South View Community Primary School

Assessment and Feedback Policy

Date of Implementation: July 2020

Date of Review: July 2021

1. Aims

Assessment complements and assists teaching and learning; it allows teachers to effectively plan, evaluate current practice and understand children's progress and achievement.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment, including the role of feedback and marking.

- Establish a consistent and coherent approach to recording summative assessment outcomes, feedback, marking and reporting to parents

- Clearly set out how and when assessment practice will be monitored and evaluated

2. Our Approach to Assessment

The key purpose of assessment is to support pupils' progress and attainment. To do this we use three key types of assessments strategies.

- **Formative Assessment –** allows teaching staff to evaluate children's knowledge and understanding on a daily basis, and then tailor teaching accordingly. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. This is achieved through –
    - Conversation, discussion and questioning.
    - Observation of learning, activities and work in progress.
    - Work Completed.

- **Summative Assessment** – allows teaching staff and school leaders to evaluate progress - the knowledge retained - at the end of a lesson, unit of work, term and academic year. This information also allows teaching staff and school leaders to identify where interventions are required and key foci for future teaching. This is achieved through -
    - Pre and Post assessments of units of work.
    - Mental maths tests, spelling tests
    - Termly assessments in Maths and Reading (using White Rose and NFER assessments).
    - Moderation of key pieces of writing at least once per half term, at least half of these will be writing from across the wider curriculum.

- **Nationally Standardised Summative Assessment** - allows the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

    - Early Years Foundation Stage profile.
    - Year 1 Phonics Screening
    - End of Key Stage 1 SATs Papers and Teacher Assessments
        - Reading

- Maths
- GPS

  - Year 4 Multiplication Tables Check (2019/2020)
  - End of Key Stage 2 SATs Papers and Teacher Assessment for Writing.
    - Reading
    - Maths
    - GPS

Assessments are agreed and shared via the Annual Assessment Timetable, which is linked with the school's Monitoring and Evaluation procedures.

3. Our Approach to Feedback and Marking

Our key principles of feedback and marking are:

- To assess learning against the learning objective –i.e. the intention of the learning opportunity (lesson/ project/etc.)
- To identify what is needed next – to deal with misconceptions, to deepen understanding or extending thinking in another context.
- To celebrate our key values (Helpfulness, Effort, Achievement, Respect and Teamwork).

What does this looks like in the lesson?
- All children's work should have a date and learning objective/title. This should be underlined. (See presentation policy – DUMTUMS).
- The work should be differentiated/scaffolded/supported to allow all children to access it and progress.
- Children's books may be annotated/marked or receive feedback throughout the lesson by an adult, the child themselves or a peer. (Teachers and TAs will mark in green – pupils will mark in purple).
- The children should be allowed improvement time to ensure work handed in is of the best quality. The child is the author of their work (they own it) so in this time any peers' corrections should be amended by the child who owns the work – the author. All work corrected in improvement time is done in the pen or pencil the child was writing in during the lesson.

Improvement Time

- Improvement time should be given during or at the end of the lesson to ensure that the work handed in is of the absolute best quality.
- Improvement time could be guided by the teacher very precisely (e.g. you have 1 minute to check all names and I have a capital letter; you have 2 minutes to check your spelling of there, their and they're; you have 1 minute to check your number formation) or be more general where children are asked to check against agreed non-negotiables and identified key success criteria.

- Improvement time can be used to remind children to 'uplevel' their work. (e.g. through vocabulary choices, checking the precision and accuracy of reasoning/problem solving activities or to reflect on their own learning through commentary or explanation of their understanding).
- The purpose of checking time is that the children are showing you exactly what they can do when their work is at its best and then the teacher knows what needs to be taught next, not just what has been forgotten.

All work will be labelled with level of support required during the lesson.

- I   Independent

- CT   Teacher guided

- TA   Teaching Assistant guided

- P   Paired work

Minor errors

Children, whose work requires distance marking, may have a reminder to complete minor corrections. A minor correction is something that you feel the child can do but has neglected to do in checking time. Examples of minor corrections: ABC, full stops, misspelling of common word/s, tense, incorrect number formation to name a few. These can be corrected in the next lesson by the child, using purple pen.

If a child continues to make the same minor correction errors or the teacher feels that they are errors that require more teaching, they should receive additional intervention and this will be evident in the children's book as some teaching is needed to address that misconception.

Misconceptions/Significant errors

Children whose work shows a significant misconception or error will require further teaching/opportunities to practice. This will be highlighted in the book over the LO in orange.

