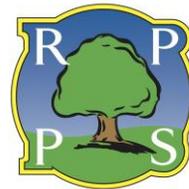


Ravenscourt Park Preparatory School

Assessment and Pupil Feedback Policy



Introduction

The aim of this policy is to outline the purpose and management of assessment and pupil feedback procedures to ensure consistency at Ravenscourt Park Preparatory School. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the Head of Departments in conjunction with the Deputy Head (Teaching and Learning) and other members of the Senior Leadership team.

It is the responsibility of the Deputy Head (Teaching and Learning) to ensure there is a regular review of all aspects of this policy, to ensure the school is maintaining its high standards and following the best practice.

ASSESSMENT

Aims of Assessment

Assessment is a complex process by which pupils, teachers and parents gain insight into learning. It complements and informs teaching and planning. At RPPS our aim is to continuously assess evidence of children's learning in order to:

- Help teachers to plan work matched to each child's level of attainment;
- Assist in the systematic planning and recording of individual children's progress, in order that they may reach their full potential;
- Enable teachers to identify any problems/difficulties/lack of progress and decide on action, where special help is required of the Learning Support Department (LS) and Able, Gifted and Talented Department (AGT);
- Aid in the selection of future schooling and giving information to third parties;
- Check that curriculum criteria are being met.

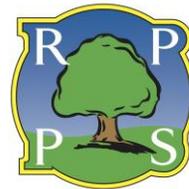
Types of Assessment

Assessment can be:

- **Formative** – providing information for the teacher to plan the next steps in a child's learning;
- **Diagnostic** - providing detailed information about individual children's strengths and weaknesses;
- **Summative** – summing up a pupil's progress so far, in order to inform all interested parties.

Our assessment practice is structured to give all pupils the opportunity to demonstrate what they know, understand and can do. To that end, our assessments are:

Formal - based on written evidence. These range from established tests, including both standardised and in house assessments. All are carried out on a regular basis to a prescribed schedule which is reviewed regularly to ensure tests provide relevant, useful information which can be used by staff to have a positive impact on pupil outcomes.



Informal - looking at a wider range of evidence for children's learning. Much will be easily retainable and may be placed in a portfolio. However, some will be ephemeral, producing no concrete evidence and forming part of a teacher's records based on their professional observations.

Self-assessment and peer assessment – throughout their time at RPPS, pupils should be involved in the assessment process, either orally or in writing, taking part as critical evaluators of their own, and other pupils', work and practices.

Implementation

Assessment procedures for each of the individual curriculum areas are outlined in the subject policy documents. It is the individual Head of Department's responsibility to ensure that members of staff are implementing the assessment procedures and that they are relevant, informative and up-to-date.

At the end of each term, just before parent interviews, class teachers will use on-going Assessment for Learning and other assessment data to record attainment and progress in their parent interview notes. These will be used to inform parents of strategies and interventions that may be used to support pupil progress.

RECORD KEEPING

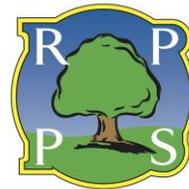
Aims of Record Keeping

The aim of record keeping at RPPS is to track pupils' progress and achievement throughout their time at the school, and identify levels of attainment reached. The records should also provide information regarding a child that may affect their learning. Teachers' records should:

- be based upon evidence;
- be ongoing and cumulative;
- be updated regularly;
- be accessible, useful and easy to manage;
- be easy to interpret;
- identify the progress and achievements of the pupil;
- provide the basis for reporting pupil progress in all subjects/activities provided by the school;
- provide pupil information on SEND referrals, assessment reports, medical information and Individual Education Plans (IEPs);
- record extra-curricular achievements which are valued by pupils, parents and school.

Types of Record Keeping

Teachers should maintain their assessment records in a format which can be easily accessed and passed on to the next teacher, as required. This may be handwritten or kept electronically.



- **Short term records** include information to be kept during the current academic year and should be handed on to the next teacher, who will remove them once they are no longer required. These are stored in the pupil working files.
- **Long term records** include all relevant information that should follow a child throughout their time at the school. These are recorded in the school's information system, CJM.

REPORTING

Aims of reporting

The aim of reporting at RPPS is to provide a narrative whereby pupils' academic and social progress and achievement is recognised. Pupil reports should:

- include descriptive assessment;
- refer to supportive evidence;
- use constructive statements which indicate strengths and weaknesses;
- place achievements in context;
- report against specific criteria;
- avoid speculation;
- identify targets for future learning;
- avoid jargon;
- target a specific audience: pupil, parent, teacher, employers and community.

