



**Saint Michael Catholic Primary School**

# **Assessment and Feedback Policy**

**Mission Statement:**

**Excellence • Enrichment • Enjoyment**

**Date policy accepted by the Governing Body: July 2014**

**Updated: July 2015**

**Date for review: July 2016**

## **Writing and reviewing the Assessment and Feedback policy**

### **Rationale**

St. Michael's recognises the importance of regular assessment and feedback to children about their work to;

- acknowledge their achievements and identify areas of strength
- provide formative information to support them in the next stage of their learning
- increase their awareness of their own performance to enable self-evaluation and improvement

### **Other information**

- Our Assessment and Feedback Policy has been written by the school, building on best practice and government guidance.
- The Assessment and Feedback Policy and its implementation will be reviewed annually

### **We aim to:**

- Provide consistency and continuity in marking throughout the school so that children have a clear understanding of teacher expectations;
- Use the marking system as a tool for formative ongoing assessment;
- Improve standards by encouraging children to give of their best and improve on their last piece of work;
- Develop children's self-esteem through praise and valuing their achievements;
- Create a dialogue, through marking, which will aid progression;
- Provide accurate assessment of pupil's attainment to be used by teachers, parents and pupils to support pupil's progress;
- Use accurate assessment to track the attainment and progress of pupils and specific pupil groups;
- Use accurate assessment to inform lesson planning;

### **Procedures**

Teachers will:

- Fully assess and mark the work of their pupils.
- Provide children with a positive comment related to the learning objective for every piece of work.
- Provide children with a 'Next Step' (N.S.) for each piece of work to ensure the pupils are clear about their what they need to learn next in order to meet the learning objective of the lesson or deepen their understanding further. Next steps are either written or given verbally and should be clear for the pupil.
- Encourage a marking dialogue with each child by ensuring that time is allocated in lessons for them to respond to the teacher comments and then acknowledge that this has been done. In both Key Stages the children use green pens to highlight the fact that they have done this.

- Ensure children use self-assessment and peer-assessment to review what they are learning and to develop further.
- Use assessment within lessons such as questioning to identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Record children's performance in all assessments.
- Assist the Senior Leadership Team to set challenging end of year targets for every child.
- Use assessed work in addition to class work to determine children's attainment.
- In Key Stage 1 choose one target for each child in Maths, Reading, Writing, Science and Religious Education. The children should be aware of their current targets.
- In Key Stage 1 mark whether children's work was independent (i), supported by an adult (s) or a paired or group activity (g).
- In Key Stage 2, support the children to select two targets each in Maths, Reading, Writing, Science and Religious Education.
- Assess whether children have met their targets during each term and choose new targets in the same way as described above.
- Share the children's targets with parents at parents meetings.
- Use the Rising Stars Assessment Framework to assess the children across the curriculum.

Subject Leaders will:

- Carry out half-termly book audit checks to monitor the quality of marking and feedback.
- Provide feedback following all book audit checks and ensure support is given, when appropriate, to improve the quality of marking and feedback.
- Analyse the attainment and progress of pupils in their subject across the year every half-term for core subjects or every term for foundation subjects.
- Support teachers to improve the attainment of pupils across the school in their subject.
- Observe the teaching of their subject and offer support to teachers where necessary
- Lead school moderations of the core subjects to ensure pupils are being assessed accurately and consistently across the school
- Attend external moderations with other schools to ensure pupils are being school assessment and feedback systems is consistent with practices across the borough and county.