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CALTON
PRIMARY SCHOOL



CALTON
PLAYGROUP

CALTON PRIMARY SCHOOL AND PLAYGROUP **Assessment and Feedback**

Approved by Committee Name
(LMP/TLA/BSW) Committee

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Calton Primary School Assessment and Feedback Policy

Introduction

This policy outlines the nature and management of assessment and feedback at Calton Primary School where we will take a professional approach to assessment and feedback (which includes marking).

Purpose of the Policy

- To ensure the provision matches the statutory requirements.
- To benefit children, staff, parents and governors practices.
- To ensure that assessment feeds the planning cycle.
- To ensure consistency in the marking throughout the school.
- To ensure all staff mark work and give feedback as an essential part of the assessment process.

Nature of the Assessment and Feedback in the Curriculum

Assessment is a continuous process integral to teaching and learning it underpins every aspect of learning. Effective assessment should be systematic and embedded in teaching and learning to enable all children to make good or better progress. It is how teachers gain knowledge of their children's needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. Regular assessment is a critical part of this procedure.

It enables us to praise and confirm achievement against success criteria and to identify areas to improve. It informs future planning, ensuring continuity, progression and differentiation. The main objective of feedback and marking is to help children to move forward in their learning.

At Calton Primary School we strive to ensure that each child achieves their maximum academic and social potential, and that they leave the school with the skills and knowledge they will need to become successful and to make a fulfilling contribution to society. We aim to provide verbal feedback and marking that is consistently of a high quality to ensure that children understand, in detail, how to improve their work.

Therefore, children know, on a regular basis, where they are succeeding in school and what their next steps for development are. Teachers need to

know how effective they are in developing their children's understanding and skills. Parents/Carers have the right to know how well their children are progressing, developing and attaining. Pupil progress is recorded consistently and systematically and records are used to track pupil progress to identify strengths and areas for development. Data is analysed three times a year to identify progress of individuals and groups of pupils and to inform areas for improvement.

What we want the children at Calton Primary School to achieve

Aims

There are three main aspects of assessment:

- **Day-to-day assessment for learning:** this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement. Feedback is given to the children verbally and through marking.
- **Periodic review: a profile of pupils' learning using the Curriculum criteria recorded on Insight.** This helps teachers to track pupils' progress, outside of lessons, by using specific criteria to see the standards they are reaching and what needs to be planned for next in order to secure further improvement. This takes place in Reading, Writing, Mathematics, 6 times a year; and in Science and Quest Subjects three times a year. Three times a year pupils will be formally assessed in their reading and spelling ages and once a year in their maths ages. The tracker is utilised as a working document for teachers.
- **Transitional assessment – this is the use of summative tests and tasks** that formally recognise children's achievement and are shared with children and their parents. Spelling tests, PIRA, PUMA, White Rose and SATS papers are used.

Principles of assessment are:-

1. to provide information to support progression in learning through planning
2. to provide information for target setting for individuals, groups and cohorts
3. to share learning targets with children
4. to involve children with self/peer assessment
5. to help children know and recognise the standards for which they are aiming
6. to raise standards of learning
7. to identify children who need intervention
8. to inform parents/carers and other relevant professionals of children's progress
9. to complete a critical self-evaluation of the school

Teachers, Learning Partners and children are all actively involved in the assessment.

We offer feedback and mark children's work in order to:

- Show that we value the children's work, and encourage them to value it too.
- Enhance the children's self-esteem, and raise aspirations, through use of praise and encouragement.
- Give the children a clear general picture of how far they have come in their learning, and how they can improve their work.
- Offer the children specific information about the extent to which they have met the W.A.L.T, and/or the individual targets set for them.
- Deepen children's learning and understanding of the task.
- Promote self-assessment, whereby the children recognise their difficulties, and are encouraged to accept guidance from others.
- Share expectations.
- Gauge the children's understanding, and identify any misconceptions.
- Provide a basis both for summative and for formative assessment.
- Provide the ongoing assessment that informs our future lesson-planning.

Use Assessment for Learning strategies e.g:

- Working walls
- Targets
- Sharing success criteria
- Self and peer evaluation
- Discussion, talk and modelling
- Learning Environment – display and learning materials available
- Learning steps – children know what is next
- Questioning

Objectives

Assessment in the Early Years Foundation Stage

- Prior to children entering the school Foundation Stage teachers will receive transition records completed by preschool settings.
- A meeting will take place with the Class Teacher, EYFS lead, Family Support Worker where available, and Parents/Carers to discuss any strengths and areas for development and allow the school staff to gain a better understanding of each child before they begin school.
- Throughout the Summer Term prior to beginning school, children will meet their class teachers and attend weekly stay and play sessions in order to build their confidence and develop their social skills.
- Once in school teachers will carry out a baseline assessment on all children.
- Using the EYFS criteria children's progress will be formally tracked three times a year using Insight and the data analysed.