Types of Reporting

- **Written** – to include annual reports to parents, pupil notes for circulation to staff, references for transfer schools and information for LS assessments.
- **Oral** – discussions with parents through: termly parent interviews; individual requests for meetings by staff or parents (where 'pupil notes' will be written as a follow-up); informal discussions with parents (as part of our 'open door' policy); and discussions with other members of staff.



MARKING AND PUPIL FEEDBACK

Aims of marking

Marking and feedback is an integral part of learning at RPPS. It celebrates and praises achievement as well as advancing pupil progress and outcomes. The aim of marking is to provide students with **clear, concise and meaningful** feedback, which enables the learner to identify their success and understanding whilst providing them with next steps for their learning.

The report of the Independent Teacher Workload Review Group (March 2016) highlighted that marking – providing *written* feedback on pupils' work - should be **meaningful, manageable** and **motivating**. The quantity of the feedback should not be confused with the quality: the quality of feedback, whether this is given in writing or verbally, will be seen in how a pupil is able to tackle subsequent work.

Marking should be **meaningful** to the pupils: this varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their marking based on the task, the pupil and the next steps in learning.

Marking should be **manageable** for the teacher: marking practice should be proportionate to the impact it will have on pupil progress and outcomes. Feedback can take the form of spoken or written marking, peer marking and self-assessment. Written marking should be consistent with the marking codes as detailed at the end of this policy. Written comments need not be in-depth or universally positive: sometimes short, challenging comments or oral feedback are more effective. Where verbal feedback occurs, a note is made recording this. If a teacher's contribution to a piece of work exceeds the amount the pupil has done, this can become a disincentive for a pupil to accept further challenges and/or take responsibility for improving their work. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

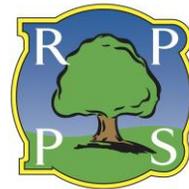
Marking should help to **motivate** pupils to progress. Feedback should be linked to the effort a pupil has put into a piece of work and any particular learning strategies that have been used.

Assessment for Learning

Tasks other than low-level, quick response tasks should have a purpose clear to all and criteria that are understood by learner and assessor. Learning Intentions/Objectives (WALT – We Are Learning To) and success criteria need to be shared with the children.

In some lessons the learning intentions can be agreed with the children after a brief discussion – this involves the children in their learning and ensures that they are clear about what they are aiming for.

Feedback/marking is most useful when it focuses specifically on the learning intention rather than on other aspects of the work. The '3 ticks' approach should be used against the WALT to indicate to the pupil how well they have done (see Marking Code).



Peer and self-assessment at RPPS are valued for their contribution to learning. Peer assessment is particularly effective when pairs and groups are used to interacting in a positive and supportive manner. The assessment criteria must be accessible and understood by the pupils

Teachers should:

- assess and mark all work regularly against WALT and WILF;
- mark with uniformity/consistency, applying the correct Marking Code for the age range (EYFS, Lower School or Upper School);
- offer critiques or personalised comments to substantiate any mark;
- encourage discussion to promote student self-review;
- mark to established targets;
- ensure pupils understand the marking code for their age range;
- value the children's work;
- highlight achievements;
- acknowledge progress;
- praise effort and learning strategies
- praise pupils who have made use of the school values
- identify next steps and improvement points.

Types of marking

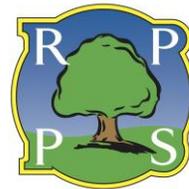
- **Written** – where specified marks/symbols (agreed in the marking code) are written on the work, with appropriate comments to encourage and advise the pupils.
- **Oral** – where informal discussions occur whilst teachers monitor pupils' work during a lesson and sometimes follow up with written comments in the book.
- **Graded** – where marks and levelling takes place for specific examinations and tests.

The Learning Support Department use the marking policy where appropriate. However, feedback is often immediate and verbal. This is supported by individual monitoring sheets which allow Learning Support teachers to break down IEP targets and track progress effectively.

Consistency in Marking Codes

All members of staff should be familiar with the marking codes (included in the Appendix to this policy) and use the code consistently.

To be effective, teachers must provide time in the lesson for children to read their written comments and to respond to the focused feedback given. This should be done by pupils using purple pencil in Year One and purple



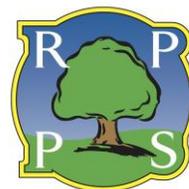
pen from Year 2 upwards. Time should be allocated within the lesson for pupils to respond to written feedback given.

