

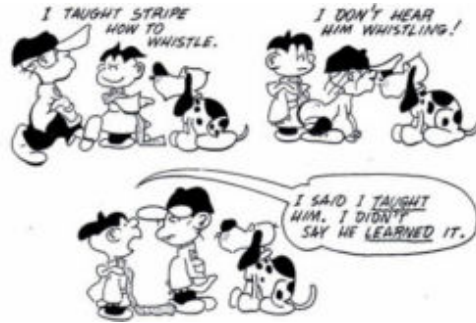


**Ocean Academy Poole**  
an Aspirations Academy

## **ASSESSMENT AND FEEDBACK POLICY**

<b>Date of last review:</b>	Nov 2023	<b>Review Period:</b>	1 year
<b>Date of next review:</b>	Nov 2024	<b>Executive Principal:</b>	Jo Quarrie
<b>Type of policy:</b>	Academy		

## SELF-WORTH ENGAGEMENT PURPOSE 'Bringing Learning To Life: No Limits. No Barriers.'



Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).

This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

At Ocean Academy, we recognise the importance of feedback as an integral part of the teaching and learning cycle and we aim to maximise the effectiveness of this across the school. The sole purpose of feedback is to further children's learning and it should empower children to take responsibility for improving their own learning rather than the focus being on the adult.

At Ocean Academy, we believe that marking and feedback should:  
have a **PURPOSE**  
be **MOTIVATING**  
**MOVE LEARNING ON**

We use Assessment For Learning (AFL) techniques to ensure teaching and learning is continuous, clear and progressive. The Education Endowment Foundation suggests that effective feedback should:

- Find out what children already know, what they need to know and what they want to know
- Be specific, accurate and clear
- Encourage and support further effort and learning
- Encourage children to find and correct their own mistakes
- Alert teachers to misconceptions so that these can be addressed immediately

We believe that children must receive feedback in the lesson or within the next appropriate lesson. **Next Steps** to learning will be the result of feedback and inform the next planning stage, lesson focus or intervention.

Feedback and marking are part of the school's wider assessment process, which aims to provide an appropriate level of challenge and continued progress throughout each lesson and over time.

We understand that new learning is fragile and that, for this to be embedded, steps need to be taken to revisit and refresh learning. We want our pupils to **REMEMBER more, UNDERSTAND**

**more** and **APPLY more**. We believe that feedback should allow teachers to adjust teaching both within the lesson and across a sequence of lessons.

## 1. The Aim of this policy is to:

- Support school improvement and the raising of standards of attainment and progress for all of our pupils
- Provide clear guidelines on our approach to formative and summative assessment, feedback, marking and challenge
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents and governors
- Clearly set out how and when assessment practice will be monitored and evaluated (Ocean Assessment Cycle)
- Identify how we use Assessment For Learning techniques
- Identify who is responsible for the monitoring and evaluation of assessment practice at Ocean Academy
- Embed the Growth Mindset ethos of the school to ensure every child participates in their own learning journey and recognises their strengths and areas for development and to be given the opportunity to do this in a consistent and positive way
- Embed the Learning Skills associated with Resilience, Team Work, Self-motivation, Respect, Independence and Communication

## 2. Legislation and guidance

- National Curriculum 2014
- Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment
- This policy works alongside the School's No Limits Curriculum and the SEND Policy

## 3. Principles of assessment

We assess so that:

- We can assess what children know, understand and can apply to their work
- We can plan learning opportunities that reflect the needs of all children in line with the national curriculum
- We can identify children who are falling behind at all levels and therefore plan support to address their needs
- We can identify children exceeding their age related expectations and therefore plan work to challenge them further
- We can provide children and parents with information and feedback about learning
- Children can participate in their own learning journey, can recognise their own abilities and can challenge themselves to achieve more
- We can measure attainment and progress for individuals, groups and at whole school level – identifying the effectiveness of the school and ensuring accountability at all levels
- The ceiling on attainment and progress is removed as a result of rich and immersive learning opportunities



#### 4. Principles of Feedback

- To move learning on
- To empower children to take responsibility for improving their own work and support children to challenge themselves
- Feedback can be verbal, pictorial or written
- Feedback should happen in the lesson or within the next appropriate lesson – to promote next steps in learning
- To inform planning at all levels – assessment of learning should lead the planning process
- Feedback can be immediate, a summary (at the end of the lesson), developmental, formative or summative
- Encourage children to reflect on and improve their learning

#### 5. Modern British Values:

We adhere to **Modern British Values** in all aspects of assessment.

