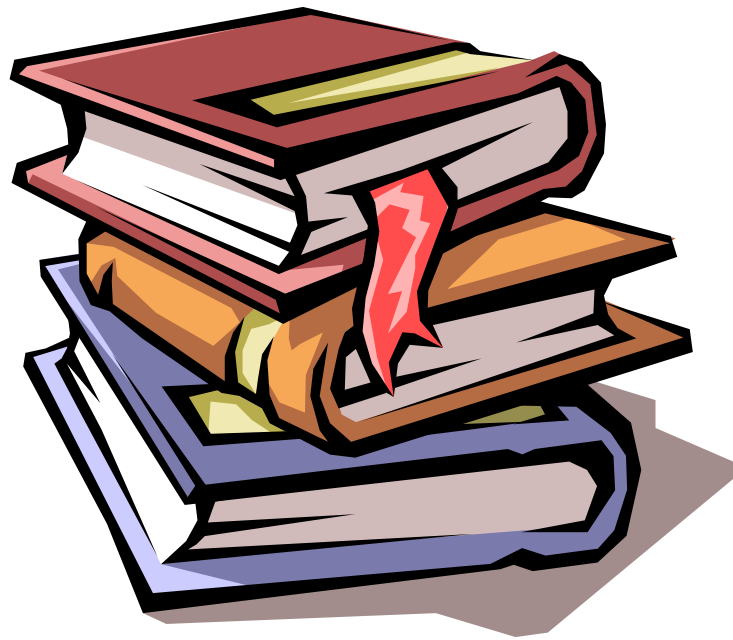


# **St Charles Catholic Primary School**



## **Planning, Assessment, Feedback and Marking Policy**

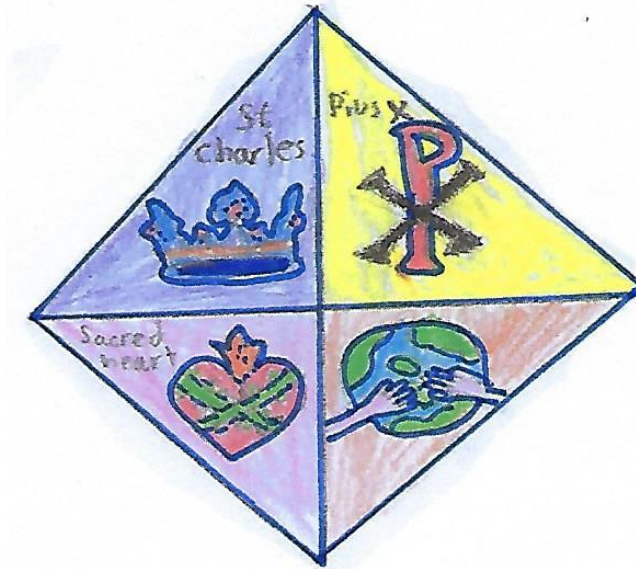
**Date policy adopted by SLT: Spring 2023  
Date policy to be reviewed: Spring 2025**

## Contents

Our Mission Statement.....	3
PHILOSOPHY AND LINKS WITH THE MISSION STATEMENT.....	4
EQUAL OPPORTUNITIES.....	4
PLANNING .....	6
Planning at KS1 and KS2.....	6
Planning in the Foundation Stage.....	7
Planning for SEND.....	8
Planning from PPA and Specialist Teachers .....	8
ASSESSMENT AND FEEDBACK ST CHARLES .....	9
Assessment at KS1 and KS2 .....	9
Assessment in Foundation Stage .....	10
Assessment in SEND .....	10
MONITORING .....	11
MARKING AND FEEDBACK .....	12
STATUTORY ASSESSMENT.....	13
END OF YEAR REPORTS .....	13
Appendix 2 – Assessment Expectations.....	15
Appendix 2– Marking Expectations .....	16
Appendix 3– Marking Symbols .....	17

# Our Mission Statement

✠ *Love God, Love your Neighbour* ✠



(Design by Claudia 5A - 2020)

*Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.*

*We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.*

*In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.*

## **Our Aims**

- To appreciate that we are all uniquely created and loved by God.
- To deepen each child's understanding of the Catholic faith.
- To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.
- To understand the importance of forgiveness and reconciliation.
- To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.
- To provide an excellent education so children learn and achieve their potential.
- To respect and care for one another in a happy, welcoming and nurturing community.
- To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizen

## **PHILOSOPHY AND LINKS WITH THE MISSION STATEMENT**

Teaching and learning **are** the **purpose** of our school. Assessment and feedback are essential tools which facilitates quality teaching and learning. In partnership with planning and teaching, assessment and feedback have the power to motivate and encourage individuals to achieve their full potential, enabling achievements to be acknowledged and areas for development to be identified.

### **THE AIMS OF FEEDBACK AND ASSESSMENT ARE TO:**

1. to motivate and encourage all children to fulfil their potential;
2. to identify and celebrate children's progress, achievements and areas for development, and use this information to inform future planning and teaching;
3. to make learning intentions, success criteria and feedback explicit to enable children to become focused and purposeful learners;
4. to use formative methods of assessment to specify individual attainment and identify areas for improvement;
5. to encourage children to become autonomous learners with the ability to evaluate and make suggestions for further development in relation to their learning;
6. to use methods of summative assessments to establish children's abilities, track their progress and ensure progression takes place.

## **EQUAL OPPORTUNITIES**

All children at St Charles Catholic Primary School, regardless of race, gender, age or ability, must be encouraged to develop a sense of achievement and self-worth, make good progress and achieve the standards of which they are capable and the age-related expectations that are set out in the National Curriculum and accompanying documents. Teachers should have high expectations for all children they teach. This policy aims to ensure the needs of all pupils are met so that they can achieve well and make good progress in their learning. For further details of our approach to equality of opportunity, see the Equality Policy.

## **PROTECTED CHARACTERISTICS**

The Equality Act 2010 aims to prevent discrimination. It is illegal to discriminate against people based on nine protected characteristics:

- Age
- Disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity

- race
- religion or belief
- Sex
- sexual orientation

No form of discrimination is tolerated at St Charles Catholic Primary School, but it is particularly important that children are taught about these protected characteristic groups and the importance of showing respect to people within these groups. We also ensure that our curriculum is planned and delivered in order that children learn about these protected characteristics in an age-appropriate manner.

## **PLANNING**

### **Planning at KS1 and KS2**

At St Charles Catholic Primary School planning takes into account the school's curriculum and the expectations of the National Curriculum. Planning consists of three basic stages: long-term, medium-term and short-term and is focused on clear and explicit learning intentions and success criteria.

#### **Long term planning**

This takes the form of the curriculum map, the purpose of which is to describe what is being taught, ensure coverage of the curriculum and to provide breadth and balance.

#### **Medium term planning**

Medium term planning consists of half-termly breakdowns of learning objectives, key knowledge and skills to be taught each half term.

#### **Short term planning**

Short-term weekly planning is used as a working document for the teacher, organising the detail of the week to ensure that lessons are clear, well organised, build on existing knowledge, incorporate challenge and support, and take into account the needs of all pupils. As working documents, teachers use their professional judgement to amend or adapt plans as necessary in response to the needs of the children and the reality of the experience in the classroom. Weekly plans:

- identify learning intentions,
- provide clear, well differentiated teaching and learning activities,
- provide challenge and stretch for all pupils, regardless of ability,
- identify how adult support will be used (TA, SEN support, etc),
- identify the specific provision that is being made for specific groups such as SEND, EAL, Disadvantaged pupils and the more able,
- identify key questions to ask children to develop learning.

The set of weekly plans to be produced consists of:

- 1.a. a weekly English plan, showing learning intentions and the details of each day's English lesson, including clear differentiation;
- 1.b. a weekly plan for guided reading highlighting the focus taken from the KS1 and KS2 content domains;
- 1.c. Phonics plan for pupils in KS1 showing phonics to be taught for the week;
2. a weekly Maths plan showing learning objectives, success criteria and details of activities to be used in each day's numeracy, including mathematical starters, arithmetic, clear differentiation and any plenary notes;
3. a weekly foundation subjects plan, showing learning intentions for each subject area and differentiated activities which provide opportunities for the learning intentions to be achieved.
4. a topic-based RE plan, showing weekly learning objectives and activities which provide opportunities for learning intentions to be achieved;

5. where appropriate, a separate personalised weekly plan where there is a pupil with very specific SEND needs.

