



Argyle
Primary
School

Assessment, Marking and Feedback Policy

2024-25

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1. Principles of Assessment

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self - assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self - evaluation of the school

2.0 Role of the Assessment Lead

The assessment lead will:

- Formulate the school's assessment policy in consultation with the headteacher, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Maintain the 'tracking systems' and ensure all staff understand the data
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Provide data analysis for Governors

PART 1 ASSESSMENT FOR LEARNING MARKING AND FEEDBACK

.3.0 Assessment for Learning - Formative Assessment

At Argyle Primary School, we support pupils to take ownership of their own learning through the following methods:

- In Key Stage 1, teachers should reference the 'I can' statements on the learning journeys at the start of the lesson so that pupils can see how the lesson fits in with the unit of work. At the end of the lesson, pupils will consider whether they have achieved the learning objective;

- In Key Stage 2 (and Year 2 from the Summer term) children should be taught to date the 'I can' statements on the learning journey when they feel that they have achieved the objective. Pupils will be provided with opportunities to evaluate their progress throughout the unit;
- Pupils are provided with regular opportunities to work alongside a peer and evaluate their own learning. Teachers regularly model this and pupils are provided with speaking and writing frames to support (see appendix);
- Pupils use the Kagan strategy of coaching to secure their own learning whilst supporting another child. Teachers model how to 'coach' appropriately and provide pupils with sentence stems/frames to support (see appendix).

4.0 Learning Journey

At the start of each Writing, Maths and Science unit a '**learning journey**' is created based upon:

- age expected targets informed by the yearly 'I can' statements for each subject on Target Tracker;
- expected outcomes for the genre / unit;
- prior attainment / knowledge as evidenced in books and across other subjects;
- any gaps in learning identified.

The learning journey should:

- be differentiated for pupils when appropriate, to enable all pupils to celebrate success at the end of each unit;
- show levels of challenge so that all children are able to make progress;
- include an individual target in Writing and Maths. This can be a target from a previous unit which the child has not yet achieved, or a target from Individual Education Plans (IEPs).

At the end of a unit, each objective should be highlighted **PINK** or **GREEN** by the teacher or in KS2, by the child under the guidance of the teacher to show whether or not a child has independently shown competence in each target.

Following each unit, Target Tracker should be updated to indicate whether the statements have been met or a child is still working on them. If a child is working below their year group, their Learning Journey targets need to be derived from an appropriate year group's statements.

The Science Learning Journey should include the key vocabulary for the unit, which can also be highlighted once the children are using appropriately a good range of that vocabulary.

5.0 Learning Objectives

Learning objectives should be informed through prior assessment and age-related expectations. The learning objective should be shared with pupils at the start of the lesson in child-friendly language and should form the title of the work. It should be pre-typed and fastened into each child's book at the beginning of the work. It should take the form of 'To...' statements.

6.0 Success Criteria

Success criteria are used as a basis for the evaluation of the lesson by the teacher and pupils. Success criteria should be planned by the teacher based upon what is appropriate for each child though, as children become more experienced, they should be able to predict the success criteria before it is shared by the teacher. During the lesson, pupils should refer to the success criteria and may find it useful to tick it when they feel that they have achieved it. Similarly, teachers may choose to tick the success criteria as part of their marking. Success criteria should be in the form of 'I can...' statements. All success criteria should end with a 'deeper learning' criteria written in pink.

7.0 Marking

Marking and feedback should:

- give recognition and praise for achievement and clear strategies for improvement;
- be manageable for teachers and accessible to children;
- relate to the learning objective, success criteria or individual targets for each child;
- inform future planning and target setting;
- use consistent codes across the school

Literacy – Writing

In order to ensure that lessons are fine tuned to the needs of the children, there is an expectation that teachers look at the majority of books during or after each lesson.

All pieces of work in Literacy books should include learning objectives and success criteria.

The cold write should be marked in depth following the 'Think Pink, Green Got It' system.

Marked in depth means:

Read by the teacher and annotated to show the children:

- 1) where it is most successful
- 2) an aspect that needs to be improved.