- Progress will be recorded six times a year and moderated within the year group using Insight.
- The children's end of year attainment will be assessed at emerging, expected and exceeding age related expectations.
- Informal observations take place daily and are recorded using post it notes and photographs and evidence is collated on Insight.

Assessment for Key Stage One and Key Stage Two

- When the children move into Key Stage One/ Key Stage Two, teachers will analyse the end of Foundation Stage data/ Key Stage One data and use this to inform their planning.
- Children who are assessed below age related expectations will be scaffolded to meet lesson objectives and where required will receive catch up interventions.
- Where children are not making expected progress interventions will be put in place to ensure these children have personalised and focussed teaching specific to their needs. These interventions may take the form of SEND support or social, emotional, physical, and medical or behaviour support.
- Children are informally being assessed within each lesson where the teacher monitors progress and identifies next steps for learning.
- Children are assessed formally in Reading, SPAG and Mathematics, and a judgment is made in Writing and Science. These results are recorded on Insight and submitted to the Local Authority (Key Stage tests).
- Children's Writing and Mathematics books are passed on to the next teacher and where possible children continue to work in them.
- Children's progress in Key Stage One/ Key Stage Two is monitored and analysed by the class teacher and the Subject Leaders.
- Where a child is working below year group expectation in Year 1 prior to the Spring Term the Early Learning Goals will be used to assess progress.
- After the Spring Term in Year One children working below age related expectation will be assessed using the p-scales.
- Where a child has (EAL) English as an additional language, children will be assessed as a WTS if working below the year group expectation.
- The Phase Leaders meet with individual teachers six times a year to discuss every child's progress and identify any children that require additional support or challenge.
- The TAC (Team around the Child) team meet six times a year to discuss progress of children and consider additional support that may be required.
- The children in Year One are tested on their phonics skills using the National Phonics Screening Checks. These results are submitted to the Local Authority.

- Any children who did not pass the Phonics Screening Checks in Year One will be retested in consecutive years and will receive support where needed.
- The children in Year Two will complete the SATs tests at the end of the year in SPAG, Reading and Mathematics. A Teacher Assessment attainment level will be submitted for Writing, Speaking and Listening and Science. These results are submitted to the local authority.
- The children in Year Five will complete Cognitive Ability Tests (CATs). The Assessment Leaders will analyse the data and plan for children accordingly.
- Children will be assessed on their Phonics ability within Read Write Inc, Punctuation and Grammar (SPAG) sessions. Children will complete a SPAG test three times a year which is analysed by Assessment Leads.
- Children are part of the assessment procedure and will use the teacher's feedback and marking to set their own targets.
- Targets are personalised based on their current attainment. Maths targets are in children's Inter Rail tickets.

Principles of feedback and marking

We believe that the following principles should underpin all feedback and marking:

- Be accessible and meaningful to children and manageable for staff.
- The process of marking and offering feedback should be a positive one, with recognition of the efforts made by the child.
- Provide clear feedback to children, relating to the W.A.L.T, success criteria; and the child's own personal learning targets.
- Provide clear advice and strategies for improvement and next steps in learning.
- Involve all staff working with the children in the classroom.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking, using blue pen, where the child is not able to read and respond in the usual way, other arrangements for communication must be made and a record of discussion will be recorded.
- Comments should be appropriate to the age and ability of the child, and may vary across year groups and key stages.
- Comments will focus on only one or two key areas for improvement or set targets at any one time and will be related to the success criteria.
- Staff should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the lesson at the start.
- Whenever possible, marking and feedback should involve the child directly and should be immediate. Verbal feedback to be used

and marked in child's book as VF. Teachers should helicopter as much as possible and pick up on whole class misconceptions. Children will self-mark and correct in blue pen as much as possible.

