

Mayflower Primary School



Assessment Policy

Reviewed & adopted: Summer 2020

To be reviewed: Summer 2022

Chair of Governors: Megan Hunter

Aims

At Mayflower School **we recognise** that pupils learn best & make progress when they receive feedback on their work which:

- Is timely- *the more instant the feedback, the more able the pupil is to respond to it constructively*
- Involves the pupils
- Focuses on the intended learning
- Identifies the pupils successes
- Identifies and clarifies misconceptions
- Challenges them
- They understand!

So when giving feedback & marking learning at Mayflower **we aim to:**

1. **Involve the pupils** in the process
2. Recognise the importance & raise the profile of timely & efficient **verbal feedback/conferencing**
3. Make the feedback process as efficient as possible & reduce teachers' workload by minimising the amount of time teachers spend marking outside the lesson- Time should be spent gathering intelligence, in Intelligence Gathering Books, for the following lesson.
4. Ensure that **adults' subject knowledge** is such that they are able to offer the most appropriate diagnostic feedback; they can unpick misconceptions & see how best to challenge learners
5. Show that we value the learning pupils produce & **celebrate achievement**
6. Assess pupils learning to inform planning and ensure that learning meets the needs of all pupils

7. Provide **effective communication** between everyone involved in the pupils learning
8. Maintain a **consistency of expectation & practice** in feedback throughout the school

Agreements

As such, **we ensure that:**

- Where possible, diagnostic feedback takes place **during the lesson, alongside the pupil**, when they are most able to understand and respond to it.
- Where it is not possible, **feedback is as prompt as possible.**
- All class based **adults are trained & expected to conference** with the children.
- Instances of **conferencing** are recorded with a **'C'** in the margin at the point of feedback (prompts can be included) i.e. Tenses
- Any modelled suggestions are **accessible** to the pupils

Other Agreed Protocols

- All work is dated
- The learning intention is recorded at the start of a piece of learning
- For writing books we use an editing page. This is where the pupils improve the quality of their learning after conferencing with an adult or an editing lesson. The teaching team may also use this page in a number of different ways i.e. to provide word banks, display shared writing, story mapping, word aware etc.
- Pupils have opportunities to self assess and to peer assess. The quantity differs in each phase.
- The quality of feedback is consistent across all subjects

Subject Specific Marking

Maths- all calculations are marked (by adults or children) for accuracy during the lesson to ensure:

- Errors and misconception are addressed in as timely a manner as possible
- Pupils are appropriately challenged and are not wasting time performing pages of calculations that are too easy for them

Spelling- Using information from your intelligence gathering books, staff refer to; incorrect spelling of age-appropriate high frequency words and they are addressed in future sessions.

Punctuation- Similarly, incorrect use (or non use) of age appropriate punctuation is highlighted with conferencing and addressed within the class (if intelligence gathering highlights this as a common error.)