

SHIREMOOR PRIMARY SCHOOL FEEDBACK AND ASSESSMENT POLICY



Summative Assessment

Feedback at Shiremoor Primary School

Assessment at Shiremoor Primary School is a vital part of the teaching and learning process. Assessment is used purposefully to improve learning for all, raise attainment and encourage progress. Assessment is also used to evaluate school performance.

We see assessment as a tool used to generate information and a process for making inferences. Inferences are combination of both assessment information and teacher judgement. At Shiremoor Primary School, all assessment is meaningful and purposeful. Assessment, through its different forms, is one form of evidence that demonstrates the progress that pupils are making in term of **'knowing more, remembering more and being able to do more over time'**.

Curriculum and assessment

Learning can be seen as alteration in the long term memory. If nothing has been altered in the long term memory nothing has been learned. The curriculum model at Shiremoor is ambitious and is broken down into clearly defined component parts, which are sequenced to end points. The curriculum assesses key indicators along the way to these defined end points matched to the national curriculum. We believe a well-constructed, well implemented curriculum will lead to good outcomes for our pupils because those outcomes will reflect what pupils have learned and remembered over time. Learning a high quality curriculum is progress; we see the curriculum as the progression model.

What do we assess and how often?

Summative Assessment

At Shiremoor Primary School, assessments will be carried out regularly throughout the year to measure progress and performance. This information is then used strategically to ensure the relevant staff and interventions are in place where it is most needed.

In many subjects, different types of summative assessments are carried out 'after the event', often periodic (rather than continuous), and they are often measured against a set standard.

Formative Assessment

Teachers use **formative assessment** as part of their everyday practice to guide and support pupils' learning. **Live marking** is used to ensure misconceptions are quickly picked up either on an individual basis or as **whole class feedback**. In some subjects, pupils complete regular **low stakes quizzes** which give them the opportunity to test their learning and ensure the learning is transferred to the long term memory. A **penultimate** assessment is given in some subjects to measure children's learning. This also helps teachers to **diagnose gaps** in pupil's learning so they can amend and adapt lessons and plan accordingly.

Evaluative Assessment

Both qualitative and quantitative assessment information are used by teachers and senior leaders in school to understand any patterns in attainment and progress and to make

strategic decisions as a result. Data is shared with governors and overall school performance is considered.

Reading

Teachers will carry out half-termly phonics assessments using the *Read Write Inc.* programme. These assessments are used to identify pupils who are working below the level expected and will inform future planning and interventions across school.

In Key Stage 2, pupils who have reached the Read Write Inc. grey level by Year 3 will progress onto the *Little Wandle Fluency* scheme. Children will then be assessed then grouped and will receive guided support during reading time.

Once children are no longer on RWI, and are accessing the fluency programme, they will complete the *Reading Plus* assessment three times a year to identify gaps and measure progress. All children will have the opportunity to choose a 'Reading for Pleasure' book. Pupils who have significant gaps may have further diagnostic assessments carried out to identify needs in conjunction with our 'Reading Road' document. Teachers will continue to teach reading skills and where possible, **gaps in cross-curricular knowledge** will be taught through reading. Reading Plus is used in Key Stage 2 (where appropriate) to increase fluency of reading and engagement can be monitored.

Writing

Regular formative assessments, carried out by the class teacher, takes place to monitor writing standards in each year group. Teachers use success criteria taken from the National Curriculum objectives to make judgements and provide next steps for children. Writing is moderated to ensure robust judgements are made.

Speaking and Listening

Both formative and summative assessments are carried out regularly during the various speaking and listening opportunities. In the moment feedback will be provided by to children by teachers peer assessed. Teachers will assess children based on the four types of talk from the Oracy Framework:

Physical – pace of speaking, using tonal variation, clarity of pronunciation and voice projection. Gesture and posture as well as facial expressions and eye contact are also assessed.

Linguistic – using appropriate vocabulary choices, using the correct register and grammar and using rhetorical techniques e.g. metaphor, irony, humour.

Cognitive – choosing appropriate content, meaning and intention. Structuring and organising talk, seeking information and clarification through effective questioning. Maintaining focus on task and use of time management. Adding reasoning and critically examining ideas and views.

Social & Emotional – ability to work with others by guiding and managing interactions and turn-taking. Listening actively and responding appropriately. Having self-assurance and speak with liveliness and flair. Taking account audience understanding and awareness.

Opportunities for these skills to be practised are planned throughout the year and may take the form of:

- Weekly discussions around books in our Reading for Pleasure sessions
- Debates and planned discussions in a range of subjects
- Performances e.g. poetry and class assemblies
- Opportunities for group work and talk partners within lessons
- Giving speeches to an audience
- Present their ideas around Big Questions

Spellings

Teachers follow the National Curriculum for spellings in each year.

