

'Assessment, feedback & Presentation Policy'



Updated	Sep 2019
Reviewed	April 2021
Next Review	April 2022

**With God's help we
CARE - BUILD - FOLLOW – THINK**

Our Vision and Mission

In accordance with our vision and mission - with God's help we, **care, build, follow and think** lies at the heart of this policy. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone is able to flourish in a loving and hospitable community.

Philosophy

At Cottingham Church of England Primary, we recognise that assessment and feedback is an integral component within the learning and teaching process. Where used successfully, high quality assessment and feedback has the capacity to give children greater ownership of their learning, awareness of how well they have performed and where next they need to go next.

Aims

At Cottingham Church of England Primary School, we recognise that assessment and feedback empowers children, parents and teachers alike. To this end, we aim to ensure that:

For the child:

- Assessment and feedback will provide clear strengths and areas for further development.
- Promote self –assessment, whereby the children recognise their areas for development and are encouraged to accept guidance from others.
- Feedback will show that we value their work and encourage them to value it too.
- Boost their self-esteem and raise aspirations, through the use of praise and encouragement. The objective is to help children learn.

For parents:

- Assessment and feedback will help them to understand strengths and areas for development in their children's work

For the teacher:

- Provide the ongoing assessment that should inform our immediate and longer term lesson planning [formative assessment] for individual, groups and whole classes.
- Assessment and feedback will provide a record of children's progress [summative assessment]

Principles of assessment and feedback & feedback

- The process of assessment and feedback should be a positive one,
- Assessment and feedback is the dialogue that takes place between teacher and pupil, ideally while the task is still being completed.
- Assessment and feedback will usually relate to the lesson objective AND previous next step comments/targets.
- The child must be able to respond to teacher's feedback and be given time to do so.

- Teachers should aim to promote children's self-assessment by linking assessment and feedback into a wider process of engaging the child in his or her own learning.
- Whenever possible, assessment and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Feedback may be given by a teaching assistant, or through self/peer review.
- Teachers will note errors that are made by many children and use them to inform future planning.
- Assessment and feedback will always be carried out promptly, and will normally be completed before the next lesson in that subject (although this may not always be possible for longer pieces of work).

Implementing the Policy

The school has consistent rules that apply to all pieces of work (e.g. the date at the top needs to be on all work unless otherwise agreed).

The extent of the teacher's response to a piece of work is determined by the teacher's professional judgement. Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.

Verbal or written comments are more valuable than marks or grades. We do not normally give marks or grades on pieces of written work.

Ticks or the use of a green highlighter pen are normal where work is correct, and a pink pen where errors have been made or improvements could be made. Other symbols will be used once their meaning has been explained.

When appropriate, children may mark their own or another child's work, but the teacher must always review this assessment and feedback.

Children should use the Cottingham School red pen to review their work at the appropriate level. The purple pen should be used to respond to feedback in Key Stage 2.

Depth and Frequency

All work in books will be acknowledged in some form. Children have a right to expect staff to regularly look at what they have done and review learning accordingly. In order for assessment and feedback to impact successfully on children's work and progress it:

- Will be mainly through verbal discussion as a whole class
- Will allow children to respond in a timely fashion
- Will highlight strengths and areas for development
- Will be given in a timely way
- Will allow children to improve on learning objectives

In all subjects assessment and feedback is not necessarily carried out in depth every time but consistent assessment and feedback will help to ensure that children's learning will progress at an accelerated rate. The following model will therefore be observed:

Assessment and feedback expectations
<ul style="list-style-type: none">• Oral feedback against objectives, given whilst task is being completed.• Labelled to show it was led by teacher or TA• Annotations will be made by the teacher and TA on planning or feedback sheets to show progress made during the session and next steps• Time will be built in to the following session in order for children to read and respond to the assessment and feedback using the Cottingham School purple pen.• Daily assessment sheets will be used, when necessary, to record strengths of particular pupils in lessons• Daily assessment sheets will be used, when necessary, to record areas that the whole class need to develop• Daily assessment sheets will be used, when necessary, to highlight those that need further support• Daily assessment sheets will be used, when necessary, to give verbal feedback to the whole class in the following lesson and children will be given time to improve or develop work, led by a teacher/ teaching assistant• In books, codes are used to feedback specific writing improvements e.g. sp for spelling• The WAD (we are discovering) will be highlighted in green to show children have achieved the objective for the lesson and in pink to show further work is needed• Self-assessment will be used within lessons for giving children instant feedback and allowing them to self-mark their work• In addition to the above, in EYFS and Key Stage 1, Tapestry is used to assess children's work following adult observation

Learning Intentions and Success Criteria

- It is a whole school policy that the WAD will be written into children's books.
- Success criteria/ toolkits will be shared with the children during the lesson
- Assessment and feedback and children's responses will usually be linked to the WAD/Success criteria.

