

Edna M. Moyle Primary School's Assessment & Feedback Policy 2022 - 2023



Approved and adopted – October 2019

Review Date – August 2022

This policy has been developed and implemented in consultation with the whole school community including students, parents/guardians, staff, Department of Education Services (DES) representatives and partner agencies.

SIGNATURES

DES Senior School Improvement Officer

Principal

Deputy Principal

SENCo

PTA President

“Achieving Excellence Together”

Quality Indicator 3.3. Assessment

(Successful Schools & Achieving Students- June 2018)

Useful definition:

Assessment: The process of finding out how well students learn what they are taught. This is a continuous process using a variety of forms for different purposes. Formative assessment includes the regular marking, observation and evaluation of students' work and includes feedback on how to improve. It also includes students' assessment of their own work and that of their peers. Summative assessment is a formal process at the end of a year or unit of work, often taking the form of public examination or internal testing.

Key aspects

- Assessment as part of the teaching and learning processes.
- Assessment methods and arrangements for recording, including school policy and its implementation.
- Use of assessment information by teachers and students, to inform teaching and learning.
- Quality of feedback, including the marking of written work, and use of assessment.
 - Level of teachers' knowledge of their students' strengths and weaknesses.

Introduction

High quality Assessment for Learning (AFL) is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Edna Moyle Primary School (EMPS) and enables teachers to deliver education that best suits the needs of their pupils.

This Policy outlines the purpose, nature and management of assessment at Edna Moyle Primary School. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement.

We believe that the principles of AFL, including quality marking and feedback set high expectations for all, help to raise standards and accelerate pupil progress.

Growth Mindset

Feedback considers all aspects of pupil's learning, including the behaviours for learning that are being exhibited. Feedback will encourage children to be resilient, learn from mistakes, concentrate, persevere and build independence.

Consistency

Consistency across the school is seen as important, but this comes from consistent high standards, rather than unvarying practice. Shared expectations of marking helps everybody to be clear about what is required of them, but each subject and phase should be able to determine the practice in their areas, responding to the different demands of the age groups involved.

Objectives

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to inform instruction
- to provide regular information for parents and caregivers that enables them to support their child's learning;

Roles and Responsibilities

- ✚ The overall responsibility for assessment belongs to the Principal with the support of the SMT. Analysis of data and hosting data analysis meetings with teacher's falls under SMT. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring assessment within their subject area.

Planning for assessment

- ✚ We use the English National Curriculum adapted for the Cayman Islands along with the Progression of Skills, to plan and guide our schools' curriculum plan and our teaching. In this plan, we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group. In our school curriculum plan, we also identify opportunities for assessment within each broad unit of work.
- ✚ Formal summative assessment termly is carried out in accordance with the guidelines set in the **Assessment and Reporting Guide** as well as the **Standards & Assessment Guide** provided by the Department of Education.
- ✚ The Department of Education provides an Assessment Calendar termly providing open and close dates for summative assessments periods.
- ✚ Details on specific assessments in core subjects can be found in the subject policies.

Target-setting

- ✚ We set targets in core subjects for all our children, during each academic year. We discuss individual targets where necessary, and communicate these to parents and caregivers. We review the progress of each child at the end of each term, and set revised targets.
- ✚ We also set targets for other areas of work in school. We encourage the children to set targets themselves, linked to their individual working habits. KS1 students have regular dialogue with the teacher and set targets together. KS2 students record these targets on target sheets in the front of their workbooks, and the teacher reviews these with each child on a regular basis.
- ✚ We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents and caregivers in this process.

Recording

- ✚ See **Assessment & Reporting Guide pg. 7** for expectations on Recording.
- ✚ Intervention programmes provide applicable assessment tasks and progress in intervention is recording via a tracker to inform SMT of impact.

Inclusion and assessment for learning

- ✚ Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.
- ✚ We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at including pupils with disabilities or special educational needs.
- ✚ When assessment indicates a child may have Special Educational Needs or Disability, the SENCO is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the SEND policy. For all children at the "School Action or School Action Plus" stage of the Code of Practice or above, a Learning Support Plan will be implemented. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

Moderation of standards

- ✚ All subject leaders study examples of children's work within their subject area. Teachers use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.
- ✚ It is the teacher's responsibility to ensure that the samples that they keep of children's work reflect the full range of abilities within each subject.