It is the teacher's professional judgement as to how best to address this misconception, strategies may include –
- Same day intervention with an adult - completed beneath the work.
- Next day intervention as part of the lesson, with the Teacher and TA drawing groups of children with similar needs together – this will be shown in books, as the same Learning objective will be used.
- A modelled example or support strategy for the child to use to complete again.
- Use of a peer to work with who can demonstrate and support the key learning.

Whichever strategy is employed there must be opportunity for the child to complete some independent work to ensure the misconception has been addressed – either during this work or within the unit/block of work.

4. Collecting and Using Data

Data is used in a variety of ways to support the progress and attainment of all children at South Viuew Community Primary School

Target Setting

At the beginning of each academic year, targets are set with all teachers for individual pupils. Targets are set, for Years 1 to 6, based on previous end of Key Stage Assessments, previous year assessments and professional knowledge of the staff who have worked with the children previously. For Reception children, targets are set on our school baselines and information from pre-nurseries as and when available.

Targets are set in consultation with each teacher, looking at the data (and other relevant materials, as needed) at Pupil Progress Meetings in Autumn1. These targets are then calculated into percentages, and groups of children are looked at. During the meeting staff discuss the children with the most potential to make accelerated progress, as well as the children with most significant barriers to learning. Notes are made and agreed interventions are put into place to support those children.

As targets are made for individual children, parallel classes will not have the same percentage of children to reach expected, Greater Depth etc., although a balance is sought to ensure fairness to all staff.

Targets are reviewed through Pupil Progress Meetings.

Foundation Stage Assessments

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. Reception staff at South View, use Tapestry to record observations and commentaries about learning for individual children.

On entry to EYFS at South View Community Primary School, the three characteristics and seven areas of learning are assessed using Development Matters statements to develop a baseline of children's abilities. These three characteristics and seven areas of learning are then regularly assessed through both teacher and child-initiated activities in the form of observations and evaluations. Progress is tracked over the year by Reception staff and through Pupil Progress Meetings.

These assessments are sometimes moderated by the local authority.

Records

Staff use school created markbooks on Integris to record end of term assessments, and attainment towards key learning objectives in each year group. Children from years 1 to 6 have assessments stored in their assessment files. At the end of each academic year, the most current and relevant assessment pieces are sent to the next class teacher, this would include –

- A Reading Assessment – SATs paper (Y2), NFER Summer assessment (Y1,3,4,5) and/or Salford reading assessment/PKS highlighted Summary (SEN/children not meeting Key Stage expectations).

- A Maths Assessment - SATs paper (Y2), White Rose Summer assessment (Y1, 3, 4, 5) and/or PKS highlighted Summary (SEN/children not meeting Key Stage expectations).

- A piece of high-quality writing from the summer term – that demonstrates the child's level of work, alongside the child's previous writing target sheet – highlighted with achievements.

Integris Markbooks are used as an aid to effective planning. The progress of children receiving extra support from Teaching Assistants is monitored by the member of staff delivering the support. Teaching assistants report on assessment outcomes to the class teacher, who then reports to the SENCO via Pupil Progress Meetings or sooner if concerns are being raised.

5. **Ensuring reliability and consistency of data**

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with subject leaders and other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Opportunities to moderate with parallel class, across the school and with other local schools are arranged as part of the annual monitoring and evaluation cycle, there is an expectation that all teachers will attend at least two external moderation sessions, each academic year.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback

from this training is shared with staff so that we continue to develop and improve our practice.

External moderations by Local Authority whenever possible.

Key assessments are not marked by the class teacher to ensure consistency and reliability.

Children in Year 2 and 6 use previous SATs papers as practice/moderation tools to ensure moderation is triangulated with these National assessments, knowledge of the children and work produced in class.

6. Reporting to Parents

- Termly Parent Consultation Meetings in the Autumn and Spring Term: these meetings focus on the curriculum – what pupils can do and what they need to do to improve
- Annual Written Reports in the Summer Term.
- Meetings with children on the SEN register to share personalised targets and progress towards these (TIMS).
- The results of any statutory assessments e.g. the Phonics Screening Check, Multiplication Check and end of Key Stage Assessments – EYFS, Key Stage 1 and Key Stage 2.

7. Inclusion

The principles of this assessment policy apply to all pupils, including 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.

8. Roles and Responsibilities

Governors

Governors 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

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to

- Monitoring standards in core and foundation subjects

Assessment Lead

- Analysing pupil progress and attainment, including individual pupils and specific groups

- Prioritising key actions to address underachievement

- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

9. Monitoring

Senior Leadership Team will review this policy annually. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Joanne Tomlins, Headteacher, is responsible for ensuring that the policy is followed.

Carrie Henderson, Assessment Lead, will monitor the effectiveness of assessment practices across the school, through:
- moderation,
- lesson observations,
- book scrutinies,
- pupil progress meetings
- pupil interviews
- data analysis.