Staff model **'Mutual Respect'** when encouraging children to observe and appraise each other's work. We give the children the opportunity to celebrate what others have done well and give constructive feedback to their peers about how they might do things differently.

**Tolerance** and understanding is expected as children are encouraged to understand that there are a range of abilities in the class and everyone is entitled to an opinion or belief and we can all support each other.

We provide opportunities for children to experience **'Democracy'** through voting for school council, reward activities, the roles that they take within group work and so on. Children are encouraged to uphold **'Individual Liberty'** by being free thinkers and have an inner confidence to express feelings and opinions that may arise.

We promote the **'Rule of Law'** by setting rules and expectations of behaviour and good conduct by having classroom and lunchtime charters, following a Growth Mindset ethos and allowing children time to assess their own learning and social behaviours.

#### 6. Assessment approaches:

**At Ocean Academy we see assessment as an integral part of teaching and learning, and it is inextricably linked to our No Limits curriculum and the National Curriculum. We have developed a curriculum that will allow the assessment of learning across all curriculum subjects.**

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Through our applied trans-disciplinary learning approach, we assess the expected standard (EXS) and the greater depth standard (GDS) within the foundation subjects at the end of each half term.

##### **In-school formative assessment:**

Effective in-school formative assessment is happening daily and enables teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons. This must inform our phased learning approach.

## Formative assessment at Ocean Academy:

We use Assessment for Learning (AFL) – which is simply defined as a process whereby we seek and interpret evidence for use by learners and their teachers to decide where the learners are, next steps and how best to get there. At Ocean Academy, AfL strategies which may be used are outlined below:

<p><b>Marking</b></p>	<ul style="list-style-type: none"> <li>● Think pink, go green – highlighters are used to mark</li> <li>● Use of marking symbols to highlight misconceptions or areas for improvement</li> <li>● Marking is age and ability appropriate and written so that the child can read it and respond independently. Written comments will only be used when necessary to guide those who cannot find their own errors or to support further learning where Verbal Feedback, symbols or highlighters were not sufficient to move learning on.</li> <li>● Peer/Self marking – children being given the opportunity to find and correct their own and others’ mistakes</li> <li>● Live marking – as much as possible, marking and feedback should be immediate. Marking during the lesson allows for immediate challenge or support</li> </ul>
<p><b>Questioning</b></p>	<ul style="list-style-type: none"> <li>● Closed</li> <li>● Open</li> <li>● Bounce</li> <li>● Enquiry</li> <li>● The power of MIGHT</li> <li>● Adult and child led questioning</li> </ul>
<p><b>Feedback</b></p>	<ul style="list-style-type: none"> <li>● Verbal as part of live marking or 1:1 conferencing (VF)</li> <li>● Lolly sticks, white board, smiley faces</li> <li>● Reflection time – stickers in books to prompt this</li> <li>● What do children already know – what are the gaps?</li> <li>● What a good one looks like – expectations are clear and shared</li> <li>● Pupil conferencing</li> <li>● Response To Marking planned for and time to revisit, re draft and improve</li> </ul>
<p><b>Learning Objectives (LO)</b></p>	<ul style="list-style-type: none"> <li>● LO is clear and concise and is in line with NC2014</li> <li>● Success criteria discussed or compiled – steps to successful learning</li> <li>● Learning reflects LO</li> <li>● Is in response to feedback and next steps</li> <li>● Highlighted to show if it has been achieved (green), not achieved (pink)</li> <li>● Learning is Phased to ensure progression</li> <li>● All children start their learning at the Phase that is appropriate to them</li> </ul>
<p><b>Talk partners</b>  <b>Response partners</b></p>	<ul style="list-style-type: none"> <li>● Talk about prior learning – re-visit. What are the gaps? How has the learning progressed?</li> <li>● Confidence to answer questions and move learning on</li> <li>● What did the children find easy, hard, what did they enjoy?</li> </ul>


