



## Assessment and Feedback Policy

This policy must be read in conjunction with all other curriculum policies and applied by all members of staff, including HLTAs and TAs across all areas of learning.

### Mission

Every teacher is equipped to make well founded judgments about attainment and to plan the appropriate curriculum for each child.

### Aims

1. To provide a consistent and whole school approach to assessment.
2. To enable appropriate teaching and learning that ensures all children to make good or outstanding progress.

### Aim 1 To provide a consistent and whole school approach to assessment

**Assessment is an ongoing process. Throughout the year information rich activities and teacher assessments give teachers a clear picture of what each child can do.**

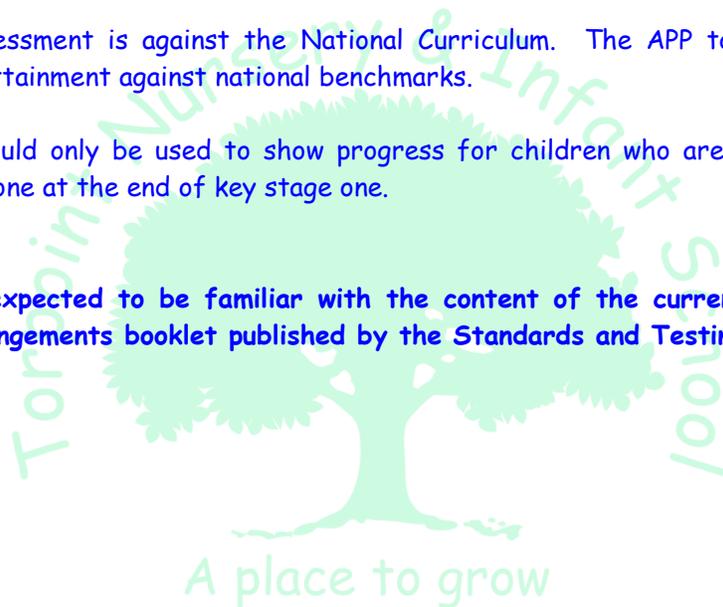
- Information is collected about all pupil's attainments from a range of sources these include
  - Observations
  - Discussions
  - Marking
  - Photographs
  - Pupil's recording
  - In year 2 the SAT's will be used in the Spring Term to help teachers with their judgment of pupil's independent, distant work across mathematics and English.
  - Phonics assessments (phase assessments and formative use of the Phonics Screening Check
  - Guided reading records
  - When appropriate Ros Wilson's criterion scale writing assessments may also be used.
- Information should include examples of scaffolded work, investigations, cross curricular applying activities, pupil initiated activities and distant work.
  - Information should not be photocopied to provide evidence portfolios.
  - Throughout the school learning journey books will be used to record in the form of photographs, planned observations and brief comments about observed/ collected moments that capture key moments in child's learning.



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- The pupil's recording in situ in their standard classroom books needs to be dated, have the learning intention clear on the page and be marked according to the marking policy.
- **Each teacher uses the information they have to make judgements about how children are achieving in relation to national benchmarks.**
  - In the Early Years Foundation Stage termly assessments of children are made. In Early Years Foundation Stage these use the typical behavior statements age bands found in the Early Years Outcomes document; until the end of the Early Years Foundation Stage when the Early Years Foundation Stage Profile is used to record pupils' achievement and progress against national benchmarks.
  - In KS1 assessment is against the National Curriculum. The APP tool is used to record children's attainment against national benchmarks.
  - P levels should only be used to show progress for children who are expected to achieve below level one at the end of key stage one.

**All teachers are expected to be familiar with the content of the current year's assessment and recording arrangements booklet published by the Standards and Testing Agency.**





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**Aim 2** To enable appropriate teaching and learning that ensures all children to make good or outstanding progress.

