



ASSESSMENT, FEEDBACK, RECORDING AND REPORTING POLICY

Approved and signed by the Board of Trustees

26.09.22

DUE FOR RENEWAL: DECEMBER 2024

SEPTEMBER 2021

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I. PURPOSE

Assessment is a continuous process. It is how teachers gain knowledge of their pupils' needs, achievements and abilities and enables them to identify what progress pupils are making. Furthermore, the assessment process assists teachers in planning and developing how they can support pupils to improve further through effective feedback. Accurate recording systems aid consistency and continuity, and reports give accurate and meaningful information about pupil performance.

The main purpose of this policy for assessment, feedback, recording and reporting is to develop effective, efficient and consistent methods through which a child's progress is monitored and used to inform decisions about future curriculum developments for each child. The policy will also ensure that statutory requirements are fulfilled.

2. ASSESMENT

At Discovery Multi Academy Trust the key principles of assessment are:

- to gather information about the performance of individual children, groups and cohorts in order to monitor progress and provide feedback.
- to allow children to be involved in their own learning.
- to recognise the positive achievements of a child and to ensure that next steps are planned.
- to identify pupil learning difficulties quickly, so that appropriate support can be given.
- to gather information to inform teachers' future planning and teaching.
- to track individual, group and cohort progress.
- to systematically record the overall progress and achievements of pupils.
- to inform the Trustees and Members of standards and achievement.
- to provide information to inform the Trust's strategic planning.
- to ensure that the legal requirements for record keeping, assessing and reporting are met.

2.1 TYPES OF ASSESMENT

There are three main types of assessment:

Formative Assessment - Assessment for Learning (AfL)

'Assessment for Learning' (AfL) focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils, and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self-assessment is encouraged throughout the Trust.

As subjects are taught, and National Curriculum objectives are covered, pupil progress for each subject area is also tracked using the online reporting system. Teachers are expected to update this regularly, as the learning happens, and this should happen at least weekly.

Summative Assessment – Assessment of Learning

Summative assessment is also known as 'Assessment of Learning' and is used to evaluate how much a pupil has learned at the end of a teaching period e.g. at the end of a theme/topic, term or academic year.

During the academic year, pupils will complete assessments in Reading, Maths and SPaG. For Writing pupils complete an independent piece of writing which is teacher-assessed. Any independent writing for

assessment purposes will not be marked in detail, and will be marked with an I – for independent. Science assessments are completed in Term 6 only. Pupil attainment and progress are reviewed at each of these key assessment points. The Trust acknowledges that there is a place for checking learning through formal assessments however, the expectation is that they are carried out in a positive and constructive manner.

Summative Assessment – National Standardised Assessment

National standardised summative assessment is used by the government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

This is a formal recognition of achievement and includes:

- Foundation Stage – Reception Baseline Assessment (RBA)
- Completion of the Early Years Foundation Stage Profile (EYFSP)
- Year 1 - Phonics Screening Check
- End of Key Stage 1 Curriculum Tests
- Year 4 - Multiplication Tables Check (from 2022)
- End of Key Stage 2 Curriculum Tests

2.2 USE OF ASSESSMENT

- Teachers use the outcomes of assessment information to summarise and analyse progress and attainment for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the Trust to ensure that pupils identified as vulnerable, or at particular risk, are making appropriate progress and that all pupils are suitably stretched.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

2.3 ASSESSMENT FOR LEARNING

Assessment for Learning (AfL) is a natural process by which assessment information is used routinely by teachers to adjust their teaching strategies and planning for future lessons, and by students to adjust their learning strategies. AfL encourages learning and promotes motivation by emphasising progress and achievement rather than failure. This type of learning is embedded across all lessons – and in all subjects.

Strategies used will vary according to the subject and the learning objective being taught, but may include the following examples:

- Use of rich question and answer sessions to evaluate pupil understanding and to identify gaps or misconceptions during and after lessons.
- Adjusting planning to meet the needs of the pupils, differentiation of objectives and skills where appropriate.
- Ensuring that pupils are aware of the learning objective and outcome.
- Use of pupil whiteboards, individual number-fans, number cards etc. to get instant feedback of understanding.
- Use of Working Walls.
- Mini-plenaries to determine understanding at regular intervals.
- Short retrieval and recap quizzes and recall of facts/information.
- Observational assessment.
- Self or peer assessment based on individual learning objectives and Success Criteria.
- I:I or group discussion with pupils.

- Verbal and written feedback – focusing on next steps.

3. FEEDBACK

At Discovery Multi Academy Trust we acknowledge that teacher feedback is an integral part of the teaching and learning process allowing children to achieve their true potential.