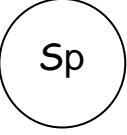
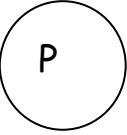
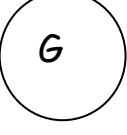
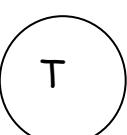
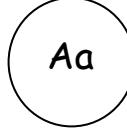
Self and Peer assessment

As children progress through the school, they will be expected to become more involved in the assessment and feedback process. This can be achieved individually, with a partner or within a small working group. The key objective is to ensure that they can review their learning and the learning of others against the learning intention and success criteria for the session. A checklist will be used to aid this process which can be elicited by the children in order to promote greater ownership of the learning. In this context assessment and feedback

and feedback by the teacher may take the form of a discussion about the comments/observations that the children have made themselves.

Assessment and feedback Code

The following symbols will be used to denote errors.

 Sp	To indicate a spelling error and written in the margin to encourage independent corrections. Note that it is not good practice to highlight all spelling mistakes. Only words which the teacher feels should be spelt correctly by the individual child need to be noted and then no more than two or three per page, unless spelling is a lesson objective that has been shared with the children.
 P	As above - Punctuation
 G	As above - Grammar
 S	As above – Sentence construction
 T	As above – Incorrect Tense
 Aa	As above – Capital Letter
//	To indicate where a new paragraph needs to be started.
Pink Highlighter	To highlight a section of work that needs attention, with a brief comment to indicate the nature of the changes required if appropriate.
Green Highlighter	To indicate work that has met the learning intention or has shown a particular strength.
Red pen	This indicates the children's editing.
Purple pen	Children respond to teacher comments using their purple pens.
ALW and adult initial	This indicates that this is a section of the lesson where an adult worked with the group and guided the learning. It is expected that feedback will be oral during this time.

Monitoring and Evaluation

As part of the ongoing process of monitoring, Subject Leaders will monitor assessment and feedback to ensure that it adheres to agreed school policy. Key questions will be as follows:

- Does it encourage and motivate children?
- Does it help children to recognise how well they have done?
- Is work valued?
- Where appropriate, does assessment and feedback clearly and sensitively indicate where errors have been made
- Are corrections made in line with the learning objective for the session?
- Is assessment and feedback used to inform planning?
- Is assessment and feedback linked to curriculum targets for children?
- Does the assessment and feedback empower children to act on comments made?
- Does assessment and feedback help children to recognise that they have made progress?

As an additional strand of monitoring, the SLT will:

- Monitor assessment and feedback to ensure it is consistent across a range of subjects
- Assess the linkage between assessment and feedback, the pace of attainment and the impact this has on planning
- Triangulate planning, data and samples of children's books in order to measure children's progress
- Monitor how successfully children have been involved in the process of assessment and feedback

Presentation

We expect our children to produce work that is their best standard and that they are proud of. Children are made aware of our school's high expectations with regards to their written work. We aim to develop skills for life-long learning and independence and an appropriate and comfortable pencil grip is encouraged and supported during early writing.

- All books should have consistent printed sheets on covers.
- There should be no writing / drawing on front covers.
- Dates and titles of work (Where used) need to be underlined with a ruler
- The short date to be used in Maths and underlined with a ruler.
- The date needs to be written on the left hand side by the margin and underlined.
- The title/WAD needs to be written on the next line down, starting on the left and underlined.
- Children should put one neat line through a mistake where applicable. (Mistakes are always to be encouraged and marked accordingly)
- Rulers should be used for drawing straight lines at all times.
- Front covers shouldn't be bent back (KS2).
- Sheets should not be sticking out and overlapping.
- Staff assessment and feedback should be legible at all times showing high expectations of presentation

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