



Fawkham CE Primary School

Policy for Assessment and Feedback

October 2020

Fawkham CE Primary School

Assessment and Marking Policy

*The work of our school, underpinned by our core Christian Values:
Respect, Caring, Friendship, Honesty, Forgiveness and Responsibility*

DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL

We value diversity and promote equal opportunities for all.

Definition

Assessment for learning is defined as those activities undertaken by teachers and pupils, which provide effective feedback to shape and develop teaching and learning so that all children can flourish, reach their full potential and achieve life in all its fullness (John 10:10). These are activities in which both teachers and pupils are engaged

OFSTED

The OFSTED framework states: “ An assessment activity can help learning if it provides **information** to be used as **feedback** by **teachers**, and their **pupils**, in assessing themselves and each other, to **modify** the teaching and learning activities in which they are engaged. Such assessment becomes “**formative assessment**” when the evidence is actually used to **adapt** the teaching work **to meet learning needs.**”

Rationale

All assessment for learning, recording and reporting procedures are in keeping with requirements laid down in the Education Reform Act 1988.

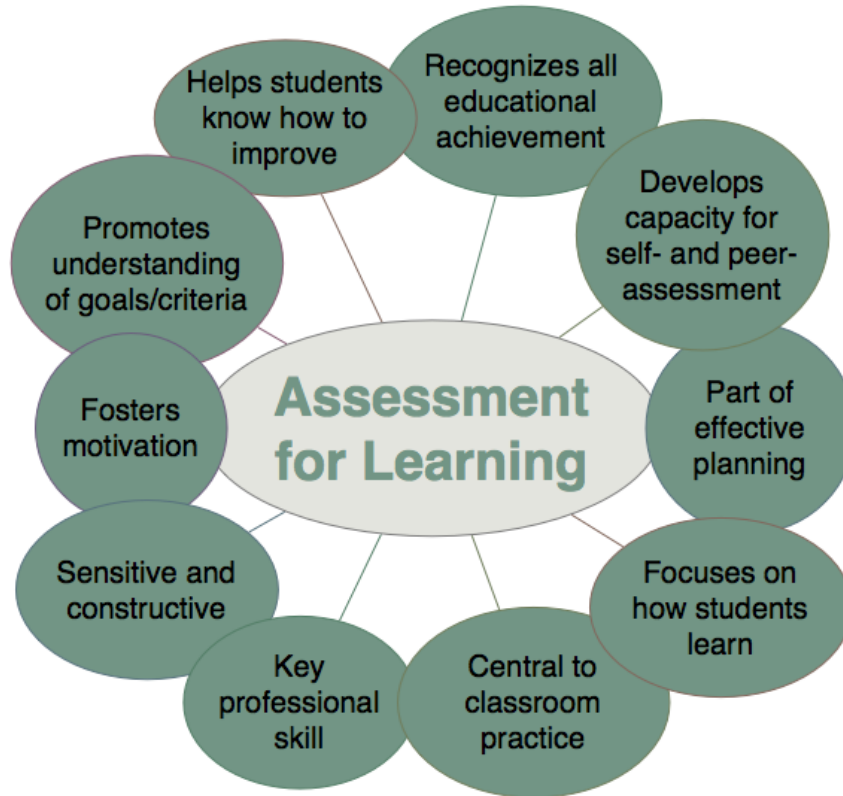
Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and standards as well as accelerate progress. It is a continuous process integral to quality learning and teaching. It is a means by which teachers and pupils themselves have a greater understanding of what pupils know, understand and can do, and it is a process to guide future planning and learning that is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in learning. It enables pupils and parents to be aware of the progress made in the development of skills, understanding and knowledge. It helps teachers to be more consistent and confident in their judgements.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

All pupils are entitled to an assessment for learning process which :-

- identifies and tracks their progress
- highlights their strengths and difficulties with strategies to manage them
- celebrates a broad range of achievement
- yields reliable and valid assessments

- enables them to play an active role in their own learning through learning about how they learn, self assessment and reflective self evaluation and evaluation of each other’s work
- raises their self esteem
- communicates their progress to themselves and their parents, thus encouraging the parents involvement and contribution
- provides information to others with an educational interest, e.g. curriculum subject leaders, Governors and the LA