Planning will be monitored by members of the Senior Leadership Team on a weekly basis to ensure consistency, coverage and quality.

### **Planning in the Foundation Stage**

At St. Charles the basis for our planning in early years is built around the EYFS Framework and Development Matters.

#### **Long term planning**

Planning is based on topics which are carefully selected by the EYFS team. These topics are changed regularly to ensure there is minimal crossover of learning experiences and to foster engagement. The EYFS framework make up the long term planning also.

#### **Medium term planning**

The medium term plan is completed half termly and identifies the intended learning objectives for children throughout the half term. It is based on children's interests and curriculum coverage.

#### **Short term planning**

Our weekly planning is learning intention led and is used as a working document. Weekly learning intentions are chosen by the class teacher and other staff based on the children's interests, progress and curriculum coverage. Our weekly planning is a process-based system where the learning intentions are taught throughout the week. It includes independent and adult directed activities, which are planned for the indoor and outdoor learning environments on a daily and weekly basis. This planning shows differentiation and intervention planning, taking into account all of the children's needs. Our short-term planning plans for activities under the Prime and Specific areas of learning as well as RE and phonics.

Continuous provision planning is displayed in short term planning which links to weekly learning objectives and child's interests. This is changed throughout the week according to the children's interests and need and takes into account opportunities for in-the-moment teaching and learning.

Daily evaluations are undertaken on the short term planning stating what worked well, needs improving and comments of particular learners where needed.

EYFS staff meets within their year group and as a whole phase to plan weekly, half termly and work together to ensure continuity and progression, providing age and stage related activities to suit all our children.

### **Planning for SEND**

Class teachers are responsible for the planning appropriately for all SEND learners to allow them to make progress. Teachers will liaise with support staff to ensure that all additional adults are aware of the plans for the term/week.

Planning is done in conjunction with the outcomes on Educational and Health Care Plans or Passports to Learning. These targets are reviewed termly by the SENCO and class teachers and shared with parents. Pupil feedback about performance is collected and progress monitored against the targets.

### **Planning from PPA and Specialist Teachers**

PPA teachers provide half-termly and weekly planning for those subjects they are teaching. These plans include learning objectives, knowledge and skills to be developed, activities, clear differentiation and key questions.

### **Planning, the Curriculum and Cultural Capital**

The curriculum, and the planning associated with its delivery, aims to equip children with the knowledge, skills and values they need to succeed in all stages of their education and later life. Planning will include opportunities for children to develop their cultural capital.

## **ASSESSMENT AND FEEDBACK ST CHARLES**

Assessment and feedback are integral part to teaching and learning and begin at the planning stage when establishing learning objectives and success criteria. The main purpose of assessment and feedback is to identify and measure achievement, target areas for development to support individual progress, and inform future planning to ensure that quality teaching and learning takes place. This is both at whole school and class level.

Assessment and feedback should:

- be useful, have a positive impact on both teaching and learning;
- be timely so it has the most impact;
- be based on clear criteria, eg relevant Learning Objectives and success criteria;
- involve children actively;
- take place in many forms: oral feedback, in the moment marking, diagnostic marking quizzing, questioning and probing, targeted marking, etc;
- be diagnostic - identifying areas of difficulty or success in order to offer appropriate support and challenge;
- inform parents and carers about the performance of children.

Assessment and feedback include both formative assessments, which provides dynamic and ongoing feedback to children to help them improve their learning, and summative, which gives information of the performance of a child at a given time.

### **Assessment at KS1 and KS2**

Effective assessment is a continuous process which identifies the understanding and ability of pupils and to support future planning. Children must act on feedback and assessment, in whatever form it is, if they are to make progress.

