

Mission Statement:
Creating tomorrow's successful and
caring citizens today.



GFM FS Primary Policy for Assessment & Feedback

Policy Updated By	Latest Publish Date	Monitoring Cycle
Jennifer Arbuthnott Lucy Hudson	February 2023	Annually

Schedule for Development / Monitoring / Appendices/ Review

This policy was approved by the Governing Body on:	February 2023
The implementation of this policy will be monitored by the:	Principal and Senior Leadership Team
The Policy will be reviewed annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	February 2024

At Gems Founders Al Mizhar, we believe assessment and feedback should be consistent, constructive and clear. Teachers and students both participate in the Four Quarters model for assessment to ensure students are active learners and work alongside the teacher in order to become reflective learners and forge next steps with increasing independence. All learners are involved in the assessment process and contribute to 50% of the reflections, applying the language and demonstrating the skills of HPL throughout their assessment.

Aims & Objectives

- To ensure purposeful and immediate feedback is provided through Live Feedback in every lesson, to allow for children to action targets and make accelerated progress
- To develop confidence to accurately reflect on self and peer learning in order to identify areas of success and development
- Students are reflective learners and forge next steps with increasing independence
- Develop and demonstrate HPL skills and attitudes in learning and reflection

Vision

'At GFM we empower students to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'



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In every lesson, teachers are expected to provide live feedback. This is instant, robust advice, directed at individuals, groups or whole class. Some of the ways we promote this is as follows:

Four Quarters Feedback

Whole class misconceptions: Identified through live assessment, one whole class misconception lesson to address wider misunderstanding in a collaborative manner.

Self-Assessment: Children review and edit work against success criteria. Students are given opportunities to self-assess their 'ways of thinking' and 'ways of behaving' (HPL).

Peer Assessment: Children assess the work of others, against success criteria and HPL attributes.

Deep marking: Thorough written marking, identifying next steps. This will frequently include upskilling/corrections and areas for improvement. (Example: spelling mistakes, missing punctuation/omission, up-leveiling, VCOP, correcting calculations, further thinking.)

Signed (VP)

Date

Signed (Principal)

Date

February 2023

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Appendices

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FS Appendix 1

Frequency and Expectations

- **FS2-** Big Write Books- One piece of writing per half term. January- once piece of writing a week. Teacher's annotating mark making and taking observations of learning in continuous provision
- **FS1-** Big Write Books – One piece of writing biweekly (once a week starting Term 2)
- All teachers to handwrite the short date using correct number formation on the top left hand side of the book.
- All teachers to handwrite learning objectives, using print and correct letter formation, that are relevant to the needs of the learner
- All teacher comments after the work is completed need to be personal and relevant to the child for example 'Thank you for being a hardworking hedgehog today and practicing your name.'
- Next steps will be informed on the assessment grid and verbally communicated to students
- Annotations of what the student is saying will also need to be handwritten on the teacher notes page (left)
- When HPL skills are used during writing, please circle the VAA that is present in that piece of work and use the HPL language to write a feedback comment
- Please encourage the students to put one line through their work if a mistake is made

FS Appendix 2

The chart below shows the marking codes used by staff

T	Support by teacher	SS	Some support given – write in annotations how much and what support was given
LO:	Learning objective– must be written in the notes of an Evidence Me observation	I	Completely independent

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	Proud Pink- two skills using by the learner to be proud of (highlighted on assessment grid)		Green for Growth- one skills used by the learner to work on as a next step (highlighted on assessment grid)
Teacher Assessment Grid/Learning Objective			
<p>All children must be given a chance to verbally self-assess against the planned lesson outcomes (during the focused task) The Teacher Assessment grid must be discussed with the child during the focused task. The children must be aware of their next steps once they have completed the task and either complete next steps then or complete next steps at the beginning of their next task. These codes are to be handwritten on the left page on the book and not be on the child's work page (right).</p> <p>Any written task or mark making must always be on the right side of the book. Teacher scribing or comments must not be on the child's work but on the left side of the book.</p>			