- In Key Stage 1, pupils learn spelling patterns using the Read Write Inc. programme.
- In Key Stage 2, teachers follow **The Spelling Shed** for planning and assessment.
- Common exception words and spelling patterns are assessed half-termly. Pupils encouraged to practise these regularly in their English lessons and where applicable, correct these in their writing.

Spelling Assessments:

Teachers will assess the patterns taught in each half term through a spelling assessment and dictation of:

- Common exception words from current year group and previous
- Spelling patterns taught following the RWI and The Spelling Shed programme.

Teachers will use these assessments to inform future planning and interventions.

Marking and Feedback in English

While we recognise the importance of feedback as an integral part of the teaching and learning cycle, we are also mindful of the research surrounding giving feedback implications of written marking. Our feedback has at its core the following principles:

- Feedback should further pupils' learning.
- Pupils should receive feedback within and throughout the lesson itself or in the next lesson in the sequence. The 'next step' is usually the next lesson.
- Feedback should empower pupils to take responsibility for improving their work.
- Written comments should be purposeful and meaningful.

Basic Errors – Checking their Work

Within a lesson, teachers should give pupils the opportunity to check their work for basic errors such as missing punctuation or spellings and should encourage pupils to edit their work accordingly before they finish. However, there may be times where teachers need to support some pupils in finding these errors by providing them with a code in the margin or at the bottom on the page:

Spelling correction – SP	Question Marks – ?
Capitals - ©	Exclamation marks - !
Full stop - .	Apostrophe – ’
Commas - ,	Tense – T
Punctuation - P for KS2 children to find general punctuation errors.	

Spellings

Whole class feedback in relation to spellings patterns should be addressed at the start of a lesson. Where individual spelling misconceptions are identified, these can be printed at the bottom of the page and pupils are expected to write these out 3 times correctly. Teachers should identify whether the incorrect spelling is the result of a mistake (error) or a misconception that needs further teaching input. Where a child should have known the spelling, only a prompt will be given. Pupils should then use the beginning of the lesson to practise these spellings for the remainder of the week. Teachers must ensure pupils do not continue to make the same errors in subsequent lessons. Where teachers identify a common misconception, they will address this using a whole class feedback approach.

Planned Teacher Intervention

At the end of each lesson, teachers will identify pupils who have any misconceptions which need to be addressed. Teachers will make note of any pupils who need individual support in the subsequent lesson. This could be at the beginning (editing a piece of writing on the board), within the next lesson's objective or as verbal feedback.

Targeted Teacher Intervention ‘helicopter and land’

While the teacher is moving around the class, they may identify individual pupils that need immediate feedback in relation to a misconception. The teacher may model, support the pupils editing and may annotate the writing with the child.

Written Marking:

From Year 2 onwards, teachers will provide pupils with regular written feedback away from the direct teaching. This will usually take place at the end of a writing unit, when the skills and knowledge practised prior to writing are applied in an independent piece of writing. Pupils will have time to make improvements in their editing lesson the following day. Where appropriate, teachers may use cold writing as a method to assess initial writing before the start of a writing unit. This will be used to plan next steps in writing.

Teachers will (where appropriate):

- Tick in **red** pen for motivational purposes
- draw a box in **red** pen around a small section of their work where the teacher has identified areas of improvement.
- identify a maximum of 3 targets to bullet point, ready for their editing session. These can be identified from a set of criteria or a personal target.
- deliver an editing lesson modelling to children how to edit their work, using a specific set of criteria or modelled example. This session does not need to be onerous.

Proof reading and editing

After each independent/extended write, the teacher and pupils will then identify an area of their writing to improve on and redraft selected paragraphs. Initially, the teacher will need to model how to do this effectively and may use a generic piece of writing created specifically to demonstrate this during their whole class feedback.

Teachers will look for two things:

- Edit - Changing punctuation, spelling, handwriting and grammar mistakes.
- Improving – Work on improving the composition of their work based on the success criteria.

On some occasions, it may be appropriate for teachers to use an end of year expectations criteria to assess pupil’s knowledge along with some highlighting of these objectives. This may be a useful assessment tool for making accurate end of key stage judgements.

Non-Negotiables

Handwriting/presentation

Teachers may identify a common handwriting misconception which they will address during daily handwriting. Teachers may also make note of any individual pupils they need to focus on during the next lesson. High expectations in handwriting feed high expectations in general standard and behaviour. Unacceptable handwriting to be given back and repeated until improved. All pupils are aiming for pen licence. Joins to be taught daily with a specific focus.

Spellings – Common/High frequency words

Teachers must ensure that by the end of the year, pupils are able to spell the common exception words given for their year group (and previous year group). These must be picked up and practised when errors are identified.

Feedback and marking in Maths

Assessment in Maths

In the autumn term, teachers will conduct basic skills assessments in maths using **CLIC** from **Big Maths** and **timetables** assessments to identify gaps and to inform adults delivering interventions. Once gaps are identified, teachers will address these daily through the Big Maths programme as outlined in our maths progression documents. Pupils also complete weekly assessments which are then used to inform future planning. Pupils will self-mark and correct answers within the lessons. The teacher will anticipate any misconceptions and pre-teach to mitigate for these. Teachers will observe common errors made during lessons to re-teach through a variety of methods e.g. low stakes quizzing/mini plenaries. Teachers may stop lessons at points of errors to address.