Formative assessment and feedback (assessment for learning (AfL)) are used throughout lessons to gauge pupils' understanding, pick up any misconceptions and to move on their learning. It is diagnostic and continuous. Differentiated questioning, mini plenaries, verbal feedback, whiteboards tasks, in-the-moment marking and even re-teaching are all methods used to ensure effective AfL. This is by far the most effect form of assessment and feedback.

Additionally, teachers at St Charles are expected to use responsive marking (in the form of next steps marking) to support and extend pupils' learning and progress (see Marking section).

Regular summative assessments, often in the form of formal tests, take place to assess outcomes of units of work, provide summary assessment and progress data, inform future planning and oversee

teaching and learning across the school. Summative assessment outcomes, supported by a number of tools. Summative assessments are recorded termly for all subjects. For English and Maths, these are recorded termly on the School's Management Information System (MIS) - SIMS.

Appendix 1 sets out assessment expectations for all subjects.

### **Assessment in Foundation Stage**

Assessment and feedback within EYFS is both important and a valuable tool which helps teachers to identify the needs of individual children and groups of learners and plan engaging and appropriate learning activities. At St. Charles we plan well thought out learning opportunities and use our professional judgement, observations and information from parents, to evaluate each child's attainment. The EY Foundation Stage Framework and Development Matters, which outline the objectives and early learning goals within each of the seven areas of learning, are used when planning for and assessing children's progress and attainment. At the end of Reception, teachers will assess the children's achievements against the Early Learning Goals.

Assessment begins with the completion of the Early Years baseline in Foundation. All children in Reception are assessed within 6 weeks of the start of the term using the Early Years Baseline tool. For Nursery children, their baseline assessment is completed within 6 weeks of their start date. These assessments allow us to identify patterns of attainment within the cohort, in order to plan for individual and groups of children.

### **Observations**

Throughout EYFS at St. Charles, assessment of the children's learning and development is done through the gathering of practitioner, child, parental and other professionals' knowledge about the child through observations. Observations made by members of the early year's team include:

- significant moments in a child's learning and development
- links to the characteristics of effective learning
- a description of the activity
- photos/evidence of the child's learning if required
- next steps where possible
- links to areas of learning

### **Assessment in SEND**

Children who have an Educational Health and Care Plan (EHCP) or who are placed on the SEN Register as SEN support will have a Passport to Learning. Progress against identified targets is monitored and targets themselves reviewed at least termly by class teachers in partnership with SENCO or SEN support teacher. Other forms of assessment used in the SEND Department may include:

- \* running records;
- \* parents' views of learning;
- \* children's views of learning/pupil voice;
- \* high frequency word recognition tests;

- \* criteria-referenced assessment checklists;
- \* common word spelling tests;
- \* letter/sound recognition tests;
- \* letter formation tests;
- \* Language for Thinking evaluations;
- \* the Engagement Model
- \* advice from external outside agencies;
- \* standardised spelling tests;
- \* standardised Reading tests.

These will be used diagnostically by the SEND Department and appropriate class teacher to inform future planning.

Children with an ECHP also have an Annual Review to discuss progress made over the year.

## **MONITORING**

All forms of assessment and feedback are monitored and evaluated in the first instance by subject co-ordinators to establish standards, continuity and progression in their individual subjects, and at a whole school level, by the Assessment Co-ordinator and Senior Leadership Team.

Monitoring will be carried out through:

- scrutiny and analysis of attainment data
- pupil progress meetings
- work scrutinies
- discussions with pupils
- lessons observations
- displays.

Subject co-ordinators will produce a summary of outcomes setting out areas of strength and areas for development following work or lesson scrutinies. These summaries will be copied to the Assessment Co-ordinator and Head Teacher/Head of School who will follow up any issues raised as part of quality assurance processes. They are also responsible for monitoring pupil outcomes through data scrutinies, for organising regular moderation to check the consistency of standards across the school and for providing CPD for staff. These activities should be recorded in their action plans and reported to the Head and Senior Leadership Team.

Termly Pupil Progress meetings are held between the SENCO, Assessment Co-ordinator, Head and class teachers. The purpose of these meetings is to discuss trends in progress and identify pupils or groups of pupils who may be underperforming or surpassing expectations. Targeted interventions will be decided as a result of the outcomes of the Pupil Progress meetings and follow up action will be decided.

