



PRIMARY FEEDBACK AND ASSESSMENT POLICY

Revised – August 2020
To be reviewed – August 2022
Agreed by SLT

Statement of Intent

Teachers in BSG Primary will assess pupils' learning and progress regularly and accurately. [Assessment for learning](#) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. We will ensure that the children know how well they have done and what they need to do to take their learning further.

Planning

At British School of Geneva, we base our curriculum on the English National Curriculum and undertake planning and assessment in line with the Primary Curriculum Framework 2014. Adaptations may be made to reflect the nature of our International intake and location.

All UK National Curriculum subjects have Schemes of work (SOW) and in turn the SOW have Performance Descriptors (PDs) PDs are used to assess the children's learning relevant to the National Expectations for their age.

Teaching staff will use a personalised planning format for medium and short-term planning. Within these, teachers will record lesson objectives and activities – showing differentiation, key vocabulary and assessment opportunities where appropriate.

Medium term plans will be saved electronically in a Google Teamdrive Primary Planning folder, which may be accessed by the Head of Primary, Subject Coordinators, primary colleagues and other management staff members at any time for reference. These plans may also be shown to parents upon request.

Assessment

Children's performance against the PDs and individual lesson success criteria (SC) is evaluated by teaching staff using formative assessments through the course of every-day teaching, and through summative assessments at the end of each term. These evaluations are used to guide the planning of future activities and learning for relevance based on individual pupil progress and needs.

Upon entry to school all students will undertake a baseline assessment (**InCAS**) which will inform BSG as to existing levels in the core subjects and also of learning aptitudes and developed ability. This assessment will then be taken on an annual basis in September of the forthcoming academic years. The Reception children will undertake the BASE assessment.

For children joining the school mid-year, the baseline assessment will be undertaken within the first two weeks at school.

Along with the formative assessments regularly undertaken, this will help us to ensure that our students are making appropriate progress according to individual capabilities.

In Reception, in line with Early Years Foundation Stage (EYFS) guidance:

Formative assessment is based primarily on the practitioner's professional knowledge of what the child knows and can do day to day. It can be gathered during routine interactions with children, and

does not need to be planned. The practitioner may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Where a child's learning is embedded and secure the child is likely to demonstrate what they know and can do consistently in a range of situations.

Summative assessment is based on a holistic view of what the child can demonstrate against each Early Learning Goal (ELG) at the end of the Reception year. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child, taking into account the child's strengths and weaknesses. The ELGs are interconnected, meaning that children are likely to demonstrate attainment in more than one area of learning when engaging in a particular activity. Teachers should consider the child's development across the areas of learning, and whether the levels of attainment in relation to each of the goals make sense when taken together.

Assessment is predominantly based on the teacher's professional judgement, but should also take account of contributions from a range of perspectives including the child, their parents and other adults.

In Year One the children will take a Phonic screening test.

In Years 1-6, each term standardised assessments will be taken in maths, reading and science, using the Abacus or Rising Stars assessments. Teacher-assessed pieces of writing in non-fiction and fiction will be undertaken. A standardised assessment grid will be used by all teachers.

Sharing learning intentions

Through experiences together with teaching and learning strategies within each lesson the children will acquire their own understanding of the learning objectives through articulating what they are learning/have learned at appropriate times. They will devise their own or shared toolkits for achievement in the different learning areas and tasks, and will assess their achievement against this toolkit and success criteria.

FEEDBACK

Feedback occurs at the point of learning, when the learning is most 'fresh' and relevant to the pupils. It may be part-way through a session or at the end of a session through a plenary, peer, self or adult assessment. It focuses on how well the pupil has achieved the success criteria. Dialogue is undertaken and advice is given regarding ways to improve, including strategies, resources and scaffolds that might support the improvement. The majority of the feedback will be verbal, as this enables simultaneous response and discourse with the child. **Verbal Feedback** will be annotated *VF with a brief annotation eg VF verbs, VF sentence structure* next to the child's work. Adults will record (using agreed codes) whether work has been done independently, with support or during a guided session. This will help when work is used for summative assessment.