Maths feedback has the intentions of ensuring pupils' misconceptions are addressed and pupils are extended through further challenges.

- During CLIC sessions, teachers will receive instant feedback using mini-whiteboards and choral practice.
- Incorrect answers only with a small **x**. Where age appropriate, pupils will correct their answers.
- Tick in **red** pen for motivational purposes.
- If the teacher has identified that the child has a misconception and requires feedback/work to be supported the next session by the teacher/a differentiated task to be completed during the next session.
- For those pupils that have successfully completed the main task (possibly with some minor errors and need for consolidation), the work will be marked with the expectation that mistakes will be corrected by the child in the following lesson.
- Teachers may provide feedback during the lesson by allowing pupils to mark their own work. Teachers can then use this opportunity to adapt the lesson and redirect the learning.
- Spelling errors should be noted by the teacher and taught as whole class feedback in their next Literacy lesson.
- It is unnecessary to use codes to identify where children have used equipment or teacher support within a lesson.

Feedback and marking in Science and Non-Core Subjects

Assessment in the foundation subjects is an integral part of the teaching and learning process. Our well-designed curriculum ensures that children have the opportunity to address key themes and concepts overtime while making progress through high quality planning which responds to pupils' needs. Assessment in these subjects is undertaken in a variety of forms, including:

- Observations of pupils understanding
- Pupil responses
- Teacher-pupil discussion
- Self/peer marking
- Practical/oral/written/memory tasks (low stakes quiz's)

Work will also be assessed to show how successfully the pupils have completed the main task. Any misconceptions pupils may have will be picked up on and revisited in the subsequent lessons.

Assessing knowledge and understanding

Regular low stakes quizzes are completed to assess retention of key knowledge and vocabulary development. A range of **Assessment for Learning** strategies will be used:

- At the start of a lesson, pupils' prior knowledge will be assessed.
- In some subjects such as in humanities, pupils will have the opportunity to update their working wall, often updating their answers relating to a 'big question'.
- When knowledge is being assessed in the form of a written response, pupils will be provided with modelled answers.
- Pupils then assess their answers based on these models and improve their work during the lesson.
- An assessment will be carried out in the **penultimate** lesson to identify remaining gaps. These gaps will be re-taught in the final lesson, either as a full lesson or as whole class feedback.

Basic errors in non-core subjects

- Work in Science books, Humanities books and The Arts Books will be marked to check for misspellings of any technical vocabulary relating to the lesson.
- Any age-specific words that have been spelt incorrectly will be addressed as whole class feedback in the subsequent Literacy lessons.
- Handwriting and presentation will continue to be a key focus, however, the teaching of non-core subjects should not be halted to address these in the lesson. If there are significant areas to improve in presentation skills, these will be addressed away from the lesson appropriate lesson.

Monitoring of Standards:

In order for school leaders to have a clear overview of standards across school, leaders will regularly monitor their subject through a range of qualitative, evidence such as:

- speaking to pupils
- looking at pupil's work
- recent assessments/final outcomes
- observing lessons
- Subject/pupil progress reviews termly/end of year

Assessment Subject Overview:

<u>Curriculum area</u>	<u>Assessment</u>
Reading	<p>RWI assessments half termly EYFS baselines EYFS profile Phonics screening check KS1 reading SATs KS2 reading SATs</p> <p>Reading Planets termly assessments Reading Plus termly assessments 1:2:1 reading Targeted questioning</p>
Writing/SPAG/Spellings/Oracy	<p>Termly writing assessments to marked by English leads as overview Writing unit assessments marked by class teacher Retrieval tasks linked to previously taught topics Spelling Shed assessments/retrieval tasks Targeted questioning Opportunities to observe talk in classrooms/debates/presentational talk</p>
Maths	<p>Weekly CLIC and SAFE assessments/half termly review to identify gaps TT Rockstars assessment weekly/half termly review EYFS Baselines EYFS Profile KS1 maths SATs KS2 maths SATs Targeted questioning</p>
Science	<p>End of unit Kahoot quiz Penultimate assessments and follow up lessons to plug gaps Retrieval tasks linked to prior knowledge Formative assessments during observations of scientific enquiry Targeted questioning</p>
History/Geography	<p>Kahoot quiz/penultimate assessments and follow up lesson to plus gaps Targeted questioning</p>
Art	<p>Formative assessments during observations within lessons Annotations and evaluation from pupils Kapow Assessment Tool to support with judgements</p>

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	Retrieval tasks Targeted questioning
Music/Spanish/DT	Formative assessments during observations within lessons – specialist teacher/subject lead teaching all year groups Retrieval tasks Targeted questioning Oral discussions