The principles behind giving effective feedback

1. The purposes of feedback, both verbal and written, must be clear to all those involved - teachers, pupils, and parents. It is intended to help children close the gap between the learning intention (WALT) and the work they have produced in order to advance pupil progress and outcomes.
2. The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop the self-assessment skills of learners.
3. Feedback must be focused in guiding pupils towards meeting the learning intention or (if the learning intention has been fully met) towards challenging the pupil further. Expectations should be shared with learners as learning intentions, objectives or standards to which to aspire. Often these will be linked to National Curriculum criteria, and may require some explanation. These expectations should be reflected in the feedback given by teachers.
4. To be effective, feedback should comprise three elements: exactly what the learner has done well, what they have been less successful in doing and a brief indication of how improvement can be made – this feedback can be given both through verbal and written comments.
5. It is essential to be specific about what the child has done well or what they need to improve when providing feedback. Statements such as 'Well done', 'Excellent' or 'See to your punctuation' are vague and unhelpful.
6. To encourage a growth mindset in the classroom, marking and feedback should seek to praise the effort and strategies that a pupil has used in an activity.
7. There is no single 'right' way of providing feedback – the strategy used should be appropriate for the purpose and context of the work and to the individual pupils. Teachers need to develop a 'tool kit' of approaches to giving feedback which they can draw upon within a subject context.
8. 'It might look like this' - the use of demonstrations and modelling of outcomes is an important part of providing feedback. Sharing exemplar material with pupils before and after work is done is very helpful.
9. Written marking must convey that a pupil's effort is valued – 'defacing' it by writing all over the work is demotivating. Alternatives include the use of post-its, comments in the margin, codes, underlining and / or circling a minimum of items.
10. Feedback is less effective if it always includes marks or grades. Periodic use of levels can be helpful if a summative judgement is required – for example on a specific piece of work or once or twice a term to indicate progress. If marks, grades or levels are used their meaning should be clear to all involved.

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11. It is essential to give learners time to absorb and act upon or consolidate feedback comments and respond where appropriate.
12. The difference between action points identified in feedback on a current piece of work and longer-term target setting needs to be made clear.
13. The outcomes of written and verbal feedback must be used by teachers to plan the next steps of learning and pitch work appropriately for each pupil.
15. For feedback to have a significant and sustained effect it needs to be integrated with the school's achievement system (well-done charts, stars of the weeks). This should provide clear direction and appropriate challenge for individuals. This culture should actively develop good relationships and promote self-esteem amongst pupils and teachers alike. Information relating to the rewards and achievement system may be found in the "Behaviour, Rewards and Sanctions Policy" (pgs 3 and 4)

Last reviewed: Sept 2017

Reviewed by: Charlotte Ashworth (Deputy Head Teaching and Learning)

Next review date: Sept 2018



UPPER SCHOOL MARKING CODE

✓	Correct response
•	Incorrect response
sp _____	Incorrect spelling – practise 3 times (no more than 5 incorrect spellings to be highlighted)
○	Focus point– something missing or incorrect
//	New paragraph
➔	Next step or challenge
I/TS/TAS or stamp	Level of support
SA/PA	Self-assessed / Peer assessed
VF	Verbal Feedback
<i>Children need to be given time to read comments and respond when appropriate in Purple pens</i>	

TEACHER ASSESSMENT

We will go over this again



You almost have it. A little more practice is needed.



You have fully understood this.





LOWER SCHOOL MARKING CODE

✓	Correct response			
•	Incorrect response			
sp _____	Incorrect spelling – practise 3 times (no more than 5 incorrect spellings to be highlighted)			
➔	Next step or challenge			
VF	Verbal feedback given			
I/TS/TAS or stamp	Level of support			
Highlighting learning	Punctuation . capitals ? ! ,	Language e.g. adjectives, adverbs	Connectives Joining in the middle of a sentence	Openers e.g. Time openers, story openers
<i>Staff need to make time to read comments to children or for children to read them themselves and respond in purple pencils when appropriate.</i>				

TEACHER ASSESSMENT

- 
We will go over this again
- 
You almost have it. A little more practice is needed.
- 
You have fully understood this.



EYFS MARKING CODE

	Correct response
	Incorrect response
	Next step or challenge
VF	Verbal Feedback given
I/Ts/TAS or stamp	Level of support
Highlighter	Yellow highlighter used for pupils to practise writing, letter formation etc.

TEACHER ASSESSMENT

We will go over this again



You almost have it. A little more practice is needed.



You have fully understood this and/or you have achieved this.