FS Appendix 3

Evidence Me Observation Policy

Observation, assessment and record keeping form an integral part of our nursery education provision and the delivery of the Early Years Foundation Stage Curriculum. We view observing, assessing and recording as a holistic cycle that allows us to reflect on the planned curriculum and children's interests, maps children's progress, and enables us to judge how effectively we are building learning over time. This cycle begins with careful observation and assessment, undertaken by staff working closely with the parents. Through observing and recording, we can assess each child's motivation, interest and progress. We can celebrate achievement as well as find out where the gaps are and plan an effective differentiated curriculum to meet needs.

In line with the new EYFS framework expectations to support teacher workload, children will have 'WOW moment' observations throughout the year which will build up their learning profile. For example, teacher A may observe a child's 'WOW moment' in the Maths area but then continue that WOW moment later on in the same week to extend the observation learning.

Frequency:

Baseline- teachers must complete one long observation to baseline the child over the 3 week baseline period in the Foundation Stage.

Ongoing- each child must have 2 observations per half term

Parent Share:

Parent Share must happen weekly depending on observations taken. Other documents to be sent via Evidence Me for parental communication include:

- Phonics homework FS2
- Newsletters
- 10 high quality group photos
- WOW moments taken throughout the week
- Any additional story maps/flyers to support learning

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Any parents that submit learning onto Evidence Me needs to be 'approved' as they are sent during the working week.

At least two submissions from parents onto Evidence Me need to be replied to with positive feedback or questioning.

Quality:

- All observations must use the correct spelling and grammar meeting the English language expectations, for example using speech marks when quoting a child
- Observations must link to area of learning (not strand)
- Next steps must be appropriate and specific to further learning in the moment
- HPL emojis used in each observation to link learning to VAA attributes
- At least one picture per observation
- A range of pictures and videos used within the half term expectation
- Weekly review of Evidence Me profiles to ensure any blank observations are removed

Bi weekly moderation of Evidence Me with teacher buddy to ensure high quality observations

Primary Appendix 1

Non- negotiables

- Highlighters are used to identify outcomes and identify an important focus – (proud pink, green for growth)
- Teachers always mark in blue pen
- Children to use writing pencil to up-level work and or respond to feedback (or in English/Topic; black pen if license is achieved).
- Work should be marked against the LO and success criteria. However, common spelling errors, presentation, targets and handwriting should also be noted when appropriate to do so.
- Teachers should model neat handwriting and must be legible, following the school handwriting scheme.
- Rewards and praise (house points, GEMS, Dojo points) may be given for good work/effort.
- All deep marking should include HPL language linked to the ACPs and VAAs. See progression maps for guidance.
- In every lesson, teachers are expected to provide live assessment and feedback.

Primary Appendix 2

Frequency of Feedback, by Subject

Theory based on 'Four Quarters Marking' – Dylan Williams

Core subjects

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One **English** Deep marked, one peer assessed, one self- assessed, one session of whole class misconceptions- all other lessons acknowledgment marked

One **Maths** Deep marked, one peer assessed, one self- assessed, one session of whole class misconceptions- all other lessons acknowledgment marked.

One **Science** Deep marked, one peer assessed, one self- assessed, one acknowledgment marked. Whole class misconceptions to be used if necessary.

One **Arabic** Deep marked, one peer assessed, one self- assessed, one session of whole class misconceptions- all other lessons acknowledgment marked.

Islamic to evidence one peer assessment, one self-assessment and one session of whole class misconceptions in books over a period of 3 lessons.

Non-core subjects

PE, Computing and Music to evidence one peer assessment, one self-assessment and one session of whole class misconceptions on Seesaw over a period of 3 weeks/lessons.

Art, Topic and French to evidence one peer assessment, one self-assessment and one session of whole class misconceptions in books over a period of 3 weeks/lessons.

