



HARBINGER PRIMARY SCHOOL

Assessment & Feedback Policy

March 2024

Assessment and Feedback

Rationale

The purpose of this document is to inform staff of the school's expectations for **marking and giving feedback** on children's work on a day-to-day basis (**formative assessments**) and other **assessment** activities (**summative assessments**).

The main aims of marking and feedback are to:

- 1) Advance children's progress and outcomes.
- 2) Support teachers to identify misconceptions.
- 3) Inform future planning to support children further.

In this document, the term 'feedback' means information given to the child (or teacher) about the child's performance in relation to the learning intention or success criteria to help them improve. It should be clear, direct and clear misconceptions.

Marking can take time and Staff must always consider what is the most effective way to give feedback to impact pupil progress. The DfE report '*Reducing Teacher Workload*' recommend that effective marking should principally be:

- Manageable (be proportionate)
- Meaningful (be timely and can be acted upon)
- Motivating (help to motivate children to progress)

The *EEF Report (2021) 'Teacher Feedback to Improve Pupil Learning'* recommends useful strategies to feedback that find a balance between moving children's learning forward and considering workload. Strategies used at Harbinger include: live marking; coded marking; self/peer marking; verbal feedback; video/audio recordings.

Formative assessments

Learning Intentions and Success Criteria

Learning Intentions should:

- Be short and concise.
- Be about the skill, not the context (i.e. describe the learning that is planned for, not the activity).
- Set challenging expectations.
- Be used as an assessment tool for future learning.
- Support longer-term learning outcomes.
- Be used to decide the type of activities to be undertaken during a lesson • Use age appropriate, 'child friendly language'

Learning Intentions are presented to the children in **every lesson** in **English, Maths and the Wider Curriculum subjects**.

Learning Intentions must:

- Begin with **“I am / We are learning about..... by:”**
- A list of the verbs/actions must be given underneath

Friday 10 th November	identifying the different types of verbs	
I am learning about phrasal verbs by...	explaining the difference between a verb phrase and a phrasal verb	
	identifying phrasal verbs	

This is a learning intention shared in an English lesson on the board.

Tuesday 23rd January 2024

I am learning about writing formally by...

considering Papa Eze’s dreams for Ada’s future	
applying formal language in a letter to Chief Iwe	
using a range of sentence types	



This is a learning intention shared in an English lesson.

Component 2

We are learning about creating a survey on Microsoft Forms **by:**

- **Compiling** a list of questions on a chosen topic
- **Sharing** a survey to an intended audience
- **Reviewing** outcomes from a survey and **evaluating** its effectiveness

This is a learning intention shared in a Computing lesson on the board.

In order for the learning intentions to be planned for effectively, the teacher must:

- Have a clear understanding of what the learning intention means
- Know what a quality outcome would look like
- Be able to compare what they witness to that concept

The children must:

- Possess a concept of the standard or goal being aimed for
- Compare the current level of performance with the goal
- Engage in appropriate action which leads to some closure of the gap

Success criteria break the learning intention down into small steps, so the children know what they have to do in order to achieve success.

Effective success criteria:

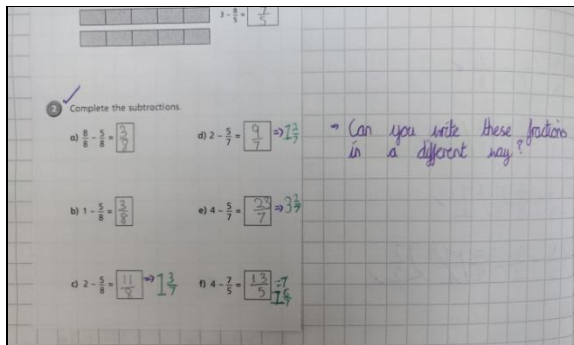
- Must start with **'I can'** when shared verbally/on the board with children
- Should set out the steps the children need to take to be successful, or what they need to include.
- In some lessons, where appropriate, the success criteria may be generated by the children to have maximum impact on learning i.e. those working at greater depth or everyone generating for a writing task.
- Should be checked or ticked off by children – or even a peer - where appropriate
- In some independent writing tasks, children may be provided with an LI and asked to generate their own success criteria for that piece of work.
- When the outcome for a unit of learning is practical or is planned across an extended time frame, 'What makes good' mind-maps detailing the success criteria may be placed in an appropriate work book and annotated to show a child's progress.
- Different groups of learners may have different Lis/success criteria