Aims

At Fawkham CEP School, assessment will be used to :-

- direct class and school planning
- ensure continuity in a child’s education and inform the subsequent classteacher
- aid teachers in differentiating the curriculum and to assist staff in making National Curriculum standard judgements
- help identify Special Educational Needs for the less able children so that relevant programmes may be written to cater for their needs
- aid in identifying Gifted and Talented children in order that specific programmes can be devised to stretch and challenge them
- identify any specific difficulties or weakness that an individual pupil may have
- enable the Headteacher and curriculum subject leaders to monitor planning and standards throughout the school
- promote self assessment by the pupils, encouraging their own learning and further development
- provide the basis of reporting to Governors, parents and other interested parties

Thus effective assessment for learning should promote a partnership between pupil, teacher, parents and other interested parties.

Strategies for Achievement of Aims

Process



Informal Assessment

Teachers plan all lessons with clear learning intentions which are communicated to the pupils. During lessons, teachers, sometimes in consultation with pupils, will plan and share success criteria. During each lesson pupils will be encouraged to evaluate their learning in the light of the success criteria and learning intentions, this is carried out in partnership with the teacher, thus contributing to their self-assessment.

Regular, consistent and effective feedback will be given to all pupils, oral and/or written depending on the age and ability of the children. All work will be assessed, however it is acceptable for a series of lessons' work to be assessed just once and feedback given, this should not exceed three lessons worth of work. Assessment of all work for improvement will take place directly linked to the lesson's learning intentions, the extent to which the child has met the LI will be made clear and a challenge will be used to reinforce, scaffold, extend learning, the child be given time to respond to these challenges in future lessons or the challenge may actually be incorporated into the next lesson for the children. Feedback will be in line with the school's Feedback Policy (Appendix 1).

At the beginning and end of each unit/programme of work in RE, Science, History, Geography, Art, DT, ICT, PSHE/RSE PE and Music children will complete a self assessment linked to their work, these are teacher designed and directly reflect the POS that have been taught. There are opportunities for children to assess their learning and identify what they would like to learn next linked with the topic.

Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Questioning throughout the lesson in order to judge pupil understanding
- Observations – often by Teaching Assistants either focussed or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson
- Involving the children in peer and self assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.

- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in writing (if appropriate) matched to the age and the individual needs of the pupil
- Focussed feedback using learning objectives and success criteria
- Sampling pupils' work
- Carrying out diagnostic assessments e.g. using analysis of tests to identify the gaps in learning.
- Using assessments and feedback to inform the next stages of learning and planning.

Formal Assessment - Summative Assessments

Assessments of pupils' rates of progress are carried out three times a year in order to track achievement at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings and inform Provision Maps.

- The Foundation Stage Profile is utilised to assess pupils in Reception – Tapestry is used as a tool for recording these assessments and for both EYFS staff and parents to add observations and work as evidence.
- For all pupils in KS1 and KS2 standardised tests – Rising Stars Termly Progress Tests. If children are deemed to be working below the standards of these tests then Teacher Designed tests are used that directly relate to what the children have been learning are used. Tests are carried out in Maths, Reading, SPaG and Writing. The outcomes of these tests are that children are making Emerging, Expected or Exceeding rates of progress.
- NFER tests in Numeracy, Verbal Reasoning and Non – Verbal Reasoning are carried out during Term 5 for children in Year 5. Standardised results are used to inform parents so that they can make an informed judgement as to whether their child sits the 11+.
- Class teachers ensure that assessment information is recorded in Tapestry for EYFS and Excel spreadsheets (produced by Assessment Leader) for KS1 and KS2 children

At the end of each unit/programme of work in RE, Science, History, Geography, Art, DT, ICT, PSHE/RSE PE and Music teachers use the National Curriculum 2014 statements to assess the standard at which the children are working.

End of Year Assessments

A summative assessment is made at the end of each year in Reading, Writing, SPaG and Maths. These tests are the formal national KS1 and KS2 tests for Years 2 and 6 respectively, Phonics Screening Test for Year 1 children and any re-sits for Year 2 children who didn't pass when they were Year 1 children. The times tables check for Year 4s will take place during the summer terms. Years 1,3,4 and 5 are assessed using end of year Rising Stars Assessment Tests. For all assessments in Years 1,3,4 and 5 results are either Emerging, Expected or Exceeding. For Years 2 and 6 results are either Emerging, Expected or Greater Depth.