Further pieces of writing should be marked following this structure when it is appropriate to their learning but this must be at least twice during the unit of work. This is in addition to the Cold Write and Hot Write marking. The annotation may sometimes involve the teacher writing a comment but this need not always be an expectation. Sometimes the teacher may simply put a pink mark to show the child where they are expected to respond/improve their work.

In Key Stage 2 (and Year 2 from Summer onwards) all other pieces of work should be either self-edited or peer-edited by the child using a green pen to show changes (the child writes in their own book, peers suggest improvements).

At Argyle we seek to help children with this task by using a code system, in blue pen (see appendix). This code system should largely be used for pointing out simple errors which the child should not be making – e.g. spelling of high frequency/topic words, misuse of capital letters/lower case and which he/she can be expected to improve independently. As children progress they should be increasingly expected to identify their own errors. Children in Year 1 and the beginning of Year 2 may edit in pencil.

Responding to marking

When writing has been marked in detail, this should always be followed by a planned opportunity for the child to improve the one element of their writing highlighted in pink (think). Time for this response to marking should be planned for – either the start of the following lesson or during guided group work. When responding, any work highlighted in pink needs to be written again. The child should think carefully about why it was highlighted and how they can improve it. The child re-writes the whole sentence in pencil or handwriting pen. Teachers must check the quality of children's responses to writing to ensure that their marking has a positive impact on learning and outcomes.

Teachers should also be mindful to share sections that are highlighted green so that all children can learn from one another and success is celebrated.

Marking Maths

All pieces of work in Maths books should include learning objectives and success criteria.

All pieces of work should be marked. In almost all cases, work set can be marked by children (a peer, using a green pen) as part of the lesson. Children should mark with a tick or a cross. Children will have the opportunity to have another go and correct their work. Children should be taught how to set out corrections clearly (not by rubbing or crossing out the original answer). They should be taught that being able to self-correct is an important learning skill. At the end of each lesson teachers should sort the Maths books according to whether the child has exceeded or met or failed to meet the objective. This must inform the work set, groupings and teaching of the next day's lesson. If a child has not understood a concept or has several incorrect calculations, it should be evident in the next lesson how they are being supported to progress. Teachers should give developmental feedback in an average of 6 books each day so that every child receives developmental feedback at least once a week.

Teachers must build in time, within the next lesson for children to respond to marking. This will usually be at the start of the next lesson.

Marking all other subjects

All pieces of work should include learning objectives and *success criteria* apart from Humanities – where the children should have a learning objective which focuses on *knowledge, and a skill*.

The aim of marking is to check work for accuracy -any misconceptions or errors in the books should be addressed by the teacher and corrected by the child. Good work or good effort should be acknowledged. Super Learning Power stamps or certificates or additional stars are a good way for teachers to acknowledge effort or success.

Marking by Supply Teachers

Supply teachers should follow school policy as given but initial work with ST.

Marking by Teaching Assistants

TAs should identify errors (blue pen/pink highlighter) and encourage children to make corrections during the session. They should tick work that is correct and initial the work to show that they marked it. They should ensure that their feedback feeds into the planning for the next day's lesson.

Marking Homework

At Argyle we have an expectation that all homework should be valued and acknowledged. This is an important way of working in partnership with parents and enabling parents to understand how well their child is doing. This can be done using ticks and short motivational and constructive comments but should always be completed before the following week's work is sent home.

Editing work

In addition to improving key sections of their work, children need to be taught to check and edit their work. At Argyle we seek to help them with this task by using a code system. The code system should predominantly be used for pointing out simple errors which the child should not be making – e.g. spelling of high frequency/age related/topic words, misuse of capital letters/lower case and which he/she can be expected to improve independently. The following code should be used by teachers (blue pen) to support children's editing of their work.

○	Circle letters which are formed incorrectly or where capitals / lower case letters are used inappropriately
<u>speling</u>	Underline spellings to be checked or corrected with a line. Correct spelling should be written in the margin or under the work. The child is expected to copy out the word correctly 3 times. No more than 3 words should be identified in any one piece of writing.
^	Missing word or punctuation
//	You should have started a new paragraph here

PART 2 ASSESSMENT OF LEARNING

8.0 Marking 'Cold Writes' and 'Hot Writes'

Marking Cold Writes

Cold Writes are an initial, pre-unit assessment. They should have success criteria. They should be marked in depth following the Think pink, Got it green system.