The SENCO will work with the Assessment Co-ordinator, EAL co-ordinator, and other members of SEND team, to use data from SATs and termly Teacher Assessment data in order to target support for the following term. This will involve analysis of needs in order to ensure focused support is given to children based on their individual requirements.

## MARKING AND FEEDBACK

Effective marking and feedback can provide clear information to children about strengths and weaknesses in their work and give them specific steps through which to move on their learning. As well as verbal feedback, the most effective way to deliver these aims is through next steps, in-the-moment or response marking which allows a learning dialogue to be established between teacher and pupil.

At St Charles, we believe that marking and feedback should:

- \* move the child forward by establishing a dialogue between pupils and teachers;
- \* identify aspects of successful attainment;
- \* identify misconceptions and offer suggestions for improvement;
- \* be linked to clear learning objectives and success criteria;
- \* be in a form appropriate to the age and ability of the child.

Expectations for marking and feedback at St Charles are as follows:

- For English, Maths and Science, teachers should ensure all work is dated and includes a Learning Objective. Whilst success criteria may not be recorded in books, these should be shared with pupils to all them to scaffold their own learning and to self-assess how successful they have been.
- High presentation standards should be adhered to by all pupils so that work is neat, has cursive handwriting and is well set out.
- All work should be marked regularly and as quickly as possible after completion to ensure that misconceptions are identified and that the next steps are meaningful and dealt with while the task is still clear in the child's mind. Ideally, some marking should be done during lessons as this allows immediate feedback to the pupils. This in-the-moment marking is highly effective as it can be accompanied by conversations and support from adults.
- Marking should refer to the Learning Objectives and should be formative: identifying successes and moving children on in their understanding and knowledge through questioning, example prompts or other strategies. Marking should be diagnostic to support pupils to understand misconceptions or to move learning on.
- In writing, teachers should use a pink highlighter to highlight examples which show learning objective/success criteria has been achieved and some good examples in the children's work that demonstrate this.
- Teachers should use the marking symbols to signpost errors in spelling, punctuation or to provide editing support to pupils. However, these should not be overused. In years 6 and year 2, marking symbols should be used sparingly and should not directly 'point' to errors as this does not allow pupils to show that they are able to edit work independently. Instead, more general feedback should be given to pupils.
- In subjects other than English, only subject-specific spellings should be corrected.
- Pupils should be given 'next steps' which will allow them to move on their learning or to apply new skills in a different context. Successful next steps encourage the use of higher order thinking skills or develop mastery.
- Next steps should be present regularly in pupils work.
- Minimum marking expectations are given in Appendix 2.
- Pupils should respond to next steps as soon as possible while the learning is fresh in their minds.

- Teachers will review pupils' responses to highlight and address any misconceptions.
- In the Foundation Stage pupils will be given next steps as part of observations carried out by Early Years Practitioners.

The colour used to mark may vary but teachers should endeavour to mark in a colour which is distinguishable from the children's work.

See Appendix 3 – Marking Symbols.

## **STATUTORY ASSESSMENT**

Teachers will adhere to the Statutory Assessment timescales and requirements set out by the Department for Education:

Early Years assessments against the Early Learning Goals are made in June each year by class teachers.

Phonics Screening Test is administered to all pupils in Year 1 by the class teacher and to any Year 2 pupils who did not pass the Screening test in Year 1 in June each year.

In Year 2 (KS1), reading, writing, maths and science assessments are carried out. These are in the form of teacher assessment, informed by externally set SATs tests. This is done during May in Year 2. Children's work may be moderated by Local Authority representatives to confirm teacher assessment.

Multiplication Tables Screening Test is administered to all pupils in Year 4 in June each year.

In Year 6 (KS2), reading, mathematics, GPS externally set tests are administered in May under the supervision of the Class Teacher/Deputy Head/Assessment Co-ordinator/Member of SLT. Test papers are marked externally. Writing is assessed by teachers and may be monitored by the Local Authority.