- Day to day assessment against each lesson learning intention allows teachers to adapt teaching basis to meet the needs of children; this may mean that adaptations may have to be made literally on a day to day basis.
  - Effective day-to-day assessment includes:*
    - using questions
    - making observations of children during teaching and while they work;
    - holding discussions with children;
- Periodic-
  - Reporting to parents (through termly written learning journey reports) allows teachers to reflect on the progress made towards pupils' individual targets.
  - Termly assessments against national benchmarks allow teacher's to reflect on pupil's attainment and progress. This allows teachers to identify next steps in teaching and learning to allow children to reach their potential.
- Moderation within year groups in PPA time and across year groups in designated staff meeting helps cement a whole school understanding of expectations to facilitate the effective transition of data and thus ensure that pupil's next steps are clear.
- Assessment enables staff to meet the needs of groups of children by looking at the pupils attainment and progress
  - Pupil Premium Children - is their attainment and rate of progress broadly in line with or better than the non-pupil premium children? If not, how are staff closing the gap?
  - Pupils with Special Educational Needs and Disabilities are making appropriate progress which closes any gap between their attainment and progress and that of their peers.
  - More able pupils are identified through day to day and periodic assessment and their progress is in broadly in line with or better than their peers
  - Gifted and Talented Pupils are identified through day to day and, where appropriate, periodic assessment and their progress is in broadly in line with or better than their peers.



## Assessment and Feedback Policy

### Appendices

- 1- **Marking Policy**
- 2- **Identification of More Able and Gifted and Talented Pupils**





## Assessment and Feedback Policy

### Assessment Policy Appendix One

## **MARKING POLICY:** TO BE USED AND READ ALONGSIDE ASSESSMENT POLICY

### **Mission**

Through accurate feedback, both verbal and written, celebrate success and maximize progress.

### **Aims**

1. To provide a consistent and whole school approach for responding to children's work in a way that encourages and motivates them and enables appropriate future teaching and learning.
2. To celebrate success to motivate pupils

**Aim 1** To provide a consistent and whole school approach for responding to children's work in a way that encourages and motivates them and enables appropriate future teaching and learning.

- This policy must be read in conjunction with all other curriculum policies and applied by all members of staff, including HLTAs and TAs across all areas of learning.
- This policy forms part of the assessment policy
- Marking is a key tool in the assessment of children's work and care should be taken to undertake this task carefully and with diligence.
- Well marked work supports our day to day planning and teaching.
- Well marked work enables us to undertake accurate judgments about each child's attainment and plan the appropriate curriculum.
- For marking to be successful we must ensure that the learning intentions for the activity have been clear for both the teacher and the child from the beginning of the lesson and as such become central to the marking process.
- For marking to be successful we must ensure that our children understand what is required of them in order to be successful before they begin an activity
- As children's work is marked against clear, planned learning intentions, then other areas may not be marked e.g. if the focus was punctuation then spelling (other than some key words) may not be marked on this occasion.
- Using the system of two stars and a wish for oral and written feedback allows our marking to specifically celebrate what children have achieved ( the stars ) and then clearly indicate what they could do to improve ( a single wish reflecting the learning intention or a specific key learning point for that child) .



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- Stars may be at the end of a piece of work or at some point within the work where that learning point has been well executed.
- 'Wishes' that have been identified in children work should be further identified in future marking as continuing( developing) wishes or stars.
- Specific points for development that are identified in pupils' work are targeted in future planning
- The idea is to mark work with the child present and give oral feedback as well as the brief notes using the 2 stars and a wish system
- We recognise that children need to know an adult has looked at and valued all their 'written' work and even if a piece of work doesn't result in full 2 stars and wish marking it should be clear to the child that the work has been seen. This means use of the code system that also supports the assessing pupils' progress (APP) process.

