



Assessment, Marking and Feedback policy

Date: June 2024

Review: June 2026

Curriculum vision and values

At Bingham Primary School, we provide our children with outstanding educational opportunities in an inspiring environment. Our whole school community work together in partnership to ensure that all our children develop a lifelong love of learning, a positive attitude, and the confidence to grow and thrive as individuals and future citizens.

Our curriculum reflects our core values. At Bingham Primary School and Nursery, we believe in:

- Making learning fun and inspirational so that children will enjoy their schooling
- Fostering positive attitudes, respect and inclusivity so that all our children feel safe and valued
- Building confidence in our children so that they can solve problems, show resilience and work effectively as a team

The Bingham Belief

The 'Bingham Belief' encompasses all our Vision and Values in the phrase:

"We believe that if we work hard and never give up, we can achieve anything!"

Our school song helps the children to understand our vision and values, as well as the expectations and aspirations we have for their development as members of our school community.

*"We can be who we want to be. Everything is in reach for me.
We love learning, which is fun. Solving problems, with everyone.
We are polite, and we care for all. Include everyone, don't give up if we fall.
We can be who we want to be. Everything is in reach, for me."*

“The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback” Professor John Hattie

Introduction

Assessment is an essential part of teaching and learning. It informs planning and ensures children's learning is appropriate to their needs. A consistent approach to assessment, and a clear understanding of the national curriculum, is vital in order to achieve end of year expectations. Assessment tools are the same for all staff, ensuring accuracy and validity of all assessments.

Aims

At Bingham Primary School, we aim to ensure that assessment:

- Informs future learning
- Is accurate and consistent
- Is manageable
- Can identify any gaps in learning

Methods of Assessment

Ongoing assessment & Termly data entries

Teachers continually assess children's learning against the end of year expectations, which are planned into the medium and weekly planning sessions and delivered through daily lessons. Teachers use their Assessment for Learning strategies to inform future learning and adapt work to ensure it meets the children's needs.

Over the academic year, teachers will assess whether children have independently met the termly learning questions, which in turn, directly relate to the end of year expectations. They will rate the children's understanding across a 4-point system:

- Working Below (B)
- Working Towards (WT)
- Expected (E)
- Greater Depth (GDS)

The following assessments take place at the end of each term:

- Year 2 – Year 6: Star Maths assessment – provides standardised score for each child
- Year 2 – Year 6: Star Reading assessment – provides standardised score for each child
- Year 1 – Year 6: White Rose Maths End of Term assessment (to aid teacher assessment)
- EYFS – Year 6: Independent pieces of writing

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The following assessments take place at the end of each half term:

- Year 1: phonics assessment

The following assessments will take place at the beginning and end of each unit of learning:

- Year 1 – Year 6: White Rose end of unit assessments

All assessments are tracked on the trust approved system.

Moderation and Reporting

Moderation takes place following each termly assessment period to allow teachers and senior leaders to agree stages of progress. Once the moderation process has been completed, any changes to assessments are updated on O-Track. Moderations will take place within school, and with other schools at different times in the year.

Three times a year, teachers submit a Pupil Progress Report to SLT, or have a Pupil Progress Meeting with SLT. The purpose of these is to discuss specific children and possible interventions they may require.

Standardised assessment

The following formal assessments take place at specific times of the year, in line with statutory requirements:

- Year 1 Phonics Screening Check
- Year 2 SATs (no longer from 2024 onwards)
- Year 4 Times Table Test
- Year 6 SATs

These tests provide us with standardised scores that enable comparisons between children at Bingham Primary School and other children of the same age across the country. These assessments provide information from which we can set targets and monitor children's performance year on year. They are used to support teacher's formative assessments.

Involving children in assessment

Activating prior learning

At the start of every lesson, the children answer questions from the class 'knowledge box'. This is to aid children 'knowing more and remembering more'. Following appropriate wider curriculum sessions, key questions are put into the 'Knowledge Box' for review throughout the year. The 'Knowledge Box' is then used as a retrieval practise tool at the beginning of each lesson.

Introducing new learning

At the start of every lesson, teachers explain to the children what they will be learning and what outcomes the teachers expect using the 'To know' and success criteria. We do this for a number of reasons:

- The children are more focused and know what is expected of them.

- The children can actively participate in assessing their progress.
- The teachers are communicating their high expectations of the children.
- Children can demonstrate their own prior knowledge.

Assessment for Learning (AfL) is valued across the school and a range of strategies are used by class teachers. The strategies used by teachers depend on the age of the children. All staff are encouraged to use self and peer assessment.

Self Assessment

In Years 1 - 6 children are expected to evaluate and edit their work using their 'Purple Polishing Pens', this allows children to reflect on their own progress and accomplishment. Children also self-assess against the learning objective at the end of each lesson using a red, yellow or green crayon mark next to the 'To know...' statement.

Peer Assessment

Children swap work with another child in their class. They assess what they are given and can provide a piece of written feedback in which strengths and a target are identified. The 'To know...' and success criteria for the lesson can be used as guidance for children giving feedback. Clear rules and expectations are provided to the children and they are taught how to provide effective feedback that must always be kind, helpful and specific.

