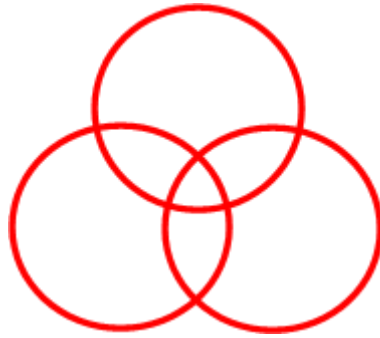


St Edmund's Catholic Primary School



Assessment and Feedback Policy

Agreed By Governors: May 2023

Next Review Date: May 2026

Rationale

Regular feedback, whether verbal or written, given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Reporting to parents at termly parents' evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' attainment, progress and the next steps in their learning.

Detailed analysis of summative 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.

Objectives

The objective of this policy is to ensure that:

- The school's approach to formative assessment is clear;
- There is a schedule for summative assessment, the recording of data and reporting to parents;
- as far as possible, there is a consistent approach to feedback so that members of staff are clear about expectations for feedback and marking;
- children have a clear understanding of the symbols used in marking.

Roles and Responsibilities

Headteacher:

- To ensure that statutory requirements are met.
- To review and update the policy.
- To inform the governors about the school's performance on at least a termly basis.
- To utilise assessment information to raise standards at a whole school level.
- To have a clear and detailed understanding about what the assessment information means about the school's performance.
- To keep up to date and inform staff about the latest information and requirements.
- To ensure that pupil progress meetings take place and to evaluate the information gained from them.
- To ensure that assessment is accurate and timely.
- To collate and analyse data of cohorts, groups and individuals using *HelloData* and utilise the information to support school improvement.

Subject Leads/ Senior Leaders

- To collate and analyse data of cohorts, groups and individuals using *HelloData* and utilise the information to support school improvement.
- To participate in pupil progress meetings and advise on strategies to raise pupil attainment in their given subject or area of expertise.
- To ensure planning includes clearly defined learning objectives, success criteria and assessment for learning.
- To monitor teaching and learning to ensure that pupils are enabled to make maximum progress.
- To advise and support in the assessment process and ensure that moderation takes place regularly.

Class Teachers and Support Staff

- To ensure planning includes clearly defined learning objectives, success criteria and assessment for learning.
- Ensure work is marked in line with school policy and that their marking has a purpose and is consistent.
- To share good practice of book marking in meetings
- To set individual targets and ensure that children know their targets where applicable.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments in accordance with this policy and input this onto Target Tracker
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure manageable records are kept.
- To ensure that the children entitled to pupil premium make good progress as a result of accurate assessment, that this assessment is used to plan provision and that formative assessment and end of term assessments are used effectively to identify clear targets and provision.

Pupils

- Read all comments by teachers and complete set tasks.
- Respond positively to comments written by teachers and make improvements (where applicable).
- Under guidance from teachers, sometimes give other children feedback.
- Be aware of the next steps to achieve individual targets.
- Put their best effort into their work.
- Keep high standards of presentation in book work.
- celebrate their achievements and share their work with others.

Parents

- To engage in dialogue with the school where appropriate to support their child's learning.
- To support the school in ensuring that pupils put in their best effort.

Governors

- To agree to the school's Assessment and Feedback Policy.
- To listen to feedback on the implementation of the new policy.
- On monitoring visits to the school, to sample students' work where appropriate.
- to ensure this policy and all policies are maintained and updated regularly.

Planning For Assessment

We carefully plan all our Religious Education, Maths and English lessons with a clear learning objective and success criteria. For Foundation Subjects we use key questions and sub-questions. Because our lessons have explicit lesson objectives and success criteria, children are clear about what is expected of them and we are able to assess their progress. In most cases, learning objectives and success criteria should be recorded at the top of a piece of work.

Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include;

- the use of careful questioning
- Observing the children at work, including 'show me' activities with whiteboards etc.
- Reviewing the children's completed work
- Retrieval activities at the beginnings of lessons
- Peer and self-assessment

Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Feedback

The school uses a range of feedback strategies, including:

- Verbal feedback
- Peer feedback
- whole class
- live marking
- conferencing
- written feedback (marking)

Marking

All written work in books should be marked in some way. Sometimes it may be appropriate to photograph practical work or activities and keep a record in the children's exercise books. In this case, practical work should also be marked.

In some cases, for example when children have copied out work neatly for display purposes, it may not be appropriate to mark work.