	Child worked independently - teachers may choose to extend this systems, particularly in EYFS, to be  or 
	Child produced this work as part of a guided group
	This work was undertaken when a visiting teacher was taking the class
	This work was undertaken when a student was taking the class
	This work was undertaken when a teaching assistant was taking the class or group
	This work has been discussed with the child. <i>This discussion may be with an individual, a group or the whole class. E.g. group- a group of children who need support with the piece of work are identified and will be focus of a guided group work the next day when difficulties will be addressed. E.g. whole class if there are issues with many children's work / understanding this will be discussed in shared work the next day.</i>
	This letter shape is well formed

- Marking is never negative and we will never use phrases such as "you did not try hard today".
- Marking is never negative and we dot or circle points to think about rather than putting crosses next to incorrect work (e.g. in mathematics)
- We never use meaningless phrases such as "well done "or "very good" without clarifying what was well done or very good.
- All marking should be written using a clear handwriting style, use correct spelling and be grammatically correct.



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- Consistent use of the terminology of stars and wishes by staff allows children to develop a language for self-assessment and review of work.
- Teachers demonstrate how marking can be used to help improve work by promoting children to self- edit/review; against the learning intention or the child's own previous 'wishes' .
- Time is given for children to be able to read comments and make a response by correcting or changing work.

### **Aim 2** To celebrate success to motivate pupils

- Marking is never negative and we will never use phrases such as "you did not try hard today".
- Marking is never negative and we dot or circle points to think about rather than putting crosses next to incorrect work (e.g. in mathematics)
- We never use meaningless phrases such as "well done "or "very good" without clarifying what was well done or very good.
- We recognise that children need to know an adult has looked at and valued all their 'written' work and even if a piece of work doesn't result in full 2 stars and wish marking it should be clear to the child that the work has been seen."
- The ideal is to mark work with the child present and give oral feedback as well as the brief notes using the 2 stars and a wish system. However this is not the only way to celebrate success
  - Stickers or smiley faces on pieces of work
  - Share good work with the class
  - Send the child to another teacher or the Head Teacher to celebrate success Receive a Head Teachers Award
  - Share work with the parent or carer
  - Send home notes which celebrate good work
  - Display work in the classroom and around the school environment
  - Show work in special mention or class assemblies
  - Star of the week
  - Photograph or photocopy work and record in the Learning Journey Book
  - Double ticks on well-formed letters



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### Assessment Policy Appendix Two

#### Identification of More Able and Gifted and Talented Pupils

- More able pupils are identified through day to day and periodic assessment and their progress is in broadly in line with or better than their peers
  - Staff work with the leadership team to interrogate data sheets to identify pupils who exceed expectations in the core subjects in Key Stage One. These are pupils who are
    - Exceeding expectations in EYFS1; working well above typical behavior statements for their age
    - Exceed expectations in the EYFSP; in the majority of areas
    - Make more than 10 points progress in Year One
    - Achieve/ are in line to achieve 2b at the end of Year One
    - Are working at level 3 or above in the Autumn and Spring term in Year Two or in line to achieve Level 4 at the end of Key Stage One.
  - Staff differentiate for all pupils within the SMILE curriculum which allows all children's needs and abilities to be met in whole class, guided and individual learning activities.
  - Differentiation includes ability matched phonics and guided reading groups from EYFS1.
- Gifted and Talented Pupils are identified through day to day and, where appropriate, periodic assessment and their progress is in broadly in line with or better than their peers.
  - Are working well above the typical behavior statements for their age throughout the Early Years Foundation Stage and are going to, or do, exceed expectations in the EYFSP; in one or more areas.
  - In Key Stage One staff identify children who show particular aptitude and talent and discuss them with the member of the leadership team responsible for gifted and talented pupils and the relevant subject leader or specialist
- Staff differentiate for all pupils within the SMILE curriculum which allows all children's needs and abilities to be met in whole class, guided and individual learning activities.
- Differentiation in music is done in consultation with the schools specialist music teacher.
- In art additional opportunities such as drawing and recording from life of animals and landscapes are provided for talented pupils.