# Warwick Academy

'so much more than a place to learn'

Primary Assessment and Feedback Policy

MISSION STATEMENT

Building on centuries of excellence, we provide an international educational environment designed for our diverse student body. Our innovative curriculum is delivered with a commitment to personalised pastoral care and enhanced by a dynamic co-curricular programme. We strive to create a culture of collaboration so that our students can become lifelong learners, global thinkers and successful leaders.

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CURRICULUM MODEL
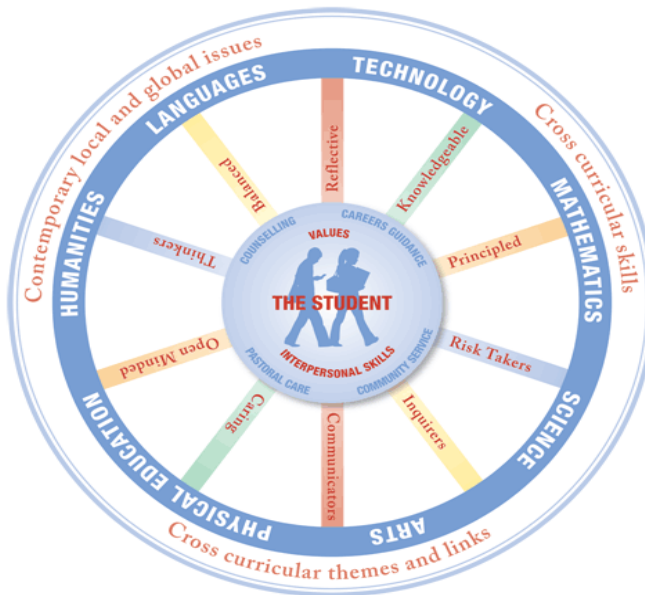
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Staff involved: PMT

Assessment and Feedback Policy

1. **Philosophy**

2. **Tracking Progress**

3. **Homework**

4. **Marking, Recording and testing**

5. **Reporting**

1. Philosophy

Assessment for learning has been defined as:

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.

Quoted from Assessment for Learning: 10 Principles (www.aaia.org.uk)

Assessment is a continuous process that involves the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process and provides a basis for decisions about students further learning needs.

plans new learning using assessment information and curriculum objectives.

gathers and records information about what and how children are learning.

Using assessment as part of teaching and learning, the teacher…

shares with the children what their new learning will involve.

uses appropriate methodologies and classroom organisational strategies.

explores with the children what successful learning looks like.

Figure 1: Assessment as part of classroom practice

Assessment is integral to all teaching and learning. It is central to the Warwick Academy philosophy, mission and vision to thoughtfully and effectively guide children through the essential elements of learning; the understanding of concepts; the acquisition of knowledge, the mastering of skills; the development of attitudes; the decision to take responsible action in a global society, the recognition of effort and the identification of individual developmental needs and learning styles.

Everyone concerned with assessment – students, teachers, parents and board members – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

Both students and teachers should be actively engaged in assessing student progress as part of the development of their wider critical thinking and self – evaluation skills. Teachers should also be concerned with evaluating the efficacy of the programme.

Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. Assessment is therefore integral to the taught curriculum. It is the means by which we analyse student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child from Reception through the learning process to Year 13.

We recognize that quality assessment should:

a) *wherever appropriate involve the student as well as the teacher;*
b) *be closely related to agreed learning objectives or success criteria or related to personal targets;*
c) *use appropriate language for its intended audience ;*
d) *promote the student's learning and develop their self esteem and confidence;*
e) *be incorporated into planning, teaching and learning strategies and the review process throughout the school;*
f) *lead to improvements in teaching and learning and thus student attainment.*

In the Primary School at Warwick Academy we assess for the following purposes:

a) *To allow the student to demonstrate what he/she knows, understands and can do;*
b) *To provide motivation, challenge and encouragement to the student;*
c) *To develop the students understanding of what he/she needs to improve;*
d) *To inform planning for individual students and groups;*
e) *To track the progress of individuals and groups in order to target support/resources or evaluate existing interventions;*
f) *To gather information for students, parents, colleagues and outside agencies;*

g) To evaluate school performance and set targets for raising standards;

h) To build a more open relationship between student and teacher where students are not afraid to take risks for learning and teachers provide positive feedback;

i) To involve students in the learning intention for every lesson;

j) To allow students and teacher to identify success criteria;

k) To give students the opportunity for self evaluation and peer evaluation;

l) To promote student's active listening and questioning skills;

m) To celebrate success-recognition of every student's achievement;

In the Primary School at Warwick Academy we assess the following;