In KS2 Science is also tested on a biennial basis in a selection of schools.

## **END OF YEAR REPORTS**

Schools must send parents at least one written report each academic year. At St Charles this report is sent at the end of the summer term.

Information included in this report is as follows:

- Child's progress, attainment and effort in all core and foundation subjects studied as well as RE.
- Targets for the forthcoming year for pupils in Core subjects and RE.
- References to child's social, emotional and spiritual achievements and development.
- Attendance and punctuality records for that academic year.

- In Reception and Years 1, 2 and 6, results of the Statutory assessments along with school and national data.

Parents are invited to discuss their children's progress in autumn, spring and summer terms. Arrangements are made to enable parents to discuss reports with the class teacher.

## Appendix 2 – Assessment Expectations

English	Formally - each term during assessment week  Headstart Resources used to assess writing as well as previous SATs tests for Yr 6 and 2  Informally - through questioning, writing samples, quizzes etc.
Maths	Formally each term during assessment week.  Informally - through questioning and low stakes quizzes, tables tests, arithmetic etc.
RE	Use self assessment sheets at the start and end of the topic. Should be stuck in front of the topic, after the title page.  Formal assessment to be recorded at the end of the topic and can be based on 1 or more pieces from the topic.
Science	Formally using tests in the subject folder on Google Drive at the end of each topic. Teachers use teacher assessment as well.
Computing	Assess children using 3BM tracker and self assessment
Humanities	Teacher assessment throughout. Assessment after each topic- can be in the form of quizzes, presentations, leaflets, posters etc. Short pre-topic assessments can also be completed prior to learning to show progression if preferred.
Art/DT	Assess work against the skills used each term.
Spanish	Formally - Termly At/Below/Above End of year assessment against each key skill Informally – throughout using questioning, verbal responses, written work, quizzes
Music	Termly Below/At Above  End of year assessment against progression of skills
PHSE	Teacher assessment throughout. Use TenTen assessment sheets to record understanding prior to and following learning.  EYFS- to evidence teaching and assessment in the form of a scrapbook. Any work/ photos to be stuck in there under the heading of each topic, alongside sticky notes of what children say. Can be colour coded before and after teaching to show progression.

## Appendix 2– Marking Expectations

English	All work to be marked. Next Step to be provided for every other piece. Skills work can include some peer and self-marking where appropriate, but to be monitored by the class teacher. Key vocabulary and year group spellings to be identified if spelt wrong.
Maths	All work to be marked. This can include some peer and self-marking. Incorrect work to be picked up and explained with models. NS provided at least once a week Incorrect number formation to always be corrected.
RE	All work to be marked. Can include some peer and self-marking where appropriate. Topic should include at least 2 Next steps which should challenge an aspect of the pupil's faith. RE topic related words to be spelt correctly.
Science	All work to be marked. This can include some teacher stamp marking and self-marking. Next steps should be included with questions used to develop thinking (at least one per topic please). Misconceptions to be addressed.
Computing	Children to be given verbal feedback. Record work from 1 developing, 1 expected and 1 exceeding using teacher work sample document in subject folder on Google Drive
Humanities	All work to be marked. Can include some peer and self-marking where appropriate. Next steps should be as required (at least one per topic).
Art/DT	All children to be given verbal feedback. Get children to reflect on their work with peers using key vocabulary
Spanish	Verbal feedback given Correct key vocabulary learnt and structures modelled.
Music	Children given verbal feedback during lessons
PHSE	Booklets to be printed to evidence learning. Mark as appropriate with a greater focus on provision of verbal feedback for deeper understanding.

## Appendix 3– Marking Symbols



### KS1 Marking Symbols

<u>Symbol</u>	<u>Meaning</u>	<u>Symbol</u>	<u>Meaning</u>
	Capital letter		Missing word
	Full stop		Read back your sentence
	Write on the line		Spelling error
	Finger space		



### KS2 Marking Symbols

<u>Symbol</u>	<u>Meaning</u>	<u>Symbol</u>	<u>Meaning</u>
	Capital letter		Missing word
	Punctuation error		Sentence structure
	Write on the line		Spelling error