Research into effective feedback by the Education Endowment Foundation (EEF) shows that teachers should:

- lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment.
- deliver appropriately timed feedback, that focuses on moving learning forward.
- plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

What is teacher feedback?

The Education Endowment Foundation (EEF) defines teacher feedback as, 'Information given by a teacher to pupil(s) about their performance that aims to improve learning.'

Feedback may be delivered via different **methods**:

- verbally - this could be detailed conversation or quick verbal comment; or
- written - this may be written comments, written marks, scores, or a combination.

Feedback may be directed towards different **people**:

- to the whole class;
- to specific groups; or
- just to individuals.

The **content** of feedback may focus on:

- the particular task that a pupil has undertaken
- the underlying processes related to a specific subject; or
- a pupil's self-regulation.

Feedback may be delivered at different **times**, be that:

- during a lesson;
- immediately after a lesson; or
- sometime after a lesson.

It is important to acknowledge that feedback, and particularly some forms of written feedback, continue to take up a large amount of teacher time, and may therefore have an impact upon teacher workload. As a Trust we are aware of this and encourage, where possible, that feedback should take place verbally with pupils. When feedback is written it should always take place as soon as possible and should be meaningful to the pupil, focusing on the positives and development points.

3.1 VERBAL FEEDBACK

Discovery Multi Academy Trust recognises the importance of children receiving regular verbal feedback. The adult will initially talk to the child about how they have met the learning objective/outcome and then question the child about a specific part of the work. This may be to address misconceptions or to extend and challenge the pupil. Any written work is then acknowledged with a tick and evaluated (through a

traffic-light system) by both adult and pupil. Children of all ages need verbal feedback but this is particularly important in the early years and in KSI where children may be unable to read a written comment.

3.2 WRITTEN FEEDBACK

Marking work is the responsibility of the class teacher however peer-marking, self-marking and TA marking can also be used, where appropriate. Whenever possible marking should take place with the pupil however, if this is not practical it should always take place as soon as possible after the lesson.

Every piece of work will be marked and teachers will decide whether work will be simply acknowledged, or whether it needs to be quality marked. Any independent writing for assessment purposes will not be marked in detail, and will be marked with an I – for independent.

Some written feedback may simply be an acknowledgement of completion and therefore only consist of ticks, to indicate correct work, or dots (where mistakes may have been made). This is often associated with closed tasks or exercises where the answers are either right or wrong. This type of work can also be marked by pupils, partners, or support staff. High level Teaching Assistants (HLTAs) will not mark work, which they teach, but will traffic light and write HLTA next to this.

Quality marking is used when a pupil has completed a substantial piece of work which is marked away from the pupil. When quality marking, teachers should:

- read the entire piece of work.
- include a 'wow' comment – a positive example of how the pupil has met the learning objective.
- Include a 'now' comment - highlight an aspect of the work which can be improved and provide a focused now comment/next step. This should help the pupil to 'close the gap' between what they have achieved and what they could achieve (Appendix A).

In order for the marking to be formative, the 'wow' comments must be used and acted upon by the children. Therefore, where work has been quality marked, time must be allocated to children to read and respond e.g. during early morning activities. This will need to be modelled by teachers at the start of the year, so that pupils are clear about what is expected of them when they respond.

3.3 SELF-EVALUATION

At the end of a lesson pupils are asked to self-assess their progress against the learning objective and the 'I can'/'Can I' statement, through the use of a traffic-light system. If pupils have achieved the learning objective they traffic light green. If pupils have begun to demonstrate that they understand the objective, but haven't fully achieved it, then they traffic light amber and if pupils have not understood the objective, or have made little progress towards it - then they traffic-light red. This is drawn at the end of the piece of work, on the outside edge of the page. Teachers also assess pupil progress with a teacher traffic-light. This is written alongside the pupil traffic-light but has a T written inside it, to identify it. Pupils may also be asked to traffic-light against the objective verbally - if there is no written work recorded. E.g., raise your hand if you would traffic light green, amber, red...

3.4 MARKING

Whilst all work should be marked, teachers do not need to quality mark and give a written comment on every piece of work. Teachers should use the marking information and code when marking (Appendix A).

When children have completed a task, teachers will ask them to read through their work and to check it based on the marking code, some of which is also displayed in the Learning Journey book. Not all spelling, punctuation and grammar errors are marked in every piece of work by teachers, but high frequency words and key errors will be addressed and noted for future planning/teaching. However, when the teacher feels that the pupil can correct a mistake, or misspelt word themselves, they will use the marking code to encourage pupils to attempt this.

