

St. Cecilia's Catholic Primary School

Assessment, Feedback & Marking Policy



MATHEMATICS

Assessment

Formative – practice of identifying next steps in learning based on evidence, using the new POS in the National Curriculum.

Diagnostic – Used after a period of teaching and to link units of work to show progress. Assesses what the learner already knows and/or the difficulties that the learner might have, which if left undiagnosed might limit their engagement in new learning.

Periodic/Summative – an objective measure of achievement

Formative via:

- Throughout the lesson from responses given by pupils during questioning, modelling, explanations and discussions. Answers may be verbal or on whiteboards.
- Observing class/groups/individuals during the lesson – are they getting it right or not?
- During/after the lesson through marking and review of work done
- During whole class/group marking – identify areas for improvement
- TA feedback after individual or group intervention work.
- Peer & self-assessment through 'Making Knowledge Stick' RETRIEVAL activities:
 - think, pair, share
 - exit tickets
 - 3 to know, 2 to go
 - Low stakes quiz
 - co-operative feedback
 - 3-2-1 Countdown
 - Stopwatch Starter
 - Brain Dump

Periodic Assessments:

- Pre & Post Assessment Tasks – inform future activities, support and intervention (if required)
- During/end of lessons
- Tests – *weekly tables, weekly arithmetic, skills checks*

Summative via:

- Pupils assessed end of Autumn & Summer terms against end of year expectations through NFER standardised tests and SATs at the end of KS2 (Y6 only)

Feedback - Act of informing pupils about:

Formative - how to improve

Summative – how well they have done

Formative (Verbal) via:

- Start of the lesson input – **5 mins**; what to focus on now, based on formative assessment from previous lesson(s) by looking back at general whole class/group/individual misconceptions and addressing these through recap or further challenge
- During lessons to address issues for attention through questioning, explicit modelling, demonstration and explanations to class, groups or individuals
- Recapping on Tests – identifying the areas for improvement for class/groups/individuals identified from the tests
- End of lesson effective formative feedback on what the pupil/s (and teacher) need to do next.

Periodic via:

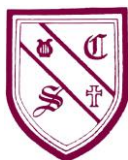
- After Pre & Post Assessment Tasks feedback on whether the pupil needs to revisit R, consolidate C, or move on M.

Summative via:

- After Tests – scores and percentages
- End of year – attainment and progress in reports

Strategies for recap and challenge at the start of a lesson as part of the lesson starter.

- Modelling steps through examples
- Board tasks or for groups/individuals – created after marking and assessment to match areas for improvement, consolidation and further challenge
- Questioning, listening observing
- 'Fix It' time after feedback/recap in **purple pen**.



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Written Marking

Anything written or added to the work on the page

Formative:

- Verbal only unless teacher deems it necessary for a group or individual

Summative:

- During/end of lessons by class, group, individual and peer, self marking
- Teacher marking
- Tests – *weekly tables, weekly arithmetic, skills checks; end of topic and end of term*

Expect to see these:

- Ticks for correct answers and dots for incorrect answers for children to correct in the lesson.
- Acknowledgement – CT's initial to show the work has been seen.
- Use 'R' revisit, 'C' consolidate, 'M' move on
- Children to use **purple pen** to edit and correct work
- WS – with support
- I – Independent

Do not expect to see these unless the teacher believes specific pupil/s will benefit from it:

- Any formative assessment, challenges, next steps or corrections by teacher
- Comments – 'well done', 'excellent work'

AFTER THE LESSON

Teacher's / TA's record notes in teacher's notebooks/planners

Expect to see these:

- Books organised in three piles R, C and M
- Record in notebook/planner next steps for each of these 3 groups. Initials of pupils not necessary if books are organized into 3 piles, unless this is preferred by the teacher.

Make a note of:

- Common misconceptions to be addressed in first 5 minutes of the next lesson.
- Presentation/ handwriting, number formation, spellings and/or vocab errors to be addressed.