- Assessment should happen before, during and after the lesson/topic and continue over time
- Rewards and recognition of success, attitude and engagement – Golden Book, stickers, certificates, Learning Skills rewards, behaviour board, We Are Fantastic, Jewels, learner of the week, class of the week, Principal postcards and house points
- In all aspects of assessment, children will be taught and assessed against the key skills, knowledge and understanding appropriate for their age/year group as set out in the National Curriculum 2014
- The No Limits Curriculum – Driving Questions and assessment tasks are set and assessed against

## Our marking expectations across the school are:

Teachers write in red (live marking) and black (after the lesson), children respond in green pen and teaching assistants write in purple.

### Learning Objective:

- Clear: Learning Objectives (LO) must reflect the learning and can be used to assess the learning at that time 5
- The children should be able to assess their own learning because of the clarity and relevance of the Learning Objective (LO)
- Phases of learning must reflect the LO and not include additional concepts that are not related to the original LO. Greater Depth statements must enrich, extend and deepen understanding, not introduce additional concepts or themes that do not relate to the original LO

Date:			
LO: To... (NC2014)			
Phase 1: To remember/know - fluency			
Phase 2: To understand – simple reasoning or justification			
Phase 3: To apply – creativity, change of scenario/criteria			
GD: Alter the criteria – use and apply their knowledge in various ways			Peer Mark
			Self Mark
TEACHER	TA	PEER	WORKING ALONE

### Clear Expectations:

- Success criteria discussed in relation to the LO. This also helps children to correct mistakes and think through their own learning
- Teacher shares examples of WAGOLL (What A Good One Looks Like)
- Use of the visualiser/iPad to show good examples of work or to clarify expectations

### Think Pink, Go Green:

- Highlight successes and areas for improvement in relation to the LO. The LO should be highlighted to show if the learning has been successful
- Should be used as a strategy within the lesson (Live Marking) and post lesson to identify learning
- Children should **not repeat** the same learning more than 5 times i.e. 5 of the same multiplication problem. They should be exposed to one of the marking strategies to move learning on
- Children will be encouraged to try to work out how to correct their mistakes without adult support initially. This will encourage them to revisit learning
- The Phase reached should be highlighted green if successful, pink if not.

## Marking Symbols:


These may be used to remind pupils about missed non-negotiables


**Sp** = Spelling (check for accuracy)


**CL** = Capital Letter missing

**VF** = Verbal Feedback given

**P** = Punctuation

 = Write on the line

 = See me

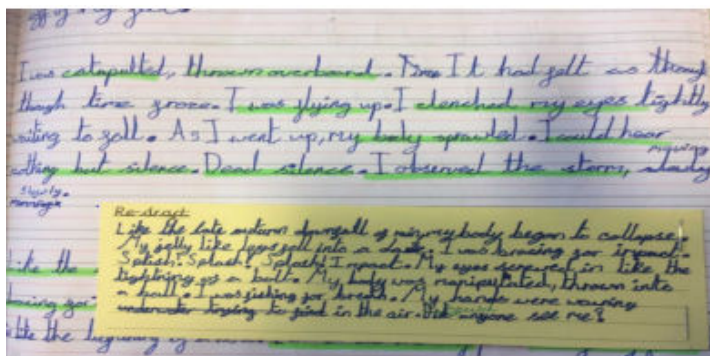
 = Check your work

## Written Comments:

- Must be age and ability appropriate and written so that the child can read it and respond. Written comments will only be used when necessary to guide those who cannot find their own errors or to support further learning where VF (Verbal feedback), symbols or highlighters were not sufficient
- Must move learning on
- Must praise the process or relate to our Growth Mindset ethos
- Must suggest challenge in line with the LO or improvement without always giving the direct position of the mistake eg. 'You have missed some full stops, add them to your work'