The end of year reports indicate how well each pupil is attaining using the above terminology.

Assessment data is reported annually to the Local Authority/DFE at the end of:-

- Reception
- Year 1 (Phonics Screening Test)
- Year 2 and Year 6

Recording

Each teacher has an assessment file in which information is kept on the following:-

- Assessment and Marking Policy
- Class list
- SEN/Vulnerable Children registers
- Gifted and Talented register
- Non statutory whole school targets for all children
- Excel spreadsheets showing end of EYFS, end of KS1 and end of last academic year results in Reading, Writing, Maths, SPaG and Spelling – dependent on year group, the current academic year results at the end of every term are then added to these spreadsheets
- Class Provision Maps
- INSET information about assessment
- Moderation meetings attended – details and outcomes
- Spelling test, times tables test and mental arithmetic test results will be kept in the class teachers' record book or assessment file

Reporting

There will be shared understanding by pupils and teachers of clear and explicit learning intentions, with realistic targets being set. Learning intentions with the younger children may be shared as WALT – We Are Learning To. There will be clear success criteria so that children know exactly what they need to do to achieve their full potential. Success criteria with younger children may be referred to as WILF – What I'm Looking For.

There will be an emphasis on the children writing their own success criteria.

Dated internal, County and national test results will be reported to parents, curriculum subject leaders, the Headteacher and the Governors' monitoring pairs to inform them of pupils achievements and standards.

There will be one parent consultation per two terms in Autumn, Spring and Summer. Assessment data from termly tests will be shared at these meetings. Assessment data will also be sent home through a letter each term – these produced by the Assessment Admin Assistant.

Personalised Plan reviews for SEN children will take place on a termly basis. Gifted and Talented children's I.E.P will be reviewed on a yearly basis.

During the Autumn Terms, parents will have an opportunity to discuss issues relating to their children at this early stage of the school year, SEN personalised plans will be shared as well as individual targets. Children's work will be available for parents to view before the consultation. The SENCo will attend the parents evenings of the children with SEN&D to share and discuss the personalised plans.

During the Spring Terms, children's work will be available for parents before the consultation, so that issues can be decided in advance. The meeting can then focus on areas for development over the following months.

In June parents of Year 5 children are invited to attend a meeting about Secondary Transfer where the Procedure for Entrance to Secondary Education is explained by the Headteacher

and class teacher. This is followed by further individual meetings in later June to discuss individual children.

- Parents will receive an Annual Report in July, informing them of their child's progress in all National Curriculum subjects and R.E. Staff will personalise the comments for General Comments, Maths, English and Science, a further personalised comment by the Headteacher will be made. The teacher will comment on literacy and numeracy targets which were set in the previous year's report and set English, Mathematics and Science targets for the coming academic year. The rest of the comments will be generic for the whole class – these will be experiences offered and specific comments for any children that particularly shine in the subject. An Attainment grade (graded 1 to 3) and Effort grade (graded 1 to 4) will then be made for each of the curriculum areas (NOT ENGLISH OR MATHS).

ATTAINMENT

- 1 – EXCEEDING
- 2 – EXPECTED
- 3 – EMERGING

EFFORT

- 1 – EXCELLENT
- 2 – GOOD
- 3 - SATISFACTORY
- 4 – POOR

Relevant national SAT and internal Rising Stars test results and NFER scores will be included in the end of year reports to parents. There will be an opportunity for parental right of reply to comments made, in July, when work will once again be available for parents to view prior to the consultations.

At the beginning of each term a Tracking Progress meeting will be held. All teachers will look at the end of term progress rated for all children. ALL children in the school and the progress they are making will be discussed. This meeting will contribute to designing the initiatives that will be delivered, the SEN/Vulnerable Children and Gifted and Talented support which will be put in place and ultimately feed into the Provision Mapping document.