English

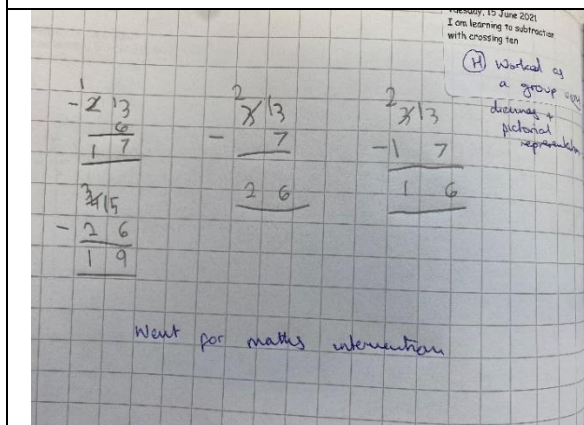
- All lessons should have a learning intention in the children's books (*'I am learning to...'*)
- These can be printed onto sticky labels/white paper.
- Depending on the context, most lessons will have success criteria e.g., derived from WMG or in the form of a list.
- When giving feedback, make reference to the success criteria in the book (i.e. 'what makes good')
- When feedback is given on a piece of writing, every success is **highlighted in yellow** on the success criteria list (the success criteria may be presented to children in different ways - see examples below)
- If there is not a success criteria list e.g., drama, verbal feedback may given during the activity
- Adults must use **a purple pen to mark.**
- Use the arrow symbol (→)when giving an improvement prompt or next step. This may signal a particular success criteria or place to edit and improve.
- When children respond to an improvement prompt, they write/draw using a **green pen.**
- Consider how and when to give children time to respond to your prompt
- If you are planning a writing week or extended writing task (main outcome), you can prepare a learning intention and success criteria that spans more than one day
- If something is incorrect, avoid crosses or circling around a calculation/sentence etc. Use the arrow symbol

Maths

- Every lesson (whether fluency/reasoning/problem-solving activities) should have a Learning Intention
- The Learning Intention can be accompanied by success criteria - which may be the title of the lesson from White Rose Maths/NRich that has been rephrased
- Whole class feedback can have more impact as children can support each other in the time given for feedback. Children's response to whole class feedback should be completed **using a green pen.**
- Feedback on PS&R activities may comment on children's exceptional/interesting answers and enable children to apply a range of responses to future questions
- Self- marking/peer marking maybe used e.g. arithmetic
- A correct answer may be ticked. When an improvement prompt or next step is given, this is signified by → and may signal a particular success criteria or place to edit and improve. Adults use **a purple pen to mark.**
- KS2 may tick once to indicate an accurate section of responses e.g. Q 1-6



Section of correct answers ticked and question prompt to demonstrate deeper understanding



Example of annotation/description of support given

Destination Reader

- A Learning Intention is not needed for every lesson.
- Comprehension activities the class can mark together or peer mark.
- Reference is made to the DR reading skills or WMG comprehension when giving feedback.
- Plenary activities should be ticked or acknowledged regularly.

Practical Work

When a piece of learning does not result in recorded work, a Learning Intention must still be placed in the child's workbook and an adult/child may tick, highlight or make notes about a child's progress.

Photo evidence can also be used in practical lessons and stuck in books.

Peer Assessment

Children can also help each other to edit and improve their learning. The cooperative improvement routine used at Harbinger is described below:

- Children sit next to their partner
- Choose one book to begin
- The person who did the writing holds the green pen
- The person who did not do the writing reads it
- Together children discuss mistakes and suggest improvements
- The author makes changes in green
- Swap over

It is important that this is thoroughly and frequently modelled in order that children learn how to do this well and is an affirming experience for every child.

Annotations and Marking codes

Adult annotations are expected when supporting children. Please use the marking code below and add sufficient detail to any 'H' comments to inform the class teacher of support given and future need.