## Response to Marking:

- Teachers plan regularly for this to happen and respond to this to ensure accuracy and quality of response
- Children must be able to respond to marking independently or with minimum adult support as necessary. Year teams must have **planned** opportunities to self and peer mark
- Children should be allowed time to **re-draft** work and reflect on their learning. There should be **planned** time to teach proof reading, editing and redrafting skills

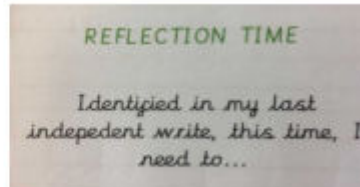
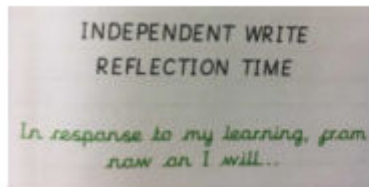


## Verbal Feedback (VF):

- VF should be written in the pen colour as identified previously (red)
- Should be used as a 'Live Marking' strategy

## Reflection and self-improvement:

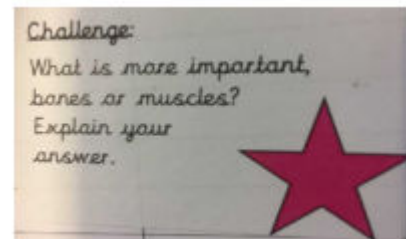
- Children should have time to reflect on their learning and make improvements



## Challenge opportunities:

- Pink stars deepen learning and relate to the LO. They should be ticked once complete.

\*Pink Stars can be put onto stickers if generic or pink highlighter used if individualised.



- Use of higher level questioning (subject curriculum plans and Learning Journey Maps, Solo Blooms / Taxonomy)
- GD challenge and opportunity planned in every lesson (phased approach)
- Teachers also use RED PEN Questions to challenge and ask pupils to think in a different way

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## Marking Spelling:

- Adults identify up to 5 spelling mistakes in a piece of work that relate to the topic, HFW or CEW.
- The child attempts to correct these words by writing them in their word log (having another go, using a dictionary, using the words in their spelling log etc.)
- They show their teacher who marks the word right or wrong with a tick, writing the correct spelling underneath the child's attempt if the attempt was wrong
- The child then copies the correct spelling into their book next to the word they spelt incorrectly in their book
- This should be as 'live' as possible
- Any HFW, topic words etc spelt incorrectly post the lesson, the adult will ask the child to copy this word out x 3. The teacher will not choose more than 5 'x3' words to write out in any one piece of extended writing
- In Year 6, the teacher will identify the line the spelling is incorrect in and put a Sp in the margin - for some children they may also add a pink dot at the start of the word that is incorrect.
- The child will then look in a dictionary and add the correct spelling directly into their book. The teacher will check this is accurate through live or post lesson marking



## Leitner System:

Our philosophy that children should **REMEMBER MORE, UNDERSTAND MORE and APPLY MORE** is developed through our approach to teaching knowledge that can be committed to long term memory so that there is less overload on the short term working memory. Once the knowledge is secure, application can flourish. The Leitner System ([example](#)) used in foundation subjects allows us to assess the building, retention and application of that knowledge. This is part of our [learning journey](#).