Work should be marked promptly, and before the next lesson at the very latest.

Teachers should use their professional judgement to decide in how much depth to mark the children's work, following these principles:

Marking should be meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach as necessary, always bearing in mind that the single purpose of marking is to advance pupil progress and outcomes.

Marking should be manageable: marking practice must be proportionate and consider the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Marking should be motivating: marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

At St. Edmund's School, we use the following systems for marking work:

Acknowledgement: All written work should be at least acknowledged – teachers should initial the work to show that they have seen it. In some cases, this will be sufficient.

Marking Against The Success Criteria: For many pieces of work, this will be a time-effective and powerful way of marking. Teachers use a green highlighter to highlight success criteria which have been achieved and put a dot next to success criteria which have not been achieved with orange. (This allows you to come back and highlight the success criteria in green if the child improves their work.) Depending on the success criteria and the child, you could use the green highlighter to mark the place in their work where they have not achieved the success criteria, or you could write a short comment asking the child to find the place themselves and correct it.

Marking Right Or Wrong: For some tasks, the most appropriate way to mark will be to put a tick where the answer is correct and a dot where it is incorrect.

Spellings: We do not correct every single spelling unless this is the main focus of the lesson. Teachers should correct up to three spellings in any piece of work by underlining the misspelt word and writing 'sp' in the margin. Depending on the difficulty of the spelling and the ability of the child, the teacher can either provide the correct spelling or ask the child to correct it themselves. Children should be given the opportunity to practise the spelling – one strategy for this is to ask them to copy out the spelling three times at the bottom of their work. For some children, this may not be appropriate.

Writing A Comment: Where it is appropriate to write a comment, teachers should include specific information about what the child has done well in their work (**what went well**) - please avoid generic praise such as 'excellent work' or 'well done'. Comments will often include advice on how children can improve their work. This may include an editing task (Please go back and find three commas which you have missed.) or a target for their next piece of work (For our next Science experiment, please label the units of measure carefully.)

Marking Code: In order to support assessment and moderation, it is helpful to mark work to show where they have worked independently or have had support. We use a standard set of symbols to annotate work so that children become used to a consistent approach. This code should be on display in each classroom.

Symbol	Meaning
I	Independent work
CW	Class work
CT/ TA	Teacher Support/ Teaching Assistant Support
VF	Verbal Feedback
1:1	1:1 conferencing
Sp in the margin	Incorrect spelling - see section on spellings above.
Wiggly line underneath a word	Children can use this symbol if they are not sure about the spelling of a word.
//	New paragraph
∧	Missing word/ phrase
Dashed line underneath the work	This does not make sense.
Straight line under work in KS2 ●● in KS1	Please look at this section again
Green circle (KS1) Green (P) (KS2)	Missing punctuation/ missing capital letter/ extra capital letter/ extra punctuation
✓	Correct answer
•	Incorrect answer
Cap (in margin)	Capital letter missing in this line
Ap (in margin)	Apostrophe missing in this line

FS (in margin)	Full stop missing in this line
P (in margin)	Other punctuation missing/ wrong in this line

Peer Feedback and Self-Assessment: Peer feedback and self-assessment can be very effective, especially if children are trained to use the success criteria to assess work. They should be encouraged to use the same strategies and codes as teachers. Children should not write directly on another child's book; instead use a post it note or a similar strategy to record feedback. Children use purple pen for self-assessment – see below.

Responding To Marking:

It is essential that children are given the opportunity to review their work and read any feedback that the teacher has given them. Where appropriate, children should be given time to respond; this could involve correcting their mistakes or carrying out an editing task. Pupils should edit their work in purple pen.

Summative Assessment

As a school, we use summative assessment to track pupils' progress and to identify children who may need extra support. Summative assessment is also used to support performance management and for the governing body, parents and other bodies to measure the success of the school.

School Level:

At a school level, we assess Reading, Writing, Mathematics and Religious Education summatively.

Teachers assess the children in their class three times a year, entering their data on Integriss. We use a point in time assessment system, which means that we only assess the majority of children against the objectives that have been covered. For children who are accessing the curriculum, we use the Year Group number to denote the year group they are working in, followed by a number 1 – 4, according to their grasp of the objectives covered so far:

1	2	3	4
Below where they should be to reach age expectation, but still able to access the curriculum.	Just below where they should be to reach age expectation at the end of the year	On track to reach age expectation at the end of the year.	Likely to be greater depth at the end of the year.

