



# Assessment, Feedback and Marking Guidance 2020/21

The curriculum intent at Newlands aims for every child to: have a love of learning, embrace challenge and be resilient and have mastery of key skills.

This guidance outlines how assessment, marking and feedback supports this curriculum intent

## Intent

At Newlands Primary School, we believe that the key aim of assessment, marking and feedback is to support pupil achievement and progress. We believe this is best done through 'Assessment for Learning', the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson/unit/topic/key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

## Implementation

**Progression of Skills:** Subject leaders have developed a progression of skills for all subjects at Newlands. These have been developed through discussion and analysis of the national curriculum, end of key stage expectations and collaboration with local schools through the SHARP Alliance. The progression of skills is then linked to the school curriculum map to ensure a cumulative, broad and balanced curriculum.

**Subject Trackers:** English, Maths and Science have a subject tracker populated with Key Performance Indicators (KPI). KPIs are linked to the school's progression of skills. For foundation subjects class teacher should enter their own assessment statements, these should be linked to the subject progression of skills. During a sequence of learning it is the expectation that trackers will be completed to indicate the level children are working at, using the codes below.

- |   |   |
|---|---|
| 0 | Not yet covered   |
| 1 | Not working near ARE  |
| 2 | Not ARE <b>YET</b> but close  |
| 3 | Secure, can do it independently, consistently and across the curriculum |
| 4 | Greater Depth = See separate criteria                                   |

**Whole Class Marking:** The school uses a whole class marking approach. The purpose of using this approach is to ensure that marking is meaningful and informs future learning while also reducing the workload of staff. Within books **all teacher marking in books is in green**, **LSA marking is in blue** and **all peer marking and editing is in purple**. For every piece of work three appropriate spelling mistakes or missed capital letters are highlighted yellow. In maths books up to three errors in number formations are highlighted. At the end of lessons, teachers go through books and complete a whole class marking sheet (T:\Assessment\2019-20). Marking sheets should then be used to inform future teaching and learning and filed in the class assessment folder.



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**Pupil Progress Meetings:** Prior to meetings, teachers should update their reading, writing and maths trackers by highlighting the names of the children to show if by the end of the year they are:

- On track to be working **below** the expected standard/**at the pre-key satge standard**
- On track to be working **towards** expected standard
- On track to be working **at** expected standard
- On track to be working **at greater depth** of expected standard

The purpose of the meetings is to reflect on the progress made by the class over a half term period. Meetings take place six times a year and will typically take place during the last week of half term. The meeting will reflect on the progress of children over the prior half term and be used to determine provision (keep up catch up, precision teaching, 1:1 phonics, ELSA) for the upcoming half term.

**Assessment Data Drops:** In order to reduce staff workload and ensure there is not repetition of tasks, these dates have been removed from the assessment calendar. This has been done with the expectation that teachers will maintain subject trackers on a continuous basis and that prior to pupil progress meetings teachers will update end of year predictions.

**End of Year Reporting:** At the end of the academic year the school reports to parents the outcome of national assessments (EYFSP, Phonics screening, KS1, Y4 Multiplication & KS2). Written reports will also inform parents if children are working at **below/at/above the expected standard** at the end of the year.

## Impact

**Reports to the Governing Body Improvements committee:** After each pupil progress meeting, the % of children on track for the expected standard and greater depth, alongside a progress measure score, will be calculated. This data will then be RAG rated against national and local outcomes and displayed against percentages achieved by the cohort in previous years. This data will also be placed into a table that allows analysis between key groups such as boy/girls, FSM/non-FSM, ethnicity, SEND status etc. These tables will be distributed to staff and will inform discussion within the Governing Body Improvements committee.

**Published data:** Nationally published data can found in the following locations;

- [www.compare-school-performance.service.gov.uk/school/116080/newlands-primary-school/primary](http://www.compare-school-performance.service.gov.uk/school/116080/newlands-primary-school/primary)
- [www.newlandsprimary.net/results/](http://www.newlandsprimary.net/results/)