Children are given feedback about the elements that the teacher has asked them to pay attention to, or is currently a curricular target. This will mean that some aspects of a piece of writing may be uncorrected but all aspects will be addressed over time through specific learning intentions.

3.5 ASSESSMENT & FEEDBACK IN THE FOUNDATION STAGE

In the EYFS feedback is principally given verbally and is consistent across all areas of learning.

Verbal Feedback is:

- Constant and ongoing.
- An integral part of adult interaction with pupils.
- Enhances and develops pupils' learning in all areas of the curriculum.
- Informs planning for progression.
- Includes verbal next steps and how to improve.

Written Feedback:

- Purple pen will be used to mark and annotate work.
- Feedback will be verbal with the child, as much as possible.
- Teacher/adult handwriting will be neat and legible for pupils to read.
- Teacher marking will model what the pupil needs to do next. E.g. forming letters/numbers correctly.
- Symbols may be used to identify errors which require attention by the child (Appendix A).

4. RECORDING

Records are used to assess learning outcomes in relation to planning and as an aid in evaluation of teaching methods.

- Records give a clear and accurate picture of the child.
- Records are to be regularly updated and easy to maintain.
- Records provide clear evidence of National Curriculum achievements.
- Records contain information that is useful to other professionals.
- Records to be used as a key tool in ensuring continuity and progression.

RECORDING (detail)

a) Online Recording

As subjects are taught, and National Curriculum objectives are covered, pupil progress for each subject area is tracked using the online reporting system. Teachers are expected to update this regularly, as the learning happens, and this should happen at least weekly.

b) Learning Outcomes

'Annotation records on planning, where relevant, will identify the successful link between planning and

learning outcome. Subsequent lessons should reflect the previous learning outcomes. This will be used to identify pupils who require support or challenge noted during the marking of pupil books and/or daily assessment.

c) Maintenance

Records of summative assessments will be regularly updated. Current data is submitted three times a year and Pupil Profiles are completed. Foundation subject assessment is also completed by class teachers and sent to the respective leaders for detailed analysis. Summary of data analysis is reported to the Head of School and the CEO, who scrutinise and collate the school's strengths and areas for development and address accordingly. These records are a prime source of evidence of achievement and an important aid in accountability. Submission dates for Teacher Assessments and end of term tests will be clearly stated, in advance, in the calendar for each academic year.

d) Continuity and Progression

Records should be meaningful, relevant and diagnostic. They should inform future teaching and learning, raise achievement and motivation. End of year assessment records are passed on from one year to another, during transition meetings and when children transfer to another school.

5. REPORTING

- Written reports are to be given to parents annually.
- Reporting to parents will be clear, succinct and informative.
- Reports to conform to statutory requirements.

REPORTING (detail)

The Trust has a well-established system for reporting to parents. This consists of:

- Autumn Term - parents are invited to attend a welcome meeting towards settling into a new academic year, expectations and arrangements for the year are discussed.
- Spring Term - parents are invited to attend a consultation evening where the child's progress is discussed in terms of age-related and personal expectations. Parents receive a full written report which includes details of their child's achievements and progress for the academic year, as well as priorities for the rest of the year at the end of this term (Years 1-6).
- Summer Term - a 'Hello' and 'Goodbye' afternoon is offered so that parents/carers can meet their child's new class teacher.
- Summer Term - parents receive a letter at the end of term, detailing their child's end of term statutory data. Full written reports are also shared with parents for Foundation Stage pupils, which includes details of their child's achievement and progress for the academic year.
- Parents/Carers of children with Individual Education Plans (IEPs) are also invited to meet with their child's class teacher three times a year to discuss their child's progress, and to set and review individual targets.

In addition, the school has an open-door policy for parents whereby staff are available to consult with parents at a mutually convenient time.

6. MONITORING AND EVALUATION

This policy will be regularly monitored and evaluated against the following criteria:

- A variety of assessment strategies will be used.
- Assessments will be carried out according to half-termly plans.
- Methods are being developed to ensure consistency of Teacher Assessment.
- Records are accurate and systematic.
- Records are used to inform future plans and are passed on to subsequent teachers.
- Agreed reporting methods are being used.
- The policy is used by staff in practice.
- The policy is reflected in all subject areas.
- The policy is monitored through Team and MLT Meetings.
- MLT will talk to pupils about their work during learning walks and informal classroom visits.
- Evidence from the results of assessments is used as performance indicators.
- Statutory requirements in assessment, reporting and reporting are adhered to.