Progression of self and peer assessment		
	Self assessment	Peer assessment
Reception	<ul style="list-style-type: none"> • Thumbs up • Verbal reasoning during PDR – what went well? What could we do better next time? 	<ul style="list-style-type: none"> • Verbally during plenaries from Term 5 onwards
Year 1	<ul style="list-style-type: none"> • Thumbs up • Red/Green mark against 'To know...' 	<ul style="list-style-type: none"> • Verbally during plenaries
Year 2	<ul style="list-style-type: none"> • Thumbs up • Red/Green mark against 'To know...' • Assessment slips 	<ul style="list-style-type: none"> • Questions – Talk to your partner • Assessment slips from term 5 onwards
LKS2	<ul style="list-style-type: none"> • Red/Yellow/Green mark against 'To know...' • Assessment slips 	<ul style="list-style-type: none"> • Questioning – cards • Assessment slips
UKS2	<ul style="list-style-type: none"> • Red/Yellow/Green mark against 'To know...' • Assessment slips • Confidence line 	<ul style="list-style-type: none"> • Questioning • Assessment slips

Procedures

An assessment overview is produced every year which details term by term all aspects of assessment and monitoring across the school. Staff carry out assessments in line with the overview.

SEND

Children who have been identified as having SEND are monitored very closely. The SENDCo liaises with class teachers about these children. Children on the register have an IEP, which the class teachers use to aid their planning. These IEP's are also used to assess a child's progress at the end of each term so that a new IEP can be written, in consultation with the child, parents and the SENDCo. Assessments are adapted as necessary to meet the needs of SEND children. Those children regularly receiving SEND intervention will be monitored to assess their individual progress and the effectiveness of the interventions.

Assessment in the Early Years

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations using the online journal, Evidence Me. Everyone is encouraged to contribute, including parents. These on-going observations are used to inform the EYFS Profile. The child's progress is reviewed every term. Within the final term of FS2, we provide the parents with a report based on the child's progress in the profile. The parents are then given the opportunity to discuss these judgements with the teacher. Final assessments are reported to the Local Authority, Head teacher and the governing body.

Information for the next Teacher

Towards the end of the year teachers meet with the next class teacher to discuss the children they will be receiving. Discussions include details related to personal, physical, medical information and friendship groups as well as achievement and attainment. It is important that there is a formal process of handing over information, which includes the latest assessments and the handover of books. This helps to ensure continuity and progression when planning for future learning needs. Year 1 teachers are given a copy of the EYFS outcomes from EYFS teachers together with a short commentary on each child's skills and abilities in relation to the key characteristics of effective learning.

Reporting to Parents

Parents are informed about their child's progress through parents meetings in term 2 and 4. At these meetings, parents are informed of their child's current stage of learning in relation to end of year expectations, on a consultation form. An annual report is given to parents at the end of the school year. The report is written by the class teacher using language that can be easily understood by parents. It states all achievements over the year and also highlights any difficulties a pupil may be experiencing. Every effort is made

not to un-intentionally mislead parents about their child's progress. Parents are able to comment on the report and are asked to sign it. Throughout the year parents are invited into school for verbal feedback on their child's progress. Class teachers also inform parents of the work that will be covered in their child's class, at the beginning of each term, via a termly newsletter.

Marking

Marking is an essential tool for assessment. Teachers use marking to gather evidence about a child's progress, to evaluate progress and extend learning. Most important marking must be **meaningful, manageable, and motivating**.

The purpose of marking is to:

- Improve pupil performance by acknowledging effort.
- Reinforce success, praise and self-esteem against the success criteria and indicate areas for improvement and follow-up activities.
- To enable the teacher to make assessments of each child's skills, knowledge and understanding against the learning question.
- To enable staff to plan for progression in future work.
- To give the child information on how well they understand the learning question and give guidance and encouragement for progress against the success criteria.

At Bingham Primary School, it is our expectation that all children's work will be acknowledged by teaching and support staff in one of a variety of ways. Staff will use a combination of written and oral feedback that could include, but is not limited to:

- Marking alongside the pupil.
- Engaging in dialogue.
- Peer or self-assessment using a range of strategies including traffic lights to indicate how confident a child felt about a task.
- Use of red / yellow / green mark against LO
- Use of a purple polishing pen by the child to reflect on, correct, or improve their learning
- Giving whole class, small group, or individual feedback at the start of the lesson
- Use of ICT to aid assessments
- Use of marking and feedback sheet for recording whole class overview.

Marking will focus on a limited number of points, which are related to the 'To know...' and success criteria from the lesson. The 'To know...' (or an abbreviated form, such as a title) should be on the piece of work. Children should be aware of the marking convention used in the classroom, and what response is required with respect to marked work. Children can respond using a purple polishing pen.

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Marking Code

- Adults must write in **green pen** when marking in children's books
- Children must respond to feedback in **purple pen**
- Adults must respond to children's feedback with a tick to show this has been checked

Symbol	Meaning
No tick against 'To know...'	
✓ against 'To know...'	Developing 'To know...'
✓✓ against 'To know...'	Achieved 'To know...'
VF - xxxxxxxx	Verbal Feedback – with short note of what it was about e.g. presentation/speech marks
✓ against an answer	Answer correct – marked by adult
✓ against an answer	Answer correct – marked by child
25 c	Short answer – incorrect
Long answer c	Long answer - incorrect
Spelling	Spelling error specifically identified by adult – adult to write correct spelling in the margin for children to practise. Children to practise in the margin This is to be done for key spellings and not lots in a piece of work.
SP	Spelling error – In margin – scan for spellings on the line
😊 - xxxxxxxx	Positive comment – where applicable. There is no expectation for written positive comments to be made on work
↗	Next step
CH	Challenge – should be linked to the 'To know...'
Other symbols may be used at the discretion of the adult, to support the children in acting on next steps independently. This is including but not limited to: ● ABC	

Level of support			
S	Supply teacher	I	Independent work
AG	Adult guided work	GW	Group work
		PW	Paired work

Subject Policy



Assessment, Marking and Feedback Policy

We are aware of the need to review the school Assessment, Marking and Feedback policy regularly so that we can take account of new initiatives and changes within the school.

The Local Governing Body, at their meeting in June 2024 adopted this policy. It will be reviewed in June 2025.

Signed:

_____ (Head Teacher)

_____ (Chair of LSB)