## 7. In-school summative assessment:

Effective in-school summative assessment is the collation of evidence from across the school and this enables:

- **School Leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. The Principal and Assessment lead hold Pupil Progress meetings with staff termly and carry out monitoring activities half termly. 'Books looks' are a common occurrence in middle leader meetings and staff meetings
- **Subject Leaders** to monitor the performance of pupil cohorts in their subject area to identify areas for improvement across the school
- To ensure the coverage and progression of the **Learning Journey Maps** ([example](#)) is delivered successfully across the school
- **Teachers** to evaluate learning at the end of a unit or period and measure the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period
- **Governors** to understand the effectiveness of the school as a whole in terms of outcomes for children
- **Aspirations** to understand the effectiveness of the school as a whole and ensure standards are continually high

At Ocean Academy we have a rigorous and carefully planned [assessment cycle](#) to ensure a consistent approach to assess attainment and progress over time across the whole school. Our assessment cycle also supports teachers and leaders by ensuring that assessment is purposeful and guides future learning.

Summative assessments are made in all subjects at the end of the academic year and are shared with parents and carers in the school report in the following way:

	Attainment		
Reading	WTS	EXS	GDS
Writing	WTS	EXS	GDS
Maths	WTS	EXS	GDS

Subject	Attainment	
Science	WTS	EXS
Geography	WTS	EXS
History	WTS	EXS
RE	WTS	EXS
Computing	WTS	EXS
Design Technology	WTS	EXS
Art & Design	WTS	EXS
Music	WTS	EXS
PSHE	WTS	EXS
Physical Education	WTS	EXS

Assessments in the foundation subjects are based on the collection of evidence within school alongside a set of carefully considered ‘I can...’ statements for each subject area.

**Included in our assessment cycle, we use the following:**

### **PiXL Assessments and National Tests: Reading, writing, maths and SPaG**

At Ocean Academy, we assess the core subjects (RWM) summatively following the PiXL test process in all year groups. We use the provided standardised tests three times per year to measure attainment and progress in reading, writing, maths and SPaG. These tests are also analysed by our teaching staff and senior leadership to identify common misconceptions and next steps in planning for all subjects and various groups of learners (Ability, SEN, EAL, Gender, PPG).

Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across year groups and also with other schools to help ensure that our assessment decisions are always objective and accurate. Ocean Academy has produced a portfolio of writing exemplification for each year group, to determine consistency.

**From these findings, year teams:**

- Meticulously plan and strategise for necessary future learning, targeted intervention and update individual plans (IEPs)

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- Make summative, termly assessments on our school tracking system (DCPro) including the foundation subjects through our applied trans-disciplinary learning. This data is shared across the school and with the governors and Aspirations leadership team

Pupil progress meetings are held termly within year teams and with the Assessment Lead/Principal.

Children that may be in danger of not meeting expected progress are identified and discussed to ensure they are supported and actions taken to accelerate learning. Likewise, children that are exceeding age related expectations are discussed and extension work put in place as appropriate.

At the end of Key Stage 2, pupils take part in the Standard Assessment Tests (SATs). The national data from this is published on the school website and updated annually (from 2019). This data is compared to national averages.

Parents receive a formal written report annually, are invited to parent / teacher consultations and can meet with teachers through arranged appointments as necessary.

Aspirations South Coast District Board receive school data termly and the Principal meets the South Coast District Board termly to discuss data and future actions.

## **8. Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **School leaders and subject leaders** to monitor the performance of individual pupils and pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve expected or above progress and attainment
- **National Curriculum tests** and teacher assessments at the end of Key Stage 2 (year 6) to inform effectiveness of provision and outcomes for all children
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Measure** the effectiveness of Ocean Academy's curriculum
- **Pupils and parents** to understand how pupils are performing in comparison to pupils locally and nationally

## **9. Collecting and using data**

At Ocean Academy, we collect and use the following data:

- In year 3,4,5 and 6, children are assessed as Working Towards (WTS), Expected Standard (EXS) or Greater Depth (GDS) in Reading, Writing and Maths
- SALFORD reading scores are recorded termly across all year groups
- PIXL tests in years 3-5 are used termly to assess learning that term and to give a picture for gap analysis and future planning/intervention
- Previous SATs tests are used in Year 6 termly to assess learning that term and to give a picture for gap analysis and future planning/intervention
- DC PRO records attainment and progress across the school and across all schools within Aspirations Academies
- Data is used to assess children's learning, the quality of teaching and the impact our provision is having on children's outcomes in line with their starting point