Feedback will:

- involve children, encouraging a dialogue for learning between children and adults
- be given by all adults working with children

- be individualised or given to a group as appropriate
- where appropriate, be commented on through self or peer assessment
- be verbal and in real-time or written after the event (Homework and end of unit assessments may require written feedback and time for pupil reflection on this should be allocated)
- reflect the positive, learning culture of the school
- identify where children have been successful in their learning and highlight areas for improvement or extra challenge
- predominantly focus on the learning objective, success criteria and differentiated expectations. However, spelling, grammar and presentation should also be commented on, as appropriate, according to the children's levels. It should also take into account children's targets and their progress towards these
- promote high expectations and engagement in learning
- record (using agreed codes) whether work has been done independently, with support or during a guided session. This will help when work is used for summative assessment.
- be a consistent approach across the school
- be manageable for teachers

Reflective Marking and Feedback (RMF)

RMF is carried out subsequent to learning. Teachers will review completed work and make notes on specific and common areas for revision and any misconceptions, which are then used to inform short term planning to focus teaching points for the whole class (or a particular group) in the next lesson or as an Early Morning Activity (EMA).

RMF will inform the pupils what they have done well and what they need to do to improve. It is essential that pupils can engage with the comments and proactively respond to them, so making requisite improvements.

Written Marking and Feedback (WMF)

In longer assessment pieces, likely to be either a pre-unit assessment or end-of-unit assessment, marking will be more thorough, taking the following into consideration:

- Indicating success: What Went Well (WWW)
- Indicating improvement/next steps: Even Better If (EBI)
- Possible improvement suggestion; a reminder of success criteria, scaffolding- providing the child with a prompt , an example to encourage a similar response
- Providing time for the child to reflect on the feedback and respond to it (DIRT time Dedicated Improvement and Reflection Time)
- Checking the child's improvement. If insufficient improvement is made this should be addressed through VF and noted accordingly
- When correcting spellings, the teacher will choose **a maximum of 3 key spellings** in a piece of work (relevant to the topic or words from a previous spelling test which the child should already know). These spellings should then be a focus for review in their next piece of writing.

- When correcting punctuation, the teacher will highlight up to 5 errors. The child should then correct these errors and check through work for similar mistakes. Further guidance on correction will be given by the teacher as required.

For clarity, any written marking shall be done in **green pen** and according to the **Marking Code** agreed by staff and which is common to all and understood by all pupils. ([See Appendix 1 marking code](#))

When distance marking, the following should be taken into consideration:

- Can the children read and understand the comments or have the comments been explained?
- Are comments formed, spelt and punctuated correctly?
- Has the school handwriting policy been followed when writing comments?

Self – Assessment

Children should self-assess against the success criteria wherever possible, using the same codes as the teacher. They should assess their feelings about their attainment using the **traffic light codes**, at the end of their work or use gestures/verbal feedback in line with class procedure.

Peer assessment and evaluation

Children are given the opportunity to work with other pupils to assess and evaluate their own, and others' learning, and to make suggestions for improvement.

Peer assessment could be undertaken through discussion, google doc comments or by providing WWW and EBI comments

Marking, Assessment and Feedback in Mathematics

Correct answers will be marked with a tick ✓.

Incorrect answers will be marked with a dot • and the child will be expected to self-correct.

Teacher feedback could include prompts to encourage further improvement

Eg. LO: To identify the calculation needed to solve a problem

Reminder prompt:

You've used addition to calculate the correct answer. Try using multiplication to calculate the repeated addition.

Scaffold prompt:

3 bags of sweets at 25c each. Instead of $25+25+25=$ You could do $25 \times ? =$

Example prompt:

6 bricks at 10cm high. Instead of the repeated addition you could try multiplication - $6 \times 10 =$
or $10 \times 6 =$

General Strategies

- Verbal feedback (see above)
- Reflective Marking and Feedback (see above)
- Modelling of good outcomes by using children's work
- Error correction at the end of a lesson, through using 3 examples of work (teacher scribes on board, and children identify errors/strengths)
- Correction box/highlight for some key points as necessary
- Use What Went Well/Even Better If (WWW/EBI) as a peer assessment strategy based on success criteria
- Homework feedback - written or voice recorded as necessary for parental consideration/support of child
- Target setting (use of post-it notes, target card on display, VF, written comment)

In all instances, teachers should feel empowered to identify and adjust techniques and approaches depending on which marking method will have the most effective impact on learning and progress for each piece of work set. Teachers will have an awareness of those children with a special educational need and apply appropriate strategies to ensure their feedback reflects their needs.