



OAKWOOD
COMMUNITY SCHOOL

Oakwood Community School

Assessment, Marking and Feedback Policy

Introduction

Assessment is a continuous process which is integral to teaching and learning allowing children to achieve their true potential. Assessment is seen as:

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”

Assessment for Learning: Assessment reform Group 2002

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
- Learning 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, including testing
- IEP/BMP reviews of progress towards 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.

KS2 Reading, Maths and GPS will follow the new assessment guidelines.

Feedback to pupils

Feedback to pupils is the most important part of assessment and it is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning outcome for that lesson.

Marking Policy

Oakwood Community School recognises that the marking of pupils' work is essential for progress and attainment. Written feedback will give pupils a clear understanding of how well they have grasped knowledge, concepts and skills and then explain how they can progress in their learning. Marking will therefore help pupils improve their work and will inform planning. Pupils have a right to have their work looked at by a member of staff however not all work will require in depth assessment.

Raising standards through marking and feedback. We aim to raise standards by:

- ensuring a rigorous approach to the way that pupils' work is marked with consistency both within and across subjects;
- providing written feedback which informs learners about their attainment, progress and next steps;
- ensuring pupils are aware of what they need to do in order to make progress;
- ensuring the process is manageable in terms of time and resources;
- providing opportunities for peer and self-assessment;
- identifying pupils as soon as possible who are at risk of not achieving their target;
- ensuring that marking is both informative and manageable.

Roles and responsibilities

The role of the teacher

There should be a minimum of one piece of quality marking per week. The type and extent of written feedback will vary from subject to subject, but for each piece of quality marking should contain the following aspects:

- encouraging and constructive comments which are personal to the pupil;
- written feedback based on What Went Well/Even Better If (WWW/EBI);
- a curricular target (EBI) informing the learner of how they can improve their performance; curricular targets may be expressed as questions or prompts to stimulate pupils to move on with their learning.
- What should an effective curricular target be?
 - subject related
 - informed by a pupils' work
 - consistently high quality
- What should an effective curricular target have?
 - levels/grades where appropriate
 - clear links to the learning objective, programme of learning or scheme of work
 - pupil friendly language

- What should an effective curricular target do?
 - give straightforward advice on how to improve
 - support pupils to make progress
 - impact on pupil progress and attainment

Teachers should also:

- have a mark scheme and/or exemplar work to allow pupils to be aware of the standards required;
- provide opportunities for pupils to assess themselves and their peers on a regular basis with mark schemes and levelling/grading criteria provided;
- ensure that levels/grades from assessed pieces of work are recorded in a planner or electronically;
- ensure that pupils are rewarded for academic achievement through the school's reward policy, e.g. points, post cards home and awards;
- carry out regular on-going monitoring of work where a number value, a simple tick or additional comments can be used (a tick should only be used where work is correct);
- comment on spelling, grammar, punctuation and presentation;
- ensure work used for display is accurate and or marked to reflect this.

Marking For Literacy

To achieve a consistent approach to marking the following symbols are used.

Code	Explanation
WWW	What Went Well
EBI	Even Better If
S	Supported
I	Independent
VF	Verbal Feedback
//	Shows the point that a new paragraph should begin
P	Punctuation – Circled where missing
Sp	Spelling error – this should be underlined and corrected in the margin (no more than 5 per piece of work)
?	Something isn't clear

Monitoring and Evaluation

This policy will be quality assured by:

- Lesson observations and learning walks
- Book and work scrutiny
- Regular reviews of planning and Schemes of Work.