## **10. Reporting to parents**

At Ocean Academy, we report to parents by:

- Formal reports x 3 per year – including standardised data information and targets 10
- Publication on the school website – national data and disadvantaged pupil data (from 2019)
- Face to face meetings with the class teacher
- Workshops and briefings
- Book look and feedback opportunities
- Information given at formal parents evenings x 2 per year
- Year group curriculum statements, newsletters and half termly overviews

- Individual Education Plan or Behaviour Management Plan

## **11. Inclusion**

The principles of this assessment policy apply to all pupils, including vulnerable groups and those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Those children who are working above the expected standard (greater depth) will have their needs met through quality first teaching, intervention and challenge groups / activities.

Teachers planning responds to assessment evidence on a weekly basis and is the basis for interventions and next steps to learning.

Interventions are evaluated half termly by teachers through entry and exit

statements.

## **12. Training**

Training is offered to all staff through whole school initiatives, staff meetings, networking with local schools and through Aspirations networking. Staff can access appropriate training as necessary. The Assessment Leader will plan and monitor all CPD with regards to assessment.

## **13. Roles and responsibilities**

### **South Coast Regional Board**

South Coast Regional Board (SCRB) are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Review Days, organised by Aspirations Academies Trust, are held termly to assess the quality of education in each academy

### **Principal (alongside SLT)**

The Principal is responsible for:

- Ensuring that the policy is adhered to and reviewing it annually
- Monitoring standards in core and foundation subjects
- Monitoring teaching and learning
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to SCRB on all key aspects of pupil progress and attainment, including current

standards and trends over previous years

## Teachers/TAs

Teachers are responsible for:

- Following the assessment procedures outlined in this policy and within the Aspirations framework (copies available on request)

## Assessment Lead

The Assessment Lead is responsible for:

- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Leading Pupil Progress meetings alongside the Principal and developing action plans to address underachievement and significant trends. Each year group has a raising achievement plan.
- Reviewing this policy annually
- Contributing to reports for the SCRB
- Lead staff meetings and CPD with regards to assessment and plan and monitor the impact of CPD on given outcomes

## Aspirations Academy Leads

Aspirations Academies Leads are responsible for:

- Monitoring summative assessment termly and holding school leaders to account where necessary
- Monitoring formative assessment through termly Review Days and reporting on effective practice and areas for development

## 14. Monitoring

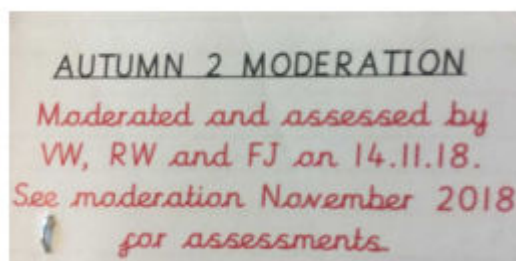
This policy will be reviewed annually by the Assessment Leader and Principal. At every review, the policy will be shared members of the SLT and Middle Leaders. Any changes will be shared with the SCDB at the appropriate meeting (held x3 per year).

All teaching staff are expected to read and follow this policy.

The **Assessment Lead and Principal** monitor the effectiveness of assessment practices across the school, through:

- Ensuring attainment and progress scores for all children show continued improvement
- Moderation
- Lesson observations/ Learning walks
- Book / work scrutiny
- Pupil progress meetings
- Staff meetings
- Evaluating the impact of interventions

- Year leader meetings
- Attending CPD
- DCPRO analysis
- PIXL & SATs QLA



- Assessment cycle is robust
- Use of IRIS to assist with monitoring the effectiveness of teaching
- Learning walks
- Attending relevant CPD to ensure best practice is in place
- PIXL partnership meetings to ensure best practice is in place
- Seeking BCP writing moderation feedback from SATS moderators
- In school, with local schools and across Aspirations academies moderation 13