Appendix A: Marking Information & Code

Written responses will provide clear feedback to pupils and should relate to planned and shared learning objectives. Adults will ensure that their own writing is legible, correctly spelt and clear in meaning. In quality marking pupil achievement will be recognised through Wow! comments and include an example of how the pupil has met the learning objective. Now... comments will indicate next steps in learning, using an arrow and bubble for pupil response. Marking will distinguish between progress and effort, where relevant and may include symbols from the marking code.

Pen Colour




- All teachers will mark work with a **purple** pen and if covering another class (or PPA) will also place their initials next to the traffic-light. All student teachers and trainees will also mark in purple pen, but will also initial next to the traffic-light.
- All support staff will mark in a **blue** pen, including HLTAs.
- All supply teachers will mark in **black** pen.

Marking

Staff will use a ✓ for correct work. Staff will NOT draw a X on a child's work, but may use a • to indicate an incorrect answer.

Evaluation

All written work is expected to be traffic-lighted by adults and pupils. A small circle will be drawn and filled in with the appropriate colour, at the end of the piece of work and on the outside edge of the page. Teachers also assess pupil progress with a teacher traffic-light. This is written alongside the pupil traffic-light but has a T written inside it, to identify it.

-  Red: Indicates that pupils have not understood the objective, or have made little progress towards it.
-  Amber: Indicates that pupils have begun to demonstrate that they understand the objective, but haven't fully achieved it.
-  Green: Indicates that pupils have achieved the objective.

Wow! & Now...

Quality marking will include 'Wow!' and 'Now...' comments for pupils. There is no set expectation of how often this should occur in marking, but should be used in a relevant and meaningful way and will often be found in quality marking.

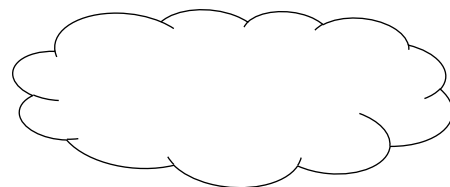


Wow! - a positive example of how the pupil has met the learning objective.


Now... - highlight an aspect of the work which can be improved and provide a focused 'now' comment/next step.

In order for the marking to be formative, the 'Now' must be used and acted upon by the children (inside a bubble close to the arrow). Therefore, where work has been quality marked, time must be allocated to children to read and respond e.g. during early morning activities. This will need to be modelled by teachers at the start of the year, so that pupils are clear about what is expected of them when they respond. Pupils should respond in pencil.


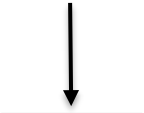

➡ Now... can you think of a better adjective to describe the forest?



Marking Code:

Marking Symbol	Representing
✓	This work is correct.
.	This work is incorrect (often seen in Maths)
★	Wow! (a positive comment)
→	Now... (an area for development)
Tuesbay	A letter or number facing in the wrong direction.
The kittens was drinking their milk	Does this make sense?
//	A new paragraph is needed.
Date?	Date needed on work.
	Sound it out.

ea

	Form letters correctly.
	Use finger spaces.
ABC	Use capital letters appropriately.
P	Vary punctuation.
	Write on the line.
SP	Check the spelling.
	You have used ambitious vocabulary.
HLTA	HLTAs will not mark work, which they teach, but will traffic light and write HLTA next to this.
I	Any independent writing for assessment purposes will not be marked in detail, and will be marked with an I – for independent.

Appendix B: Presentation Expectations

The following expectations should be clear in children's work and may need to be made explicit to pupils at the start of the year:

- Margins should be drawn in books, although some books may already have these printed. In Maths books the margin should be 3 squares wide, from the edge of the page.
- The date and learning objective statement ('I can' or 'Can I') should be written at the top of each piece of work, on the left-hand side (short date for Maths only).
- The subject initial will also be written in the margin next to the 'I can...' statement in the Learning Journal books.

Subject	Subject Initial
English	E
Reading comprehension	R
Maths	Ma
Science	S
History	H
Geography	G
Computing	C
Art & Design	A
Design & Technology	DT
Music	M
French	F
Spanish	Sp
RE	RE
PSHE	PSHE

- One neat line should be drawn through mistakes, using a ruler. E.g. ~~with~~
- Rubbers should not be used by children, only adults (if needed).
- New work does not need to be started on a new page. If room, the previous piece of work should be underlined and new work started underneath.
- Handwriting pens are awarded to pupils who have earned their pen license. Although neat, joined and legible writing must be maintained in order to keep this.
- Any learning on separate pieces of paper will be trimmed and then glued into books carefully and neatly, using the page lines as a guide.
- Coloured felt-tip pens should not be used for writing/drawing in books.