- The marking system should be constructive and formative. The extent of the teacher's response to a piece of work is determined by the teacher's professional judgement. It is not about the amount of green pen used but rather the difference made to the children – corrections, edits, moving on learning, demonstrating progress over time. Consideration is given to what a particular child is capable of, what the next learning steps involve, should have priority. Children should not receive the impression that things are right when they are not; on the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- Feedback may also be given through peer review.
- Group feedback is provided through plenaries and in group sessions.
- Feedback will help a child to identify their key priorities for improvement and the progress they are making towards personal targets.
- Inform future planning and group target setting.
- Marking and feedback will always be carried out promptly, and will be completed before the next lesson in that subject.
- Marking will include information on the level of support given to the child.
- The Learning Environment will make it clear what good-quality work in the subject is like (working wall examples, models, crib sheets).
- A range of symbols and codes will be used as part of the KS1 marking process.
- In English, Guided Reading, SPAG and Maths prior to adults marking, the children will use the success criteria to self-evaluate their own work. They will use the triangle system; one side, attempted, two sides, getting there and three sides, achieved, three sides and filled above and beyond. This will be commensurate with stars indicated throughout. They will self-mark or peer mark where applicable editing response if not correct.
- The children will also indicate how they felt during the teaching and learning activity and will illustrate this with a smiley, straight or sad face.
- In Maths the staff will use ticks where work is correct and a dot where errors have been made. This will then be highlighted with two question marks in the margin because the calculation does not make sense.

- In English Children will have a target card one side with targets and the other with spellings.
- The teacher must initial to show that they have acknowledged the child's response to marking.
- In addition, the children can indicate where they think a particular target has been achieved. Their talk partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- Staff will comment on spelling and grammar in all subjects. Not all spellings will be corrected, spellings will be taken from the high frequency words, common words and spelling patterns and also from familiar words such as fractions they will be commensurate with the child's age and ability. Teachers will need to ensure that these are available to them when carrying out marking.
- Teachers will indicate if support has been given to the child with an S at the top of the piece of work. If children are going over work or concepts as an intervention for example; during assembly time or lunchtime then SG (support group) will be written at the top of the page to indicate that they have been part of a focus group.

Curriculum Equal Opportunities

All pupils are entitled to a broad and balanced Curriculum in accordance with the schools policy for Equal Opportunities. The Assessment, Feedback and Marking Curriculum will provide equal opportunity through:

- marking, which is well matched to the different needs of pupils (differentiation)
- Equal access and relevant provision for all pupils

As a school, we are fully committed to offering:

- Equal opportunities for all including gender, race, class, creed or belief
- Reflection of the diversity of the community and world at large
- Sensitive inclusion of diverse, dramatic forms from a range of cultures
- Inclusion for all
- Unique contribution of the individual.

Special Needs

Children with Special Educational Needs will be identified through assessment and all those responsible for that child will pay high regard to the requirements of 'The Code of Practice' in ensuring the child receives his/her entitlement. Where SEND plans are in place (EHCP, My Plan + and My Plan) Teachers will ensure that targets are being addressed.

Gifted and Talented children will be identified through marking and wherever possible will have their strengths challenged.

All children should have equal access to both formative and summative assessment in line with the School's overarching Equal Opportunities Policy.

Assessment, recording and reporting procedures

Children's progress will be reported to parents during parents evenings. We are aware of the need to monitor and update the school's assessment, feedback and marking policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary. Marking will be monitored through discussion and work scrutiny and Performance Management and Moderation.

Resources

Resources for teachers:

- Each class teacher and Teaching Assistant has Green pens to mark
- The children have access to blue pens for peer and self-assessing and for responding to marking
- A code sheet for marking symbols can be found within each KS1 classroom
- 100 HF words
- 200 Common Words
- Spelling patterns that have been covered in class
- Further advice is available from the subject leader

The subject leader, supported by all staff, will be responsible for the monitoring of all resources;

- All resource needs should be reported to the subject leader who will be responsible for attaining them with due regard to budgetary constraints

Resources for children:

Children have access to blue pens to self-mark.

Use of data in the transfer procedure

When children transfer from one setting to another, or across classes, appropriate records need to be forwarded. This information varies at all levels and is listed below:

From Pre-Schools to School:

- Evidence of children's attainment through the Foundation Stage

Record from one Year group to another:

- Relevant SEN documents (My Plans, My Plan +, EHCP, and any other external reports)
- Letters and Sounds/ SPAG phases
- Attainment and progress in Speaking and Listening, Reading, Writing, Mathematics, Science and Computing recorded on Insight, Quest coverage with non attainers marked.