- *aptitude/potential;*
- *knowledge;*
- *skills;*
- *attitude.*
- *effort*

We use the following methods of assessment:

Summative Assessment - is used to determine the level of achievement of a student at the end of a course of study). Attainment and progress are measured in National Curriculum Levels (Y1 – Y6) and age standardised scores for reading. Summative Assessment for Reception to Y6 take the form of:

- *Baseline Assessment (Reception)*
- *Early Reading Phonics Assessments (Y1 & Y2)*
- *Benchmarking Running Records reading assessments (Reception – Y6)*
- *GRT standardized reading tests (Y4 – Y6 only)at two points in the year*
- *End of unit tests (Y4 – Y6)*
- *Levelled assessments in Writing, and Mathematics at two points in the academic year.*
- *Levelled tests in Science during the year in Y6.*
- *CAT non- verbal and verbal assessments carried out once a year (Y4 – Y6)*

Formative Assessment - is ongoing and takes place throughout lessons and from day to day. It provides the basis of regular communication between teacher and student and informs teachers short-term planning and is based on the agreed learning objective or success criteria or on students individual targets. Formative Assessment for Reception to Y6 takes the form of:

- *Peer and self assessment*
- *Cooperative Learning Activities*

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- *Goal Setting*
- *"I can" Statements*
- *Questioning*
- *Sharing criteria with students*
- *Traffic lights / thumbs up*
- *Marking*
- *Modeling and scaffolding*
- *Response Groups*

We use the following tools for assessment:

- *Tests,*
- *Projects*
- *Oral work / presentations*
- *Observation (in practical subject areas)*
- *Homework (in year groups where homework is set)*

Monitoring Improvement

Assessment results for each child are recorded on tracking documents that follow the cohort through Primary and in to Secondary. Progress made by each child is evaluated on a yearly basis to determine if expected progress has been made and intervention is planned if it is seen as necessary.

2. Tracking Progress

Attainment – In Primary we use Early Years goals and UK National Curriculum leveling criteria when assessing. These are used internally to track progress of students.

3. Homework

At Warwick Academy we believe learning at home is an essential part of good education. Homework not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

Homework is most effective when:

- tasks are structured and their purpose is clearly explained to pupils.
- there is consistent practice across the school.
- homework is given regularly so that everyone knows what to expect each week.
- homework is recorded by students/teachers
- students and parents/guardians are clear about what they need to do.
- there are high expectations.

- students receive clear feedback.
- homework policies are monitored and evaluated.
- it assesses the learning of students with specific learning needs (as per special needs policy).

For the Warwick Academy homework policy to be successful, it is expected that:

The school will….

- Provide diaries to all students.
- Give clear guidelines for teachers and students.
- Contact parents if students are not doing homework.
- Review the policy periodically to assess its effectiveness.

The teachers will….

- Set homework regularly according to the timetable
- Clearly explain and write assignments on the board where appropriate.
- Mark work promptly with appropriate feedback.
- Contact parents with problems.
- Give rewards and impose sanctions.

The pupils will…

- Use their diary to check their assignments
- Ensure they understand the task by asking the teachers.
- Organise sufficient time to do the work.
- Demonstrate a commitment to homework.
- Produce quality work.
- Hand completed work in on time.

Parents/guardians will….

- Provide a quiet place for homework to be done.
- Encourage students to complete quality homework.
- Monitor homework in the agenda
- Contact teachers with any problems.

4. Marking and Feedback to Pupils

Rationale

Improving learning through assessment is dependent upon the provision of effective feedback to pupils who need to be able to use this in order to understand how they can improve. Teachers will use feedback from marking to inform future targets and planning. This guideline sets out how staff in Warwick Academy Primary Department intend to ensure that feedback to pupils at the school is an integral and effective part of our assessment procedures.

Ideally, effective feedback should be a process; a continual cycle between the teacher and pupil:
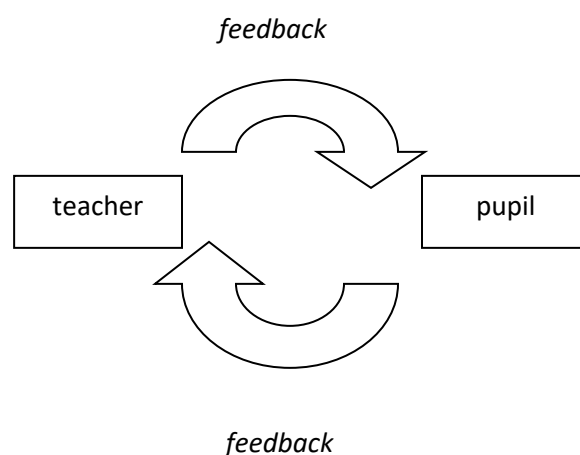
feedback

feedback

Forms of Feedback

Feedback may take the form of:

