Three Bridges Primary School

Formative Assessment Policy

Approval Date: October 2019

Review Date: October 2021

Headteacher: …………………………………..

'Formative assessment is the process used by teachers and students to recognise and respond to student learning in order to enhance that learning during the learning'. Cowie and Bell 1999

At Three Bridges Primary School we believe that children should be the drivers of formative assessment and should be involved in the process of feedback for improvement in order to accelerate their future progress.

Providing on-going feedback to a child about their learning will facilitate a helpful interaction between the child and the teacher. If children are to develop as independent learners with an awareness of their strengths as well as areas for development, it is essential that children are made aware of the learning intention of the tasks and of the success criteria against which their work will be marked.

We aim to:
* Always make children aware of the learning intention of each piece of work, ensuring that marking comments and feedback relate to this focus;
* Create a growth-mind-set ethos in every classroom which considers making 'marvellous' mistakes as a new learning opportunity;
* Offer the children, through both oral and written comments, a caring, supportive climate within which they can be guided to improving their work;
* Set individual 'next steps', written and verbal, in relation to each child's ability which can be responded to effectively by the child;
* Embed the principles of formative assessment throughout the curriculum.

Growth Mind-set
As an extrinsic part of our LEARNER values, we aim to foster a growth mind-set in all children so that they see intelligence as something that can be grown rather than something that is static.
Children with a growth mind-set have a desire to learn and therefore a tendency to…
* embrace challenges;
* persist in the face of setbacks;
* see effort as the path to mastery;
* learn from their mistakes;
* find lessons and inspiration in the success of others.

We encourage children to use growth mind-set phrases which include…

INSTEAD OF…..	TRY THINKING….
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

'Feedback is most effective when students do not have proficiency or mastery – and thus it thrives when there is error or incomplete knowing and understanding. Errors invite opportunity. They should not be seen as embarrassments, signs of failure or something to be avoided. They are exciting, because they indicate a tension between what we now know and what we could know: they are signs of opportunities to learn and they are to be embraced'. Hattie 2012

Praise

At Three Bridges Primary School, all children will receive praise that links to their achievement (however small), the effort they have put in, the mistakes they have revealed and their ability to use a range of strategies to support and extend their learning. By simply praising a child's ability, speed or intelligence, we are sending a fixed mind-set message.

Ability Grouping

'Ability grouping has minimal effects on learning outcomes and profound negative equity effects'. Hattie 2009

At Three Bridges Primary School, children are given ownership over their learning. High expectations from all school staff encourage them to challenge themselves.

Groupings are fluid and reviewed during each lesson so that children do not become static. We believe it is effective to group children for Phonics but not for other curriculum subjects.

Challenges should be used to differentiate learning but 'ceilings' should not be put on activities so that challenge is available for ALL children. Consider using yellow paper/Challenge Cards, Dive Deeper.

'The evidence is robust and has accumulated over at least 30 years of research…If schools adopt mixed ability they are more likely to use inclusive teaching strategies and to promote higher aspirations for their pupils'. Sutton Trust Report 2011

Talk Partners

The impact of using the Talk Partner strategy is…

* All inclusive;
* Improved behaviour;
* New friendships;
* Respectful discussions;
* Support for each other;
* Less teacher – more focused talk;
* Thinking time;
* Peer assessment;
* Higher level of achievement.

At Three Bridges Primary School, each child will be allocated a Talk Partner. These should be displayed using photographs in every classroom.

'Highly controlled studies suggest that ability grouping has little overall effect on students' academic performance…Greater use should be made of peer co-learning, since these approaches can enhance the learning of all pupils'. Baines, Ed 2012

Self-Assessment and Peer Assessment

Children should use their Purple Polishing Pens (see below) when self-assessing theirs or others work.

Δ = at the end of a piece of work (or mid-way through if appropriate), children should use the three sides of the 'assessment mountain' to self-assess their work and understanding of the learning intention.
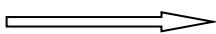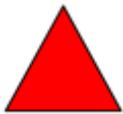
Colour Code Success Criteria

Talk Partners should be supported to assess their partners work in a constructive and respectful way.

Purple Polishing Pens

Time should be made available for children to read and respond to comments made on their work. Purple Polishing Pens should be used, when developmentally appropriate, for children to respond to peer or teacher marking, to edit and improve their work and to reason in Maths. Children may wish to respond with a comment such as 'my new learning today was…', 'I have improved my work today by…', 'next time I need to….

Feedback and Marking – GENERAL GUIDANCE

'Achievement in schools is maximised when teachers see learning through the eyes of the students, and when students see learning through the eyes of themselves as pupils'.
Hattie and Yates 2014

Our system of marking has been agreed with all staff to ensure that quality marking and verbal and written feedback is given to children in a meaningful way for them to understand. Clear strategies and marking symbols have been agreed which include pictorial representations for KS1 and Early Years children.