At the end of each term the assessment coordinator analyses all of the data and produces a spreadsheet which is shared with teachers, TAs and Governors (6 times a year)– this identifies the progress of year groups and all vulnerable groups and individuals. The reports also commentate on the attainment and progress of each cohort.

Pupil Progress Meetings

These are held on a termly basis and are attended by all class teachers and TAs along with the Headteacher/Assessment Leader.

The focus of the pupil progress meetings is:-

- to discuss attainment and progress generally within the class using the termly data report to provide context and any additional information gained from the data analysis by the headteacher
- to consider the provision maps for the class that reflect the findings of the
- assessment data in terms of Quality First Teaching and Wave 1,2 and 3 support

Assessment Moderation

- Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation is carried out across the school in order to ensure consistency.
- Teachers in Reception, Years 2,3 and 6 attend County organised moderation sessions each summer.
- All teachers attend moderation meetings with our collaboration of schools and our Federation schools to moderate Reading, Writing, Science and Maths.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.
- The EYFS teacher visits the children in their preschool setting and visits them in their homes before they start school to ensure a smooth transition.
- Transition meetings are held between class teachers and with the high school at the end of Year 6
- When children move schools, information is sent through the CTF (common transfer file).

Target Setting

Although there is no statutory requirement to set targets in Mathematics, English and Science, we as a school recognise that it is good practice to do so. Each Autumn we use tracking data to set targets in Maths, English, Reading, Writing and Science for end of year attainment. We review the progress of each child at the end of the academic year and set revised targets.

We also set targets for other areas of work in school. Teachers set targets for both Maths and English – these are shared with children and discussions are had about how children can work towards achieving them. Each class teacher decides on an appropriate method of recording these targets that is relevant for the stage of development of the children. Children know their targets and can talk about what they are doing to try to achieve them. We encourage the children to constantly be thinking of their individual targets and expect them to be actively engaged in the target setting and getting process.

Success Criteria

- Assessment for learning should give a recorded 'picture' of what each pupil understands and can do and highlight areas for improvement thus ensuring progress is made by ALL pupils, leading to records that are clear and understandable to teachers and parents
- procedures should be manageable, effective, sustainable, consistent and used to inform both learning and teaching.
- practice should meet with statutory requirements
- the majority of children with Special Educational Needs should be recognised by the end of Year 1 so that the SENCo can be consulted and the appropriate support given.

- regular monitoring will be undertaken by the Headteacher ,Deputy Headteacher, Assessment and Curriculum subject leaders and classteachers. (see Appendix 2 - Monitoring Roles and Job Descriptions)

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- we recognise and value all forms of achievement

Appendix 1 – Feedback Policy

Appendix 2 – Monitoring Roles and Responsibilities

This policy will be reviewed regularly and updates given to Governors, in line with any new information and guidance that becomes available.

Written by: Miss Mandy Bridges (Headteacher and Assessment Leader)

To be reviewed: October 2023

Signed..... Date.....
(Chair of Governors)

Signed..... Date.....
(Headteacher)

Appendix 1

Feedback Policy

Dormice

Much of the work in Reception is carried out orally. Praise and positive comments are given and children's contributions are noted to feed into the Foundation Stage Profile. As the year progresses, particularly in the summer terms the children are completing more formal work in books and the same policy as for the other classes in the school is followed.

Hedgehogs, Badgers and Squirrels

Organising your children

- Adults – Teachers and TAs must work with a guided group throughout the lesson
- Other children work alone, in pairs or in groups, independently of an adult
- All good assessment for learning practice remains in place, e.g. self and peer assessment, use of success criteria, mid-plenaries etc.

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Guided Groups

- Adults working with guided groups should signify this by labelling pupil books with **1 RED** 'stick-man' when working with a teacher and **1 PINK** 'stick man' when working with a TA, at the top of the page
- During the guided session, adults may annotate children's books to reflect their intervention where useful and/or relevant using the same colours as above
- Annotations make take the form of modelling, prompting, correcting etc. Annotations should not be extensive or contrived – if it is burdensome and does not impact on learning, **DON'T WRITE IT!**
- Adults initial at the bottom of the child's finished piece

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Children working independently of an adult

- Children working independently of an adult should signify this by labelling their books with a **GREEN** 'stick-man' at the top of the page
- These children will have their books 'marked' after the lesson

