

Quality of Education

Assessment, Marking and Feedback Policy

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Purpose of the policy:

The purpose of this policy is to inform all stakeholders including Teachers, Leaders, Governors and Parents about how, at Cherry Orchard Primary Academy (COPA), we give feedback and assess progress and attainment across our curriculum within the International Baccalaureate Primary Years Programme (IB PYP).

We aim for all children to feel happy, confident, resilient and to be motivated learners who achieve their full potential. At Cherry Orchard we have a culture where we all work collaboratively to ensure and to acquire the values of the International Baccalaureate Learner Profile Attributes of becoming: thinkers, risk-takers, communicators, open-minded, balanced, principled, caring, inquiring, knowledgeable and reflective.

Assessment statement:

Assessment is integral to teaching and learning. It enables both teachers and children to be reflective and informs curriculum innovation and development. As a supportive process, assessment generates evidence of learning, guiding the progress of our children. Assessment is based on clearly communicated learning expectations promoting transparency and consistency. It allows pupils to continually grow, learn and progress and as such, as mentioned at the beginning of this paragraph, is integral to teaching and learning.

Our curriculum:

Our curriculum at COPA is delivered within relevant and purposeful contexts, it is built upon prior learning and is designed to be challenging, interesting and motivational for pupils and adults. We aim to create inquiring, internationally-minded, life-long learners who respect and care for the world they live in and all those who live in it. COPA learners will understand how they are connected to the world in order to take action to improve their own lives and the lives of local and global communities.

Effective assessments allow:

pupils to:

- demonstrate and share their learning and understanding
- set goals to improve their learning
- use their own learning strategies and build on their own strengths
- build confidence in their own learning and self
- express their points of view
- understand what their own needs are and how to improve
- use their prior knowledge to build on and guide the inquiry process

Teachers to:

- understand feedback from pupils
- clearly define pupil needs
- define expectations and outcomes for pupil/teacher-led inquiry
- acquire data that can be used to inform pupils, teachers, levels, school and parents
- interpret both quantitative and qualitative data
- prepare for future planning
- Prepare for future inquiries and pupil questioning

Parents to:

- understand pupil learning
- provide support outside of school
- celebrate learning and pupil accomplishment

- observe and track pupil progress and growth

The table below outlines the ways in which we have agreed to assess and feedback. This list is not necessarily exhaustive but includes the main ways we have agreed as a school.

We have made a conscious decision to begin to move away from written marking in books as there is little research to suggest this is the most effective way to promote independence and progress within a pupil. To replace this, in writing lessons, for example, we use writing checklists to allow the pupils to assess their own writing against an agreed set of criteria, peer marking and live, verbal feedback to inform the pupils of their next steps. Books will be looked at during lessons daily; at least once a week, they will be collected in for an in-depth book look by the class teacher.

In all lessons, common misconceptions with individuals and with larger groups will be fed back to the children as soon as possible to allow them to correct these. Not only does this have much more of an impact on the progress of the children's learning, it also minimises workload for adults. Children are encouraged to edit their work after receiving verbal feedback from their teacher in a purple pen, this helps highlight where children have acted upon feedback and helps show progression.

With regards to preparing children for National Assessments, we are aware that the tests can not practically be woven into the curriculum. However, through gap analysis of these, teachers can plan subsequent lessons to meet the children's needs. Regular low stakes testing ensures that children are used to the format of assessments.

Feedback approaches:	Assessment approaches:
<p><u>Pupil-led:</u> -Self feedback - children will self assess their work against the learning objective thinking about their next steps in learning. -Peer feedback - pupils will share their work with learning partners and be a critical friend about their work in relation to the outcome. -Group discussions -Pupil feedback</p> <p><u>Adult-led:</u> -Writing checklists -Whole class feedback -Individual 'live' feedback -Group feedback</p>	<p><u>Monitoring Learning:</u> -Assessment for learning -Questioning -Learning walks -Low-stakes testing</p> <p><u>Measuring Learning:</u> -Assessment for learning -Teacher assessment -Internal summative testing -National Key Stage assessment</p> <p><u>Documenting Learning:</u> -Books - We aim for one learning journey book to document all subjects with the exception of Mathematics and English skills / Phonics - Google Class sites and slides, as well as Class Dojo, gives a window into the classroom and showcases the work children have completed -Learning Journey Display and other Displays - reflect the theme and key concepts for the module. These will be updated with examples of pupils' learning.</p>