Tracking pupil performance – pupil progress

The school is committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their attainment and progress is tracked carefully throughout each year using Insight. The purpose of tracking pupil performance is to:

- monitor academic standards
- ensure that teachers always know the point that a child has reached in his/her learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- know which children require additional support (and intervene accordingly)
- know which children require additional challenge (and provide this)
- be aware of children's rates of progress and consider the reasons for this.

Most children join our school in the Reception classes from a variety of pre-school settings. Within their first half-term here, on-entry assessment is undertaken. This is the initial starting point for measuring pupil progress. An accurate baseline against which to measure future progress needs to be established by teachers for those children who join the school after the reception year. Every year new children join at the start of, or within, an academic year it is the responsibility of the teacher to quickly establish what point these children have reached in their learning. Previous school records can be analysed to ascertain pupils' respective starting points. Subsequently, suitably ambitious pupil performance targets should be set for the academic year.

Attainment refers to the standards a child has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement is a relative measure that refers to how much progress a child has made from their initial starting point. It refers to the difference between where a child started from and where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a child's time at the school.

As a school we aim to create a high achievement culture and expect every child to reach the highest possible attainment of which they are capable of. The mark of an outstanding teacher is that every child in his/her class surpasses the progress they were expected to make based on past performance.

Pupil performance targets

Teachers set performance targets for the class at the start of the Autumn Term. Targets should be both aspirational and ambitious. The teacher's level of expectation for pupils should be very high.

A working definition of the term '**target**' is:

Expected pupil attainment, based upon their previous performance, **plus challenge (aspiration or bonus)**.

All teaching staff are accountable for the value that is added to each child's learning during the year that they taught that class and this will be discussed at Performance Management Meetings and Pupil Progress Meetings.

Tracking Systems

A record of every child's academic performance is kept on Insight. Teachers have full access to children's historic data which gives a picture of a children's progress over time, and their rate of progress during a particular year.

In addition, the tracker will assist the Phase Leaders to:

- monitor academic standards
- analyse the performance of individuals and different groups of pupils
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to children
- identify which children should be given the chance to participate in the school's enrichment classes
- hold informed discussions with parents and carers regarding the progress being made by an individual pupil.

Teachers of pupils in the Early Years Foundation Stage use Insight.

Attainment for each child is entered on the tracker in Reading, Writing and Mathematics six times a year. These are assessed in years and months. Using years and months scores enables the assessment lead to measure the value added in each year of a child's education. Pupils can be recorded as below, just below, on track and greater depth based on their completion of National Curriculum objectives.

Assessment, recording and reporting procedures

In addition to this other Formative and Summative methods will include:

- Targets are recorded and progress assessed six times a year, between September and July, with a target provided for adding value to an individual's attainment.
- Children will undertake statutory assessment in Reading, Maths and SPAG in Year Two to help inform teacher assessment levels which are reported to parents at the end of Key Stage.
- Year One children will complete a statutory Phonic Screening assessment in the Summer Term. The results will be reported to parents within the context of the end of year report
- Children's achievements are shared with parents/carers through consultations and in a written end of year overall report on the child's progress to date in the July of each academic year. Parents will have the opportunity to discuss their children's progress as required.
- Parents are informed 3 times a year on their child's progress. The Autumn and Spring parents evenings inform parents on their child's level of effort in the core subjects and how their attitude to learning. The Summer terms report will include a level of attainment.
- Self and peer assessment where children are encouraged to evaluate their own achievements in line with success criteria.

Monitoring and Review

The Assessment Leads work in conjunction with the Senior Leadership Team (SLT) monitoring the standards of the children's work and the quality of teaching.

The role of the Assessment Leaders involve:

- keeping informed about developments and new initiatives to support assessment and ensure staff are informed
- modelling good practice
- supporting teachers in planning and using resources
- being responsible for the upgrading and ordering of resources and arranging for their storage
- reviewing, monitoring, evaluating and updating the school policy every two years

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Calton we will:

- Use the National Curriculum descriptors as a means of moderating children's reading, writing and maths against Key Objectives.
- Meet regularly in year group meetings and whole staff meetings/SLT to moderate writing and mathematics assessments.

- Moderate work through planning and book scrutinies, feeding findings back to members of staff
- Participate in moderation schemes in the Local Authority for Foundation Stage, Key Stage one and Key Stage two.

Resources

All teachers have access to the National Curriculum Key Objectives grids. They can access these on the online tool on Insight. Assessment leaders have admin rights to the online resource and are responsible for ensuring that it is accessible and providing relevant updates to staff.