Marking 'Hot Writes'

The final piece in a Talk for Writing unit (the 'Hot Write') will provide evidence of what children can do independently. Detailed success criteria will not be provided by the teacher. However, the children should independently refer to their Learning Journeys and skills developed throughout the unit, and should have access to the usual classroom resources such as dictionaries or spelling sheets. Children should be reminded that they may edit and redraft. This piece of work is still marked using pink and green in line with policy; however as it is an assessment piece, children are not expected to respond to the adult's 'pink' comment. Instead, this 'pink' comment should be carried forward into the next unit as the child's Personal Target on the next unit's Learning Journey.

An appropriate Super Learning Power should be stamped at the end of the work and a comment to acknowledge something the child did well and a reminder of something they need to do better next time.

9.0 Assessment of Learning

We have a range of approaches to ensure coverage of the curriculum and development of skills and provide accurate records of progress and achievement of pupils. Our approach is designed to identify the next steps needed in a child's learning and make these clear to pupils, parents and teachers.

Summative Assessment

At Argyle summative assessment takes place in different forms.

EGPS		Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment
Maths	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment
Au 2						
Reading	PM Benchmark	Rising Stars Reading Test B	Rising Stars Reading Test B	Rising Stars Reading Test B	Rising Stars Reading Test B	Rising Stars Reading Test B
Writing	Hot Write assessment	Hot Write assessment	Hot Write assessment	Hot Write assessment	Hot Write assessment	Hot Write assessment
EGPS		Rising Stars Grammar, Punctuation and Spelling Grammar Test B	Rising Stars Grammar, Punctuation and Spelling Grammar Test B	Rising Stars Grammar, Punctuation and Spelling Grammar Test B	Rising Stars Grammar, Punctuation and Spelling Grammar Test B	Rising Stars Grammar, Punctuation and Spelling Grammar Test B
Maths	Rising Stars Maths Test B	Rising Stars Maths Test B	Rising Stars Maths Test B	Rising Stars Maths Test B	Rising Stars Maths Test B	Rising Stars Maths Test B
Spring 1						
Reading	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment
Writing	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'
EGPS	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment	Teacher assessment
Maths	Teacher Assessment White Rose	Teacher Assessment White Rose	Teacher Assessment White Rose	Teacher Assessment White Rose	Teacher Assessment White Rose	Teacher Assessment White Rose
Spring 2						
Reading	Pira Spring 1 Reading Test	Previous Years SATS	Rising Stars Test A	Rising Stars Test A	Rising Stars Test A	Previous Years SATS
Writing	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'
EGPS		Previous Years SATS	Rising Stars Test A	Rising Stars Test A	Rising Stars Test A	Previous Years SATS
Maths	Rising Stars Test A	Previous Years SATS	Rising Stars Test A	Rising Stars Test A	Rising Stars Test A	Previous Years SATS
Sum 1						
Reading	Teacher Assessment based on class reading.	National statutory Year 2 Reading Test	Teacher Assessment based on class reading.	Teacher Assessment based on class reading.	Teacher Assessment based on class reading.	National statutory Year 6 Reading Test
Writing	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'
EGPS		National statutory EGPS Year 2 Test				National statutory Year 6 EGPS Test
Maths	Teacher Assessment White Rose	National statutory Year 2 maths tests	Teacher Assessment White Rose	Teacher Assessment White Rose	Teacher Assessment White Rose	National statutory Year 6 Maths tests

Sum 2						
Reading	Rising Stars Year 1 Reading Test		Rising Stars Year 3 Reading Test C	Rising Stars Year 4 Reading Test C	Rising Stars Year 5 Reading TestC	
Writing	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'	Writing Assessment 'Hot Write'
EGPS	Rising Stars Year 1 EGPS		Rising Stars Year 3 EGPS Test C	Rising Stars Year 4 EGPS Test C	Rising Stars Year 5 EGPS Test C	
Maths	Rising Stars Year 1 Maths Test C	Assessment based on current units of work	Rising Stars Year 3 Maths Test C	Rising Stars Year 4 Maths Test C	Rising Stars Year 5 Maths Test C	Assessment based on current units of work

11.0 Target Tracker

Target Tracker is an online computer program that we use to track and analyse children's attainment and progress.

