

*The Beacon CE Primary School*



*Assessment and Feedback Policy*

*November 2023*

## **Overview**

The Beacon CE Primary School has effective strategies which prioritise formative assessment and verbal feedback. Summative assessment opportunities are carried out at regular and agreed times to evaluate the progress made over different time scales; weekly, over a unit of work, termly and yearly.

Record keeping and tracking is provided by Ask Eddi and gives a continuous record of learners' achievements and their progress across the curriculum and from different starting points. Individual teachers will record, in note form, progress children are making through their Assessment for Learning book.

It will be kept to the minimum necessary to be fit for its purpose. It will be the basis for passing on information from one year to the next to make transition smooth. It will be used to keep parents well informed of their child's progress and achievement through both verbal dialogue and written reports. Parents and learners will be involved in the assessment, record keeping and reporting strategy at appropriate points.

## **Objectives**

### **Marking**

1. To ensure that pupils understand if they have got something correct or incorrect.
2. To acknowledge work done.
3. To facilitate formative assessment and feedback when appropriate.

### **Assessment**

1. To assist in the diagnosis and identification of individual, group and class areas for improvement and direct planning of future lessons.
2. To be the basis of feedback to learners and to help set individual, group, and class targets for improvement
3. To ensure efficient and effective continuity and progression of learning across the school.
4. To promote the greater involvement of learners and parents in assessment and the teaching and learning process.

### **Verbal Feedback**

1. Used extensively to maximise the speed and depth of learning for individuals, groups, and classes.

### **Recording and Reporting**

1. To record learner's progress and achievement throughout the school and to provide accurate information at points of transition.
2. To assist in the smooth transition through school and to other schools.
3. To be the basis of clear and accurate reporting of progress and achievement to learners, parents, and carers.
4. To give the Headteacher and other leaders a clear picture of standards, progress, and achievement within the school.

## **STRATEGIES**

Marking, assessment, feedback and record keeping must be kept manageable and to the minimum necessary to be effective. In the spirit of workload reduction and maintaining a suitable work/life balance; marking, assessment, feedback, record keeping, and reporting should be contained within a teacher's normal working day wherever possible.

Support for learners is identified and shared through Standards meetings and strategies for their development discussed, put in place, and carried out.

### **Marking**

1. Class and peer marking can be used to show correct/incorrect answers.

### **Assessment**

1. Formative and summative via strategies outlined in subject specific guidelines (see appendices).

### **Feedback**

1. Formative and summative via strategies outlined in subject specific guidelines (see appendices)
2. Used as close to the point of learning as possible before, during or after lessons to address misunderstanding and remove barriers to progress
3. Should facilitate a 'Growth Mindset' by recognising the value of:

- hard work
  - time spent on task/perseverance
  - resilience
4. Should not reinforce a 'Fixed Mindset' by reference ability or 'cleverness'

#### Recording, Tracking and Reporting

1. Assessment, summative or formative as required, inputted onto *AskEddi* at given, agreed times.
2. Data analysis at given, agreed times are simple to do and understand.
3. Parents' Evenings will allow teachers to report on progress and achievement across the curriculum as well as address any potential issues including behaviour, attitude, and attendance.
4. End of year reports will meet statutory requirements and present a broadly based picture of the child, involving all positive aspects of development and an accurate picture of the learners' progress and achievement in core areas based on continuous assessment.

#### Notes on application in lessons

- **All work must be marked** using a tick for correct and C for incorrect.
- A (achieved), PA (partially achieved) or FWR (further work required) written next to the learning objective.
- A **retrieval task will begin the lesson** (this will be for learning from past topics/year groups).
- **Feedback– this is PIT Stop time** – reteaching, further practice, challenge or extension activity based on your AfL.
- **Children respond to teachers with red pen during lessons.**
- Retrieval and feedback tasks in the following lesson in pencil/pen.

#### OUTCOMES

Assessment and feedback are integral parts of the curriculum plan and its strategies for teaching and learning. Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education.