- Oral feedback from the teacher (oral feedback)
- Written feedback (marking of work) – *see appendix 1 for Upper Primary mark scheme*
- Children marking own work (self-assessment)
- Response partners (peer assessment)

Preferred approaches for feedback will vary according to:

1) the age of the children involved
2) the nature of the subject

For example, with younger children or in specialist subjects such as music, drama, P.S.H.E, M.F. L. and P.E., feedback will be predominantly oral. Specific age or subject related approaches are detailed further in accompanying procedures.

Aims

The aim of feedback is to inform the children about what they have done well and what they need to do next in order to improve. Marking and feedback provide a continuous record that informs summative judgements of a child's progress over a given period of time.
All our feedback should focus on how to best to move children forward in their learning as well as recognise and celebrate effort and achievement and build self-esteem.

Effective Feedback:

- Has a clear purpose for either the child or the teacher relating directly to the shared learning objective and success criteria.
- Provides clear information to pupils about the strengths and weaknesses in their work and helps them identify how they can improve it
- Recognises, encourages and rewards pupil's effort and progress
- Provides a record of pupil progress
- Encourages pupils to strive to improve and directs them to what they need to do to improve their work
- Helps children to develop their own target setting skills
- Allows for self-assessment where the child can recognise their difficulties and mistakes and be encouraged to accept help/guidance from others.
- Helps parents understand strengths and weaknesses in their children's work
- Provides time for pupils to reflect on the feedback they have been given and to edit or improve that work.

Frequency of Feedback

- Feedback should take place during the lesson (where possible). Research shows that this is often the most effective way to give feedback (written or oral).
- If immediate feedback is impractical, then it should be given as soon as possible while the work it is still fresh in children's minds e.g. at the beginning of the next lesson in the subject.
- Most work will be marked before the next session of that subject. However, in the case of a long-term project it may not be fully marked until the completion of the project. During the project pupils should get feedback at strategic points in order to allow them to improve their work. Children will be informed in advance if this is the case.

General Guidelines

- Where oral feedback has been given to a child this will be indicated on the piece of written work
- Marking should be related to success criteria/learning objectives/targets, which have been shared with the children.

- Expectations for the presentation of work will be task appropriate (e.g. in some cases neat work will be expected; in other cases, rough notes taken at speed may be more appropriate to the task).
- Marking will celebrate success whenever possible in order to promote a sense of achievement, raise self-esteem and encourage all children to work to their full potential.
- A particularly successful piece of work may be awarded with a commendation in line with the school's system of rewards.
- Different symbols, stamps or stickers may be used to reward achievement or effort, the choice of what to use is up to the individual teacher concerned.

Age-specific Guidelines

- In Reception and Year 1 the same type of marking will be used for all subjects. Feedback will be mostly oral, given as work is happening and based on success and improvement.
- Other year groups will follow the guidelines below

Subject guidelines

- **Language** - We need to show children that their writing has a genuine audience, someone who is interested in what she or he has to say, and is not just marking the work merely to find errors. Children need to feel that their work is valued. Comments can be made orally or in written form. Replying to children's work by sharing our own experience shows that the writing has a reader who is not passive but wants to share the experience and the ideas. By making a pupil aware of the needs and responses of the reader, we can show her or him areas that can be developed. The use of self and peer feedback will be used when appropriate.

- **Mathematics** – The purpose of marking is mainly diagnostic. It will inform the day to day planning for the teacher. It will communicate whether or not he or she is successful and will act as a motivator. Where appropriate, comments will be made to emphasise the open-ended nature of mathematics and will encourage the child to feel safe when tackling problems. Comments should reflect the stage of mathematical thinking that the child is at and will encourage further development. It may be oral or written.

- **Computer Science –** The use of self-assessment and peer assessment is heavily used. Much feedback is oral but where there is a written product a comment is written on the document; this comment relates to the Learning Objective. During lessons students are periodically asked to assess where they are in relation to the Learning Objective (using a 'thumbs up' approach) this self-assessment is followed by targeted questioning by the teacher to fully ascertain where children are ion their learning.

- **Foundation Subjects (History, Geography, Science)** – Marking should relate to specific skills, key content or application of content or Learning Objectives for that lesson; it may be oral or written.

- **Music, PSHE, PE, Drama and MFL** – Immediate oral feedback is most appropriate. Children are encouraged to give positive feedback to each other about their work.

