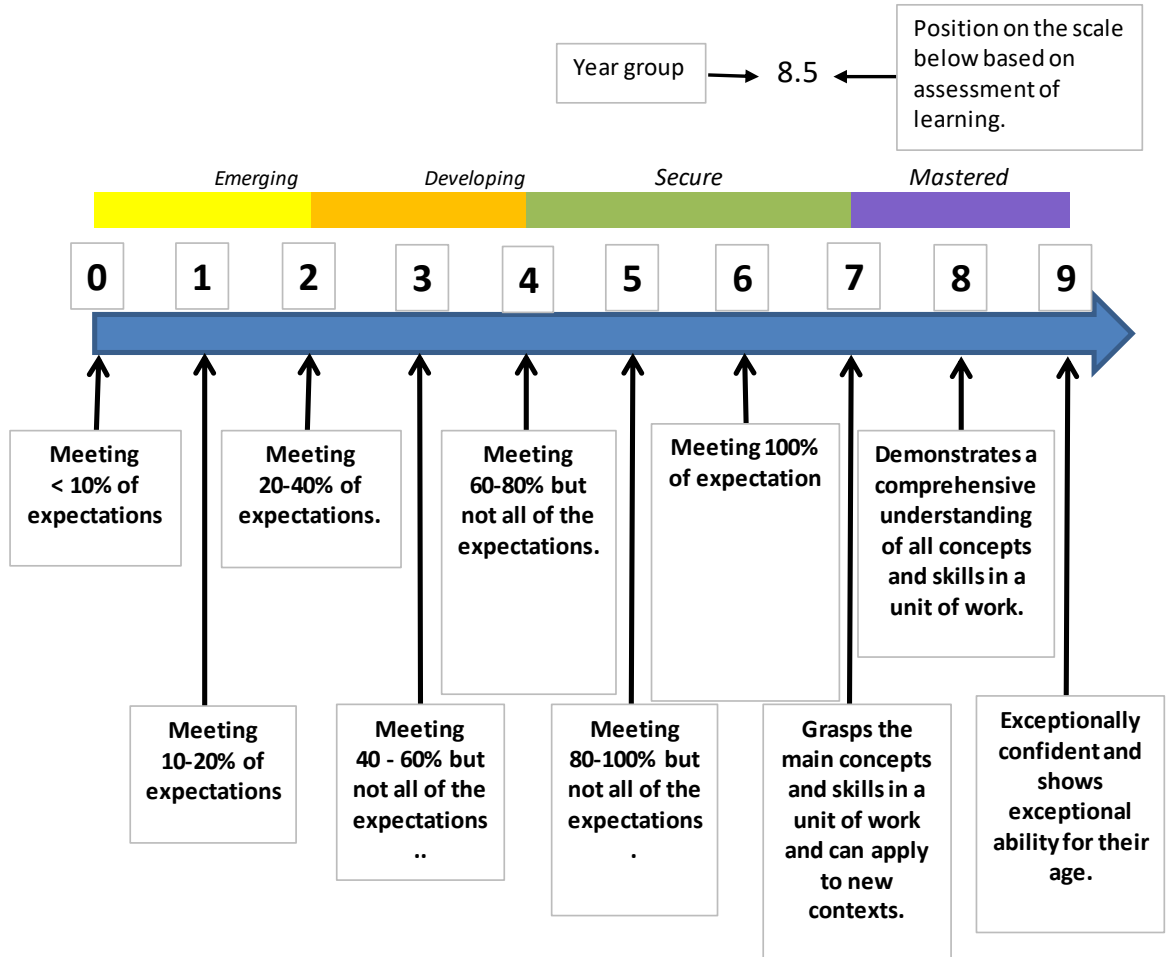
- The End of Key Stage 2 Test results.

- Pupils on the Special Educational Needs Register.

Signed on behalf of the Governing Body

Chair ………………………………………… Date …………………………….

The 9 Point Scale

Year group → 8.5 ← Position on the scale below based on assessment of learning.

Emerging *Developing* *Secure* *Mastered*

0 1 2 3 4 5 6 7 8 9

Meeting < 10% of expectations

Meeting 20-40% of expectations.

Meeting 60-80% but not all of the expectations.

Meeting 100% of expectation

Demonstrates a comprehensive understanding of all concepts and skills in a unit of work.

Meeting 10-20% of expectations

Meeting 40 - 60% but not all of the expectations ..

Meeting 80-100% but not all of the expectations .

Grasps the main concepts and skills in a unit of work and can apply to new contexts.

Exceptionally confident and shows exceptional ability for their age.

Annex B: ATL Grade

Attitude to learning scale

1	a) Mostly works off own initiative b) Never gives up c) Asks excellent questions d) Is an inventive learner e) Well motivated f) Reflects on learning and seeks to improve g) Can take a lead and listens to others h) Engaged nearly all of the time
2	a) Sometimes works off own initiative and listens to/follows instructions well b) Rarely gives up c) Asks good questions d) Can be an inventive learner e) Motivated f) Tries hard to correct mistakes g) Contributes ideas and listens well h) Engaged for the majority of the time
3	a) Usually listens/follows instructions well b) Sometimes gives up c) Sometimes asks good questions d) Usually works hard but is not often inventive e) Occasionally lacks motivation f) Usually learns from previous mistakes g) Occasionally goes off-task h) Engaged some of the time
4	a) Finds it hard to listen/follow instructions b) Gives up when tasks are challenging c) Rarely asks questions d) Is unwilling to take risks/be inventive e) Lacks motivation f) Repeats mistakes g) Often off-task h) Rarely engaged

INDEPENDENT

Have I got the right attitude to help me learn?

DEPENDENT