Our Aims in Marking/Responding to Children's Work

- To use marking as a teaching tool to inform the children of their performance and the next steps in their learning. It is not general; it is specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve.
 - To develop children's ability to proof read, edit and improve a piece of work before the teacher sees it.
 - To expect children to use methods to indicate their own understanding of their learning
 - To expect children to explain how they think work can be improved.
 - To make effective use of response partners to respond to their peer's work.
 - To use marking as an assessment tool to inform the teacher of the child's level of achievement /attainment and to inform the next stage of their planning.
 - To create a common, agreed, continuous, developmental methodology throughout the school, that is understood and utilised by both colleagues and children.
- ✚ See appendix for Writing Marking Guide/Codes
 - ✚ See appendix for sample targets sheet by Key Stage
 - ✚ See appendix for Work Scrutiny Proforma

Monitoring and review

Senior management / Subject coordinators will monitor the effectiveness of feedback through:

- ✚ Regular drop-ins that focus on the level of questioning and feedback.
- ✚ Professional dialogue book looks (Termly) – meetings where teachers can talk through the feedback given and the impact it has made.
- ✚ Pupil Conferencing (Termly) – Discussing the impact of feedback with children.

Reporting to parents and caregivers

- ✚ We have a range of strategies that keep parents and caregivers fully informed of their child's progress in school. We encourage parents and caregivers to contact the school if they have concerns about any aspect of their child's work.
- ✚ At the first required meeting of the school year, we discuss the broad targets that we have identified for their child (September-Back-To-School night). Parent guides to year group expectations are given.
- ✚ Students receiving interventions are given a report weekly outlining the objectives covered and progress made.
- ✚ In term 1 we offer a midterm progress report to parents. At the end of each term, we give all parents and caregivers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum.
- ✚ At the start of the academic year, each of our teachers gives parents and caregivers an update that identifies the main areas of study for the curriculum. In this update, the teacher identifies how parents and carers can support any elements of the work during the rest of the term.

Appendices

Standards & Assessment Guide – Department of Education

Assessment & Reporting Guide – Department of Education

Assessment Calendar – Department of Education

Sample Progress Report Template & Termly Report Template

Sample Target Sheets

Work Proforma/Book Scrutiny Rubric

FFT Aspire PowerPoint including School Assessment Framework of Levels

Sample FFT Tracker Template

Writing Moderation Rubrics – Key Stage 1 & 2

Oxford Level Conversion Guide

Marking Codes

Teachers will mark/ acknowledge students' work by using blue or purple ink

Students should respond to feedback in green ink

VF Verbal Feedback given (can include whole class feedback)- a comment/statement to indicate a general sense of feedback.

In Early Years- On all pieces of work, it is indicated whether the child has completed the work independently or with support from the teacher/teaching assistance.

I - Independent work

T.P. – Work supported by teaching partner

T.A - Work supported by teacher

Smiley faces can also be used.

Students should engage in peer-assessment and self-assessment

SA- must be written to denote self-assessment

PA- must be written to denote peer-assessment

Where objective is achieved, teacher uses:

OA – Objective Achieved

To challenge students, teacher uses the code:

Ch – Challenge (now try this)

Students should be given opportunities to reflect on their learning.

Examples:






Reflection and 'self-talk'










Write a letter/text to themselves detailing what they learned from an experience.

Send themselves a letter of advice, reminding themselves what they can do to improve their learning

Something that went well	Something I need to improve on

Editing Codes are displayed in the class and are used by teachers and students

make a capital letter 	we ate vanilla pudding today.
make a lowercase letter 	We ate Vanilla Pudding today.
add a period 	We ate vanilla pudding today.
delete 	We ate vanilla puddings today.
use correct spelling 	We ^{SP} eight vanilla pudding today.

add a capital letter 	we ate vanilla pudding today.
add a lowercase letter 	We ate Vanilla Pudding today.
insert a period 	We ate vanilla pudding today.
delete 	We ate vanilla puddings today.
use correct spelling 	We ^{SP} eight vanilla pudding today.
insert spaces, letters, or words 	We ate vanilla today.
delete a space 	We ate vanilla pudding today.
switch the order of letters or words 	We eat pudding vanilla today.
new paragraph 	We ate vanilla pudding today. It is the best desert.

Other Expectations

All work done by students **must** be acknowledged

X3 pieces of work to be marked with at least one **-what went well** and **even better if** per week in the core subjects

Students are expected to respond to feedback- **carve out time at the beginning or ending of lessons** for students to respond to feedback