Primary Appendix 4

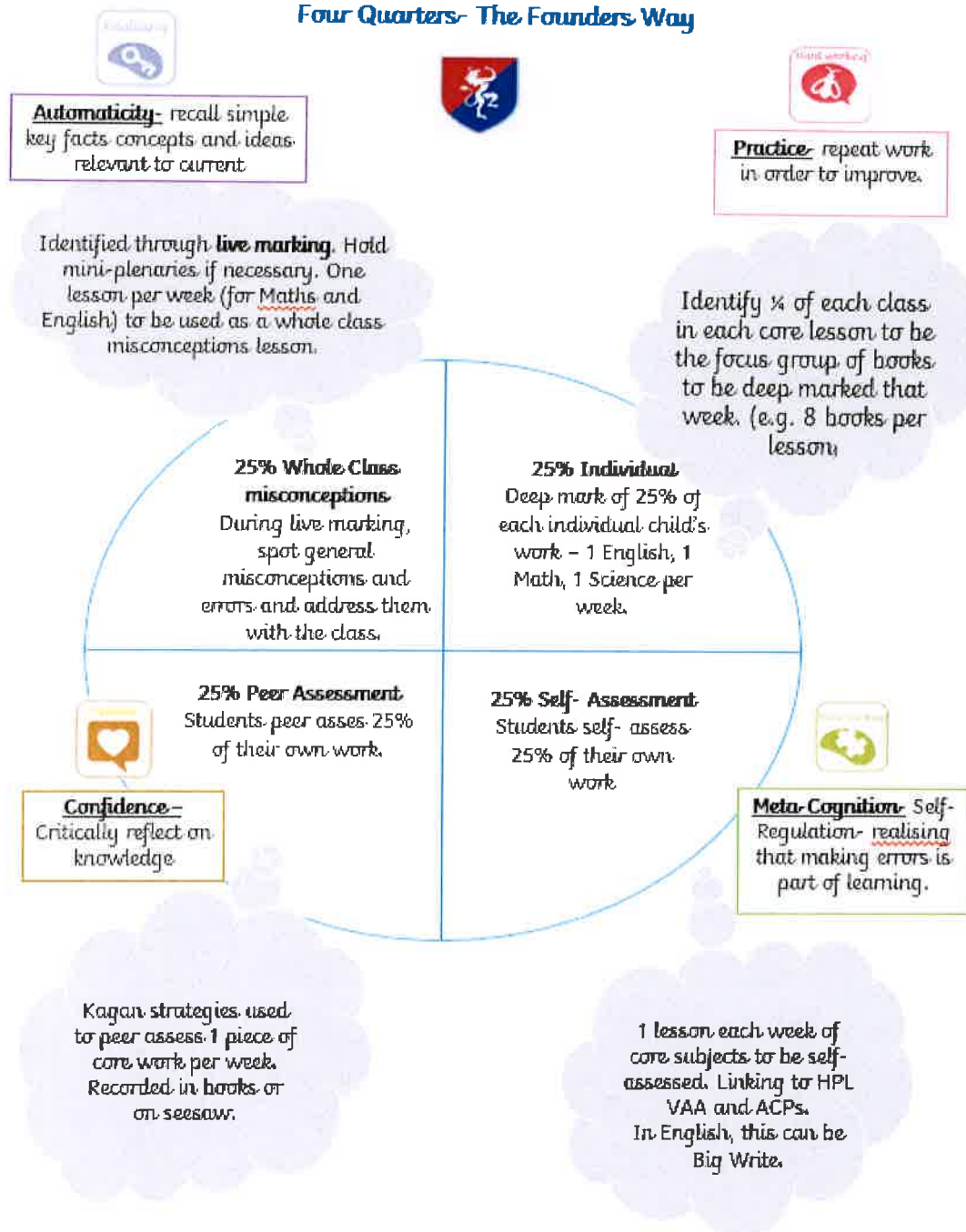
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Four Quarters- The Founders Way



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