- **Art** – Oral feedback during the process and self-evaluation/peer evaluation at the end of the process are appropriate.

5. Reporting

Students at Warwick Academy are continually assessed throughout the year and formal reporting to parents happens during Parent Teacher Conferences (P.T.C.) and through written reports.

Formal reporting occurs as follows each term

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Term 1	P.T.C.	Parent Teacher Conference (P.T.C.)					
Term 2	P.T.C.	Optional P.T.C. & written Progress Report					
Term 3	Written Report						

End of year written reports - Reporting attainment

Reception Students

Working Towards	Achieves with help	Achieves independently
The student demonstrates an initial understanding of what they have been taught but is still unable to apply knowledge and skills.	The student usually demonstrates good understanding of what they have been taught and is starting to apply knowledge and skills.	The student demonstrates complete understanding of what they have been taught and is able to apply knowledge and skills.
"I don't get it yet, but I am trying." "I am just getting started and learn best with help."	"I'm starting to get it" "I get some of it, and I am beginning to do more and more on my own."	"I get it." "I can do it on my own."

Y1- Y6 Students

Emerging	Approaching	Meeting	Extending
The student demonstrates an initial understanding of what they have been taught but is still unable to apply knowledge and skills.	The student usually demonstrates good understanding of what they have been taught and is starting to apply knowledge and skills.	The student demonstrates complete understanding of what they have been taught and is able to apply knowledge and skills.	The student demonstrates a sophisticated understanding of what they have been taught and is able to apply knowledge and skills- even in unfamiliar situations.
"I don't get it yet, but I am trying." "I am just getting started and learn best with help."	"I'm starting to get it" "I get some of it, and I am beginning to do more and more on my own."	"I get it." "I can do it on my own."	"I really get it and can teach others how to do it." "I go beyond what is expected of me."

End of year written reports- reporting effort

From Y4 to Y6 effort grades are reported to parents in Term 2 and at the end of Term 3. Effort is divided up into two areas 'Readiness to Learn' and 'Engagement in Learning'.

<u>**Readiness to Learn**</u>

Always	**A student who always meets expectations. This is what all students should aim to achieve.** • Always has the books and equipment needed to support learning • Hands homework in on time and it is completed to the best of their ability • Always arrives to lessons on time and will have their materials out ready to go without being prompted
Generally	**A student who generally meets expectations.** • Generally has the books and equipment needed to support learning • Has an incomplete homework record (no more than two late pieces) but is generally completed to the best of their ability. • Generally arrives to lessons on time and will occasionally have to be prompted to get their materials out.
Occasionally	**A student who falls short of expectations. Improvements are needed.** • A student who often does not have the books and equipment needed to support learning • Has an incomplete homework record(late and missing pieces of work) or it is not completed to a satisfactory standard • Occasionally can be late to class and often needs to be prompted to get their materials out

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Engagement

Always	**This means being committed to getting the most out of all learning opportunities available. This is what all students should aim to achieve.** • Always an active and resilient learning • Always engaged in meaningful activities: listening carefully, contributing to class discussion and making a significant contribution towards establishment of a positive ethos in the classroom • Always strives to improve and knows when to seek assistance from members of staff
Frequently	**This means being a responsible and hardworking student, who tries their best most of the time.** • Frequently an active learner who is willing to take academic risks • Frequently engaged in meaningful activities: listening carefully, contributing to class discussion and making a significant contribution towards establishment of a positive ethos in the classroom • Frequently motivated with a desire to improve learning
Sometimes	**This means that the student is probably doing most of what they are supposed to do, but is failing to push themselves or make the most of opportunities available.** • Sometimes passive in their attitude to learning and content to be working in their comfort zone • Sometimes engaged in meaningful activities; they are inconsistent because their behaviour in class gives rise to some concern or because there are aspects of their work where they fail to participate • Sometimes motivated to improve but will sometimes also give up too easily
Rarely	**This means that the student needs support or intervention to become a more responsible learner.** • Rarely an active learner and will often give up easily • Rarely fully engaged in meaningful activities; the student consistently fails to participate as fully as possible and hinders their own progress and that of others • Rarely motivated to improve and they do not seek help if they are struggling

Appeals Procedures

Parents are able to meet with teachers final attainment statements given at the end of the year if they have concerns or need explanations as to how this was measured. If parents are still unhappy with the final attainment they can request a meeting with the Head of Primary.

Informal reporting

At any time of the year if there is concern over a child's progress the Class Teacher/Subject Teacher will inform parents and discuss the issue with them, ensuring that at all times both the Head of Primary and the Learning Support Teacher (where a child has been identified as needing extra help) are informed and involved where necessary.