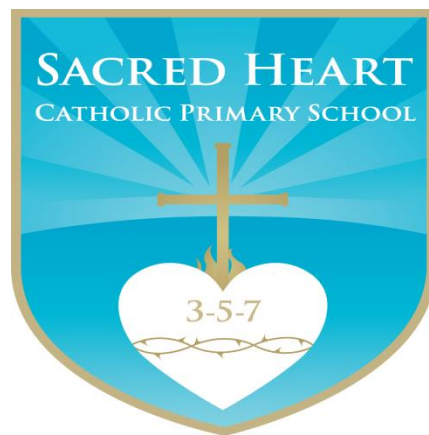


ASSESSMENT POLICY



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Policy Holder	Cat Le Fleming
Review due	Ongoing Autumn 2021

Draft feedback policy

Visions and values: Children who are resilient and curious learners. Five keys- could be colour coded where they are evident.

We believe that:

Effective feedback equals increased use of children's green pen responses.

- The children should be active in their feedback and it should be more onerous for them.
- Feedback should develop the children as independent learners who can apply the skills across the curriculum.
- Teachers are based placed to provide feedback as part of an ongoing process and this is evident in the outcomes for pupils- the children's improvements and editing is the evidence of the feedback.
- Feedback exists so that pupils can celebrate and identify their success.
- Feedback is purposeful and not just a comment for the sake of a comment.
- Children are engaged in the process of feedback and respond to it.
- Children can identify their strengths and weaknesses.

Informed by (research):

1. Feedback should be more work for the recipient than the donor. *Dylan William*
2. The best feedback will link to growth mindsets and have a longevity with its legacy extending beyond the current piece of work. *Dylan William*

Non-negotiables:

Effective SC drive our feedback process.

- SC is needed for 'meaty' or substantial work (lessons that run over 3 lessons)
- Success Criteria are numbered for coding.
- Children to number their examples of success in the margin.
- Success criteria should be as clear as possible with either pictures or sentence examples
- One box left blank on SC grid to allow for personalisation, where appropriate. (See appendix)
- Use of a grid with a space for self-assessment, peer-assessment and teacher assessment.
- Teachers go back to the SC grid and use it to provide feedback.
- Teachers provide their feedback simply by highlighting up to 2 targets in the number column in pink
- Where the children have met the SC we will highlight this in yellow

Range of feedback to be experienced by our pupils e.g.

- Up levelling in class
- Peer and self-marking

- On the spot verbal feedback
- Live marking (mirror me)

Frequency:

Teachers are not expected to mark every piece of work because pupils are active partners in the feedback process.

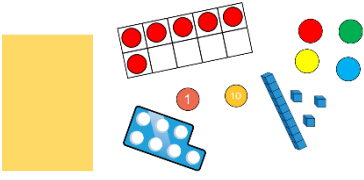
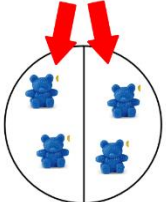
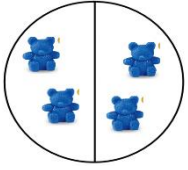
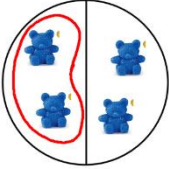
- KS2 quarter marking (25% teacher depth marking, 25% acknowledged, 25% peer marking and 25% self-marking)
- KS1 preparing for quarter-marking and progressing to more self-marking as they progress through the phase.
- Teacher depth marking can be achieved through the SC grids and does not need to be written.
- Teachers to correct up to 3 spelling errors in their teacher depth marking.

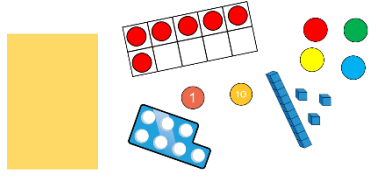
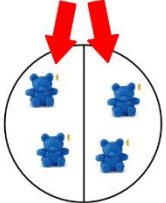
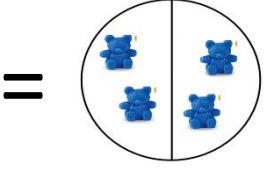
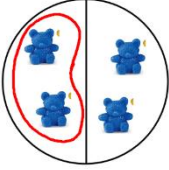
Preferred strategies:

- TBC
- Magpie Me
- Go and stand
- WAGOLL

Appendix- Example SC

KS1

Finding $\frac{1}{2}$		✓
 <p>4</p>	<p>Make the number using resources</p>	
	<p>Share between 2 <u>equal parts</u></p>	
<p>=</p> 	<p>Count both parts to check they are <u>equal</u> (the same)</p>	
	<p>Count 1 of the equal parts to find $\frac{1}{2}$</p>	

Finding $\frac{1}{2}$		✓
 <p>4</p>	Make the number using resources	
	Share between 2 <u>equal parts</u>	
	Count both parts to check they are <u>equal</u> (the same)	
	Count 1 of the equal parts to find $\frac{1}{2}$	

LKS2

Before you start writing you are going to add one more target to your steps to success.

Peer assessed by _____	✓/●
1. 5 senses	
2. Similes and metaphors	
3.	


NON-NEGOTIABLE
You should have 3 SPLAT words

Choose what you are going to have as your 3rd target.

fronted adverbials alliteration prepositions
personification expanded noun phrases

Wednesday 30th June
 To draft and edit a piece of descriptive writing

Peer assessed by	✓/•
1. 5 senses	✓
2. Similes and metaphors	✓
3. expanded noun phrase	





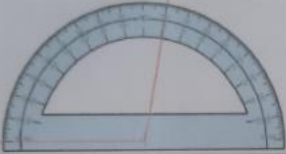
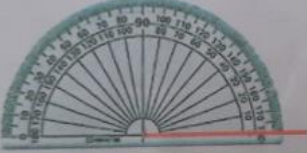
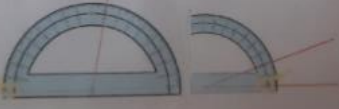

The Tempest

Full of energy

The dark, extreme clouds were ^{and} restless the thunder banged like a siren ^{and} loud as a bird. The waves crashed against the huge concrete sea base and it thrashed ^{the} the dark wooden boats. It sounded like the sea ^{the} the dark sky made it rain with tears as long. The sight of the deadly unstoppable waves ^{the} the hundreds of buildings that will cost lots of money to fix. My hair stood up and a shiver ^{was sent} went down my spine because lightning struck the water ^{and} and it glowed ^{high} white. The clouds got darker and the rain got heavier. The lightning whiped ^{and} as fast as a slash and the boat sunk to the deep sea. The rain was so heavy that it

UKS2

Success Criteria:	Example	Self Assessment	Teacher Assessment
headline	LUCKY LOTTERY WINNERS... WIN AGAIN!	✓	✓
introduction	An amazingly lucky couple have been celebrating this week after winning £200,000 on the lottery. Their second big win is just four years.	✓	✓
Main body	We met the Mills of South Lane, Peter and Mary, meet quite possibly the luckiest couple in the country. William and Betty, who bought a lottery ticket once every month, have been celebrating for the second time in four years.	✓ ✓	✓ ✓
images with a caption	 <small>William and Betty Mills, seen here, are the lucky winners of the lottery.</small>		
Conclusion	The two winners have exclusively revealed that they'll be donating £100,000 of their win to local, national and international charities. "They need the money more than we do," stated Mrs Mills, "we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness in what more could we ask for?"		
Adverbials of time	Later tonight , the world's most talked-about director (Carl Denham) will unveil his brand new show on Broadway, 'Kong'.	✓	✓
Modal verbs	A lucky few ticket holders can visit the first show tonight at 6:15pm in the Manhattan Theatre.	✓	✓

Success Criteria:	Image	Child	Teacher
1) Hold the protractor so that the numbers are the correct way round		✓	✓
2) Put the middle point of the protractor onto the vertex of the angle to be measured		✓	✓
3) Rotate the protractor until a line of the angle is in line with the baseline on the protractor		✓	✓
4) Use the scale (inside or outside) that starts at 0 at the open end of the angle		✓	✓
5) Identify where the second line of the angle sits on the scale		✓	✓

Success Criteria:	Example:	Self-Assessment:	Teacher Assessment:
Recognise what it means to be a follower of Jesus		✓	✓
Describe what it means to be a follower of Jesus		✓	✓
Explain what it means to be a follow of Jesus		✓	✓