Therefore, a child in Year 4 who is on track at the beginning of the school year, would be assessed at 4.3. If they continued to make good progress, they would still be assessed at 4.3 throughout the year.

For children who are not accessing the national curriculum for their year group, we use a steps model of assessment in order to be able to show progress for these children. In this situation, we use the first number to refer to the Year Group objectives that the child is working on, followed by a number 1 – 4, according to how many of the objectives they have covered.

1	2	3	4
Has made a start on the year group's objectives.	Is continuing to work on the year group's objectives and knows about half of them.	Is fairly confident with the year group's objectives.	Has completely understood the year group's objectives and is ready to start working on the next year's objectives.

So, for example, a child who was in Year 4 but working below age group expectation and was just getting confident with the Year 2 objectives would be assessed as a 2.2

In Maths and Reading, we support our teacher assessment using testing. It is important that these tests are used to inform teacher assessment, not to replace it, and teachers should listen to their children read regularly and also monitor their progress during Maths lessons. For Reading we use the NFER tests in Years 1, 3, 4 and 5 and old SATs papers for Years 2 and 6. For Mathematics, we use the White Rose Assessment papers for Years 1, 3, 4 and 5 and old SATs papers for Years 2 and 6.

In Early Years, assessment is based on teacher judgement and the following codes are used.

(1)	WTS (2)	EXS (3)	GDS (4)
Working within the Early Years Curriculum (Birth-5 Matters) but at a level which is lower than the expectation for their age and where they are unlikely to reach the Early Learning Goals by the end of EYFS, even with accelerated progress	Working at below the expected level for their age, but where they have a possibility of reaching the Early Learning Goals by the end of EYFS with additional support and accelerate progress.	On track to reach the Early Learning Goals at the end of EYFS.	Likely to be greater depth at the end of EYFS.

Monitoring Children's Progress

The Headteacher has overall responsibility for monitoring pupils' progress, but Senior Leaders and subject leaders' support.

Pupil progress meetings take place once each long term, once data has been uploaded onto Integris. Pupil progress meetings are used to identify children who need additional support and to organise interventions where appropriate. They are also used to identify trends across the school.

SEND

Children who do not make as much progress as expected may have SEND. The SENCO is involved in pupil progress meetings. In some cases, it may be more appropriate to use a separate scale for summative assessment for these children. Please refer to the SEND policy for further information.

External Assessments

Children at St. Edmund's are assessed in the following areas:

Reception: Baseline Assessment (Autumn 1)

Reception: Assessment against the Early Learning Goals (Summer 2)

Year 1: Phonics Assessment

Year 2: Phonics Assessment (for children who did not achieve the expected level in Year 1)

Year 4: Multiplication Tables Check

Year 6: End of Key Stage 2 Assessments

Moderation

Assessments in Maths, English and RE are moderated each term.

Assessment Schedule

Month	Assessment Activity
September	Confirmed SATs scores and assessment data from previous July reported to governors with action plan for the academic year
September	Target Setting Meetings
October	Deadline for Reception Baseline to be reported to OCC
November	Parent Consultations
December	Children sit White Rose Assessments in Mathematics and NFER tests for Reading. (Years 2 and 6 sit old SATs papers.) Data Uploaded to Integris Pupil Progress Meetings
January	Data reported to governors

March	Parent Consultations Children sit White Rose Assessments in Mathematics and NFER tests for Reading. (Years 2 and 6 sit old SATs papers.) Data Uploaded to Integris Pupil Progress Meetings
April	Data reported to governors
May	Year 2 SATs Year 6 SATs Week
June	Teacher Assessment in Maths, Reading and Writing, supported by formal tests in Reading (NFER) and Maths (White Rose) , uploaded to Integris Year 1 Phonics Check (also for some Year 2 children) Year 4 Multiplication Table Check
July	Unvalidated SATs results and Assessment results shared with governors Transition Meetings Reports are sent out to parents

Reporting To Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. Twice a year we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year, we consider how the children are progressing in their new class. At the second meeting of the year (which we hold mid-way through the spring term) we evaluate their child's progress. Parents are also given the opportunity to discuss any concerns they have with regard to their child's progress in the summer term once they have received a written report. During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests. For pupils of Year 1 we provide details of the level achieved in the Phonics Screening Check. For pupils of Year 4 we provide details of the level achieved in the Multiplication Table Check. We offer parents of pupils in Year R the opportunity to discuss the results of the Early Years Foundation Profile with their child's teacher.