

St. Cecilia's Catholic Primary School

Assessment, Feedback & Marking Policy



WRITING

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 writing lesson from responses given by pupils during questioning, modelling, explanations and discussions. Answers may be verbal or on whiteboards.
- During/after the lesson through marking and review of work done-what do they need to do to improve and how?
- TA feedback after individual or group intervention work.
- Peer & self-assessment through **co-operative feedback** - pupils sit in groups of 3 and peer assess each other's' work.

Periodic via:

- During/end of lessons – have they achieved the objective(s)

Summative via:

- Extended writes 2/3 ½ termly.
- Assessed extended writes 4 times a year, using Literacy Counts Assessment Grids to assess against NC POS.

Feedback - Act of informing pupils about:

Formative - how to improve

Summative – how well they have done

Formative (Verbal) via:

- Start of the lesson input – 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
- End of lesson effective formative feedback on what the pupil/s (and teacher) need to do next.
- When listening to pupils read out their work – feedback on fluency, expression and cohesiveness.

Summative via:

- After extended writes.
- Termly teacher assessments based on evidence in pupils' writing books.
- End of year – attainment and progress in reports

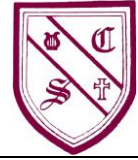
Strategies for recap and challenge at the start of a lesson as part of the 'Formative 5'

- 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 where appropriate.



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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
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Expect to see these:

- Ticks for great vocabulary/phrases and dots in the margin for children to re-read this sentence and 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 where appropriate.
- WS – With support
- I – Independent
- SP – Spelling error: practiced x3 times by the pupil.

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 journal 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, spellings, handwriting and/or vocab errors to be addressed