	-Home Learning - will be set on Google Classroom and / or Class Dojo.
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Reporting on Learning:

- Pupil Progress meetings - occur each module with our teachers and Senior Leaders.
- LAT module reviews - occur each module with Trust directors and with our Senior Leaders
- Parent meetings - feedback to parents on progress, effort and attainment as well as identifying targets. Two face-to-face parent meetings each year.
- Pupil Voice
- End of Year reports - one written report to address IB learner profile attributes at the end of each academic year and to identify next steps.

Structure of Observed Learning Outcomes (SOLO) Taxonomy & the Foundation Subject Framework (FSF)

As an IB World School, COPA uses Solo Taxonomy to support assessment across foundation subjects in our curriculum, alongside the Foundation Subject Framework (FSF).

Aims of the FSF:

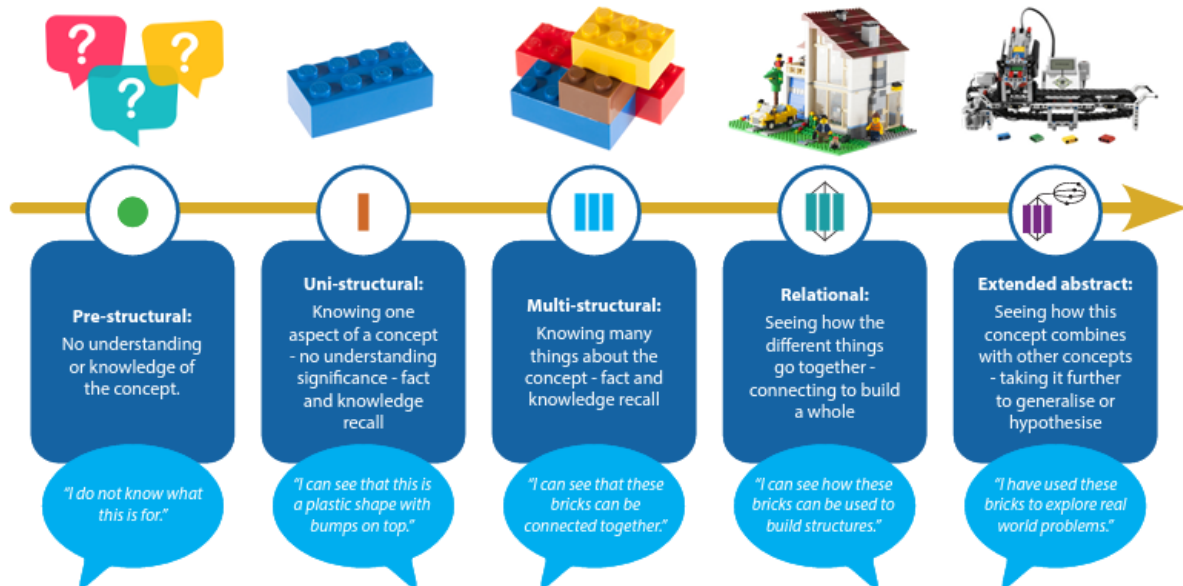
- To evidence coverage of subjects linked to NC
- To consider the SOLO level/depth at which we engage with each concept

Solo Taxonomy is a framework that tracks the depth of conceptual understanding children are engaging with concepts over the year as you teach (from knowledge recall to seeing and building links). SOLO Taxonomy provides a simple way of describing how learning outcomes grow from surface to deep understanding. It is a shared model and vocabulary for teaching and learning; progression in deepening learning, how we move from knowing facts to seeing connections.

The use of SOLO taxonomy supports the expectations of the National Curriculum and the International Baccalaureate Primary Years Programme. It ensures opportunities for pupils to 'Master' each stage of learning before moving on.

SOLO, which stands for the Structure of the Observed Learning Outcome, is a means of classifying learning outcomes in terms of their complexity, enabling us to assess pupils' work in terms of its quality, not the quantity of correct learning. At first, we pick up only one (Pre-structural) or few aspects of the task (Uni-structural), then several aspects, but they are unrelated (Multistructural), then we learn how to integrate them into a whole (Relational), and finally, we are able to generalise that whole to as yet untaught applications (Extended Abstract). This compliments our Transdisciplinary approach to teaching the curriculum.