Target Tracker is used in two ways:

1. To track detailed achievement of children across, Writing. Teachers will highlight when individual children have achieved the targets in the age band they are working on. For the majority of children this will be the age band specific to their year group. However, in the case of children new to English or with Special Educational Needs they may be working on bands below their age group. Tracking in this way enables teachers to view the attainment and needs of their class as a whole and supports medium term planning and target setting. Teachers should update information on Target Tracker each half term using the information gained from the assessment cycle and from Learning Journey's. The statements for each subject showing the achievement of the whole class should be printed off to support next steps planning.
2. After summative assessments are carried out in Reading and Mathematics and standardized scores are generated stating whether a child is working below, within or securely at age expectations. This data is entered into Target Tracker and can be analysed to show progress of individuals or groups in comparison with national expectations.

12.0 EYFS

In the EYFS regular observations are made of all children and are kept in individual portfolios. The information gained is used both for formative and summative assessment.

Summative Assessment

Observational assessment is used to provide information for baseline assessment. Currently we are using the Early Excellence Baseline at the start of Reception. Additionally, children are tracked against the Early Years Development matters to indicate the age band where they are working both on entry and at the end of each half term throughout the year across Nursery and Reception. Progress against the Development Matters is then tracked and individual needs identified. At the end of

Reception the Early Years Foundation Stage Profile is completed and children are judged to be working at emerging, expected or exceeding for their age.

Formative Assessment

Observations and anecdotal evidence are shared at weekly team meetings and on a daily informal basis. Next steps for individuals are established amongst the teaching team and all information is used to inform planning. Achievements are also recorded on Target Tracker for Number, Shape, Space and Measure

13.0 Moderation and Standardisation

A termly calendar of Moderation/ Standardisation meetings is put in place by the Assessment Leader. Teachers moderate in Year Teams, Phases and as a whole school. The Literacy and Maths Leaders support teachers, alongside the Assessment Lead and Senior Leadership Team. Teachers across the school also participate in local authority moderation activities to ensure agreement between schools using the current Assessment Without Levels criteria.

14.0 Reporting to Parents/Carers

Parents/Carers are kept informed of their child's progress and achievements at consultation evenings three times a year and made aware of their targets and progress against them. All parents receive an end of year report on their child. Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

Date agreed: May 2024

To be reviewed: September 24

Appendix

KAGAN STRATEGIES

Coach me, don't tell me!

Initial thoughts

- What did you see...?
- What did you notice about...?
- What do you know about...?
- Is that important information? How do you know?
- Tell me one thing about...?
- Have you done something similar before? How did you do it then?

Set me off

- How might you start? What will you do first?
- How will you know you are right/finished/successful?
- How will that help you?
- What can you do if that doesn't work?
- What did you notice/look for first?
- How did you find that out?

Let's keep going!

- Why did you do it like that?
- Are you sure? How do you know?
- How did you know...?
- Why is that important?
- Why do you think that's useful...?
- What might be a useful rule to use? Have you found a rule?

Evaluating/Reflecting

- What will help you next time?
- What skills did you use here?
- Which skills were easy for you?
- Which were more difficult?
- What might you do to become better at these?
- Who can help you?
- How can you help yourself?
- What did you do when you were stuck?

Framing what went well

I really like that you _____

I can see that you have included
_____.

Looking at the steps to success, I
can find an example of _____ in
your learning.

The best part is _____
because_____.

Framing next steps

Can you read this section aloud?
What do you need to include?

Can you include _____ in this
sentence?

I like that you _____ but have you
considered _____?

Looking at the steps to success, I
can see that you have not
included _____.