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Checking the books of children who worked independently of an adult, the three possible actions:

1. Acknowledge and stamp (**GREEN**)
2. Minor corrections and stamp (**PURPLE**)
3. Feedback required, use **RED** stamp and DM sheet

<http://www.uspsnielsen.com/1204840/rtstamp-04-pink-co-junior-0410>



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1. Acknowledge and stamp (**GREEN**)

Upon checking a child's book you reach the conclusion that they have met the learning intentions and the outcome meets your expectation:

Stamp the book with a stamp other than red, then move on to the next book

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2. Minor corrections and stamp (**PURPLE**)

Upon checking a child's book you reach the conclusion that they have met the learning intention and the outcome meets your expectation but there are some minor errors that require corrections: (see next slide for definition and examples of 'minor correction')

Make the correction, stamp the book with a stamp other than red, then move on to the next book

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What constitutes a 'minor correction'

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g., correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, "oh yes, I missed that" rather than, "oh, I didn't know that"

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3. Feedback required, use **RED** stamp and DM sheet

Upon checking a child's book you see something you didn't expect and reach the conclusion that they need feedback. Feedback will predominantly involve further teaching, guidance or support but may involve setting further challenge or celebrating and sharing excellent achievement :

Stamp the book with a RED stamp and make a note of the feedback required on the Distance Marking Sheet (DM Sheet)

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Key Stage 1 and 2 Distance Marking outcomes

Week beginning:	English	Mathematics	Other
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			

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Criteria for completing the Distance Marking Sheet

- This sheet replaces distance marking in pupil books; it is a record of teachers' evaluations when 'checking' the books of children who have worked independently of an adult and is a running record of Assessment For Learning.
- The sheet should be completed daily and must include the date to support monitoring and evaluation
- At the end of each week, file alongside weekly planning on KLZ – taking account of any aspects that require follow up in the next week.

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Other possible strategies

Make use of stickers.

Subject 'Good work' assemblies with the whole school led by subject leaders.

Photographic assessment and evidence is retained – photos may be taken by teachers, TAs or children. Sometimes children may give feedback and mark their own work or the work of

another child– this should be part of a plenary and used as a learning opportunity, this does not replace the feedback of the teacher.

Appendix 2

Monitoring Roles and Responsibilities

Classroom Teachers

Classroom Teachers will :-

- make constructive, informative and rigorous assessments of pupils' contributions in lessons.
- Summarise achievements of the class at the ends of lessons in relation to learning intentions.
- Teach children about their brains and how they actually learn.
- Ensure work of SEN pupils relates to targets set in IEPs
- Ensure work of Gifted and Talented pupils relates to targets set in Opportunities Plans
- Encourage pupil self assessment and evaluation.
- Follow the school feedback policy.
- Use assessments to inform teaching and planning - short, medium and long term.
- Ensure that all assessment data and analysis of tests are given to the assessment leader and the relevant subject coordinators.

Curriculum Leaders

Curriculum Leaders in all subjects will, in accordance with national/county guidance

- Develop appropriate recording and target setting systems
- Establish an overview of standards and rates of progress in their area of responsibility and keep the Headteacher and assessment leader informed.
- Prepare improvement strategies which inform action plans and the School Development Plan.
- Embrace and follow the assessment procedures outlined in this policy.

Assessment leader

The Assessment leader will :-

- Keep up to date with national developments.
- Know all school practices and give guidance when necessary.
- Help moderation arrangements.
- Monitor, evaluate and develop policy and practice.
- Analyse and report on whole school data.

Headteacher/Assessment Leader

The Headteacher/Assessment Leader will :-

- Establish an overview of standards and rates of progress in year groups and subjects, identifying strengths and weaknesses.
- Use Making Figures Speak For Themselves (MFSFT), Analyse School Performance data to inform teaching and learning.
- Use assessment data to inform whole school planning - School Development Plan, Self Evaluation Form, INSET, and resource allocation.
- Ensure Curriculum Leaders use assessment data to inform their planning - setting targets relating to pupils' achievements.

- Ensure parents have a clear view of the progress their children are making.
- Inform Governors, LEA, Diocese and DfES as appropriate.