SOLO Progression



Education for a better world

All year groups will give children opportunities to experience concepts at a Multistructural, Relational and Extended Abstract level at their appropriate age expectation.

To support pupils' deepening understanding, one concept (where appropriate) can be taught at a Multistructural level, then revisited at a Relational level, then again at an Extended Abstract level. Not all children may be able to access as these concepts are deepened (which is recorded on the FSF) but we are giving all pupils the opportunity to engage and experience concepts at a deeper level.


Appendix 1 - Agreed Marking codes

The following marking codes have been agreed by staff across the academy and should be used by all adults involved in giving feedback and marking to ensure consistency across the school.

Codes in red pen:



- S - fully supported by an adult
- SS - some support from an adult
- GW - group/guided work
- PW - worked with a partner
- DP - Dojo point
- ✓ - to identify where things have been done well

Codes in green pen:

- Underline in green pen - check for errors (for example this could be a spelling mistake or a missing full stop)
- // - New paragraph
- SP - Spelling error
- P - punctuation error
- Intervention - to be written at the top of page when work is completed during an intervention / catch up session
-  A thought bubble drawn in green pen - indicates something needs to be thought about and checked, for example fingers spaces.

KS1 additional codes

Next to a thought bubble instead of writing a short comment a symbol will be drawn to indicate what needs to be checked;

- CAP - capital letters
-  - finger space
- . - full stop
-  - conjunction

Ideally no more than three spelling errors above should be identified in any one piece of work as it will take too long for children to respond to and could negatively impact on children's self esteem.

KS1 Handwriting speeds

1 = handwriting practice, most controlled, slowest speed

2 = everyday neat writing

3 = speedy writing / whiteboard work

Appendix 2 - Next Steps Examples

Literacy

- Key word/letter formation corrections e.g. write the letter e correctly a number of times (as appropriate) or write the word 'because' X times
- As per marking code, underline in green to show spelling errors
- Correct your spellings
- Correct spellings and write a sentence for each one with the word spelt correctly
- The word 'spectacular' means something amazing or extra special. Try writing another sentence with this word in.
- Use dictionary to correct your spellings and write them correctly 5 times each
- Describe {in two sentences} how would the character feel/ what the setting looks like.
- Write a sentence with the adjective '.....' in.
- Now write a sentence using an adverb e.g. amazingly to start a sentence.
- Add a full stop, comma, question mark, inverted commas etc. to this sentence (can be re-written or one highlighted in the child's work)
- Rewrite the highlighted sentence adding an interesting adjective.
- List five synonyms for 'nice'.
- Correct this sentence.
- Highlight/underline the verb in this sentence.
- Tick the sentence that makes sense/is correct.
- Choose three verbs/adjectives/adverbs you have used in your writing and change them to make them more powerful..
- Now write 5 adjectives to describe ...
- Copy this sentence (highlighted) out in your best handwriting, remembering to ...

Maths

- Now try this one.
- Try this one again
- Next try
- Try this question again remembering to
- Now go on to section
- Move on to question
- Solve this problem:
- Look at number ... and try it again.
- Look at your errors, explain in a sentence where you made a mistake.
- Now try this method ... (show example)

- Write a number problem including these numbers.
- Write a question that could have the answer 15.
- Find the mistake in this calculation.
- Look at number 15 and find your mistake.
- Show this time on the clock.
- Draw an array for this multiplication calculation.
- Write the multiplication calculation for this array.
- Show me another way of making 50p using only silver coins.
- Now add 3 amounts together.
- Rewrite this calculation in the squares like this (give example)
- A question to challenge e.g. problem solving.
- Draw 3 different acute angles accurately using a ruler.
- Draw this shape again using a ruler.

Foundation subjects:

- List five effects of ... e.g, global warming
- List three facts about...e.g. The Great Fire of London
- Why is/was...important? What impact did ...have on life today? E.g. Mary Seacole/Sir Issac Newton/The Roman Empire/The Maya
- What are the...? E.g. oceans/continents of the world
- Name 3 countries in Europe/Africa/Asia etc...