Children's work must be marked in a consistent and developmental way. All assessments made through feedback and marking must impact on the children's progress and on future planning. Marking should be short, sharp and where possible in the moment. There is no requirement for all pieces of work to be marked in depth but there must be evidence of at least good progress in the children's books.

Feedback and marking should…
* Be completed using a green pen;
* relate to what is taught, reinforcing the objectives;
* be positive, including where mistakes have been made;

* Highlight the learning objective/success criteria using green for what has been done well and orange for what needs improving;
* Indicate an area for further development for an individual or group (verbal or written);
* Be precise, including the use of shared technical terms;
* Be realistic in expectations;
* Include the child's response in Purple Polishing Pen.

Whole class verbal feedback; at the end of lessons going through work set, talking about processes and answers, discussing and reviewing learning zones and any misconceptions.

Group verbal feedback; to be given as part of a dynamic process either during the lesson or at the end. Work that has simply been ticked and marked with a 'verbal feedback given' or 'we discussed this together' indicates that sufficient oral feedback has been given during the lesson.

Written feedback; should be clear in meaning and developmental (children will find out how they are getting on and what their next learning step will be). Where written feedback is given, time should be made available for children to read the comments on their work, or to have an adult read them.

Self-Marking; on occasions children may self-mark under teacher direction in order to gain instant feedback.

Feedback and Marking Techniques - ENGLISH

* Highlight green the examples of learning objective or success criteria that has been used correctly. Highlight orange where improvements need to be made. Highlighter should also be used to indicate which parts of the success criteria have been met/not yet met.
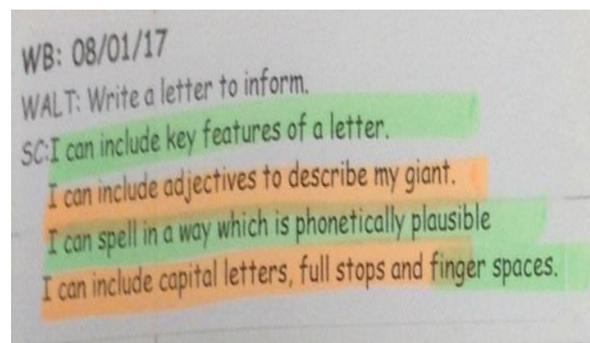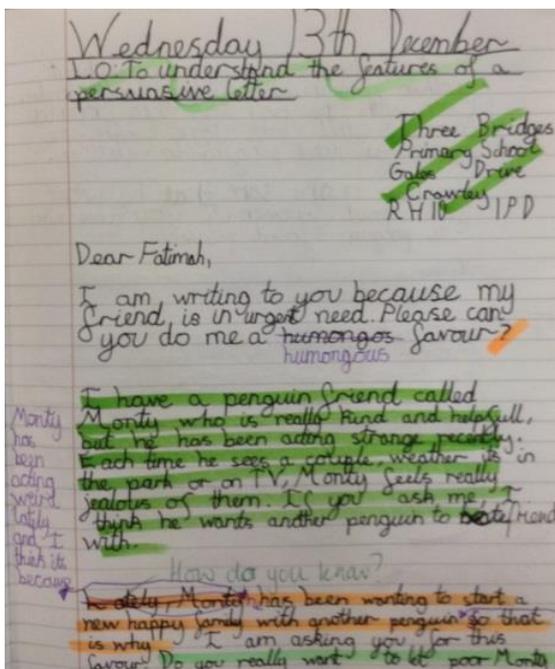
* Success criteria to be shared with the children at the beginning of every lesson and used for the child and teacher to assess against.
* Age appropriate marking code to be agreed and used consistently across the phase.

Feedback and Marking – EARLY YEARS FOUNDATION STAGE

Assessment in the EYFS is primarily through verbal feedback during focus sessions or interactions between an adult and a child/group of children. Successes and next steps are identified through 'in the moment' observations and will have an impact on the planning of subsequent learning. Next steps are written on the focus observation/planning record and are communicated to parents.

Stickers and Class Dojo points are awarded for good effort/work.

Written marking should draw attention to incorrect letter and number formations or spelling, linked to the phonics stage the children have reached. Children should be encouraged to write phonetically plausible attempts for unknown spellings or use aids such as a keyword mat.

Green and orange highlighters will be used during the learning to identify a word/phrase/punctuation mark that has been used successfully (highlighted green) and to make one suggestion for improvement, usually based on letter formation or spelling (highlighted orange).

OTHER CORE AND FOUNDATION SUBJECTS

* Marking should link to the subject focus rather than commenting on presentation, spelling or grammatical errors;
* All correct answers should be ticked. Children should be encouraged to correct any incorrect answers;
* Highlighter should be used to indicate which parts of the learning intention/success criteria have been met/not yet met;
* If appropriate green highlighters should be used to indicate words/phrases that have been used correctly. Orange highlighters should be used to indicate where improvements need to be made;
* If appropriate short written comments can be made to reinforce strengths and areas for development.

Previous Policy Approved in April 2018