I	Independent
H	Help (be clear in your annotation how you helped)
sp	Spelling- a word children are expected to know e.g. HFW, topic word on display, previously learned for homework. Use professional judgment about who/how many times used
VF	Verbal feedback

Assessment in the Wider Curriculum

Subject Leaders monitor children's outcomes in Wider Curriculum subjects.

Below sets the expectations of how these subjects are assessed:

Science	<ul style="list-style-type: none">• Knowledge Organisers stuck in books at start of unit – children respond to this throughout unit.• End of unit – assessment grids to assign children's names against working towards/working at expected/ greater depth.• Additionally, highlight knowledge and skills taught and tick/highlight green when secure.• Assessment grid is passed onto the next teacher.
History / Geography	<ul style="list-style-type: none">• Knowledge Organisers stuck in books at start of unit – children respond to this throughout unit.• Each unit begins with an 'enquiry question' and children respond to this in the last lesson.
Art and Design / Design Technology	<ul style="list-style-type: none">• Evidence of lessons recorded in 'Digital Portfolios (Powerpoints).
Computing	<ul style="list-style-type: none">• Evidence of lessons recorded in 'Digital scrapbooks' (Powerpoints).• End of unit - some units have end of unit summative tests and some units have rubrics to assign children's names against working towards / working at expected / greater depth.
Religious Education (RE)	<ul style="list-style-type: none">• Knowledge Organisers stuck in books at start of unit – children respond to this throughout unit.• End of unit – assessment grids to assign children's names against emerging/expected/ exceeding.
Personal, Social and Health Education (PSHE)	<ul style="list-style-type: none">• Evidence of lessons recorded in class scrapbooks.
Music	<ul style="list-style-type: none">• A short video(s) of the children performing each lesson's task are recorded, labelled / filed in lesson folders.• End of unit - assessment grids to assign children's names against working towards /working at age-related expectations/ greater depth.

Summative Assessment

Termly assessments

Three times a year we have 'Assessment Week' and teachers assess each child and allocate a level for Reading, Writing and Maths (see pupil tracker). A level is achieved when the majority of descriptors are evidenced.

Levels indicate what a child is capable of when working independently at one point in time. Teachers use professional judgement and their knowledge of a child's overall performance and attainment.

Documents to support assessment

- Tower Hamlets Reading Tools
- Tower Hamlets Writing Tool
- White Rose Maths assessments

Pupil Tracker

Three times a year, after Assessment Week, teachers are required to enter the assessment levels for children in their class for Reading, Writing and Maths into the Harbinger Pupil Tracker. This is saved in the 'Assessment' Team.

Pupil Progress Meeting

These take place 4 weeks from the beginning of the academic year and then termly after new data is entered onto the pupil tracker.

Teachers meet with a senior leader to discuss the attainment and progress of each individual child. Trends and concerns are identified and interventions are strategically planned and actioned.

Year 5 Banding Tests

Local Authority approved tests are administered in Year 5 during the Summer Term and results are reported to the borough for secondary school banding. Parents receive the raw score and their child's 'band' on their application form for a secondary school place (*Note – During the Covid pandemic in 2020 and 2021, Year 5 banding tests were not administered and were instead replaced with teacher assessments in reading. We will inform teachers of the arrangements for 2022 once confirmed.*)

Statutory Assessment

Schools have statutory responsibilities for assessment and reporting under the Education Act 2002. These are administered in line with the Standards and Testing Agency 'Assessment and Reporting Arrangements' annual publications.

To comply with this, the school carries out the following assessment activities:

- End of Key Stage 1 and 2 National Curriculum assessments (SATs).
- KS1 and KS2 Teacher assessments.
- Year 1 phonics check (inc. Phonic retakes for those not meeting the pass mark).
- Year 4 multiplication check.
- Reception Baseline Assessment.
- Early Years Foundation Stage Profile (Early Learning Goals with Development Matters)
- Annual written reports to parents/ carers at the end of year.
- Annual Reviews for children with EHC plans.
- Secondary Transfer (Y5 non-statutory tests – for LA secondary banding).
- PEPs for Looked After Children (termly).