



Vallis First School Assessment & Feedback Policy



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Marking

Feedback through marking can help a child understand their next steps. Our key principles are:-

- Children will be provided with feedback from adults and their peers that takes their learning forward.
- In order for this to develop, we agree that oral and written feedback must be:

Manageable

Meaningful

Motivating

Timely

- Adults will mainly give verbal feedback at the point of learning to ensure that errors do not become embedded.
- Children will be encouraged to identify their own errors in key non-negotiables e.g. number reversal, spelling high frequency words for their year group correctly and technical aspects of writing.
- All work should be marked, discussed or acknowledged in some way to show it is valued.
- Children themselves will be trained in effective feedback techniques so that they become skilled in giving and receiving feedback and can evaluate their own and others' efforts accurately and sensitively against agreed success criteria.
- Visualisers will be used to celebrate successful learning and to discuss errors or misconceptions.

Adults will give feedback in written form using the following codes written in a circle:

- I = Independent
- S = Supported
- S→I Supported leading to independent
- P = Paired work
- V = Verbal discussion with the child (including key word to indicate focus of discussion)

Assessment

At Vallis we aim to:

- Make a judgement about a child's progress and attainment based on knowledge gained through techniques such as observation, questioning, independent work and class assessments.
- Provide an accurate picture of every child's achievement and progress.
- Share with children and parents how they are going to make the next steps of improvement.
- Ensure that teachers plan work that accurately reflects the needs of every child.
- Support subject leaders in monitoring progression and achievement in their subject area.
- Provide the leadership group and governors with regular reports that enable them to make judgements about the effectiveness of the school.
- Moderate work on a regular basis within school and in partnership with other schools to ensure accuracy of judgements.

Age Related Standards

Every year group has a set of Age Related Standards (ARS) for reading, writing and maths. Children who achieve all these expectations (objectives) are judged to have met ARS. Some children, through their work in class and assessments completed during the year, will have shown they have either not quite met the expectations (working below ARS) or have exceeded them (working at Greater Depth).

Pupil Progress Meetings

Pupil Progress Meetings are held three times a year (Autumn, Spring and Summer) between class teachers and the Headteacher/SENCO/Phase Leaders to discuss children's progress and attainment and agree actions where appropriate. These actions are recorded and reviewed regularly to gauge impact.

Reports to Parents

An annual report is given to parents in July. This includes a general comment from the class teacher; information on the curriculum subjects; attainment in reading, writing, maths and science; attitudes to learning; attendance; behaviour and effort. A more detailed explanation is included with the report.

Reviewed: Autumn 2020

Next Review: Autumn 2022