



Assessment & Feedback Policy

Policy updated: November 2022
To be reviewed by: November 2023

Version Control

Date	Change
January 2010	Policy written in consultation with Headteacher, staff and Governors.
September 2014	Policy reviewed and amendments made, to reflect current practices. Approved by staff and governors.
May 2015	Policy reviewed following the introduction of the new assessment system. Approved by staff and governors.
September 2017	Policy reviewed and slight amendments made to reflect current practice, i.e addition of 'Acceleread' testing and 'Show and Share' sessions.
November 2018	Policy reviewed and slight amendments made to 'Self Assessment' section, addition of MAT to 'Moderating Assessment' section and PIRA / PUMA tests to 'Use of Assessment Data'.
September 2019	Policy reviewed, slight adjustments made.
September 2020	Policy reviewed, Covid-19 addendum made to Marking section
September 2021	Policy reviewed, slight amendments made. Covid-19 addendum to continue in this academic year, including to Phonics testing.
November 2022	Formatting changed to have version control at the start and updated vision. Bronze, Silver and gold challenges have been replaced with steps to success. Little Wandle assessments added. Questioning paragraph includes RED dot/GREEN dot and stickability tasks. Reference to Thrive Right Time assessments.

**At All Saints' we are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired.**

- 24 Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.
- 25 Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.
- 26 So I run with purpose in every step.

1 Corinthians 9: 24-26

Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

Together · Included · Involved · Inspired

Jesus said that he had come to bring "Life in all its fullness".

At All Saints' CE School, the staff and Governors understand that this fullness includes our belief in the uniqueness and high value of every child, and our teaching is devoted to helping all children to develop towards their fullest potential. Towards this end we assess each child's achievements rigorously.

1. Introduction

Assessment is the means by which we communicate the extent and quality of learning experienced by the children in our school. We view it as an integral and informative part of the teaching and learning process, which contributes to our evaluation of the effectiveness of the curriculum and its presentation to the pupils.

Our assessment of pupils' achievements is not simply within the realm of academia for it is done with the aims of the school in mind. When we are assessing children, we are looking at the whole development of a child, which includes the social, moral, physical, and spiritual development. The emotional development is measured using Right time development assessments from the THRIVE programme.

2. The Purpose of Assessment

The main purpose of assessment within the school is in order to;

- Move on pupils' learning
- Evaluate and improve upon the effectiveness of the curriculum and our teaching
- Provide information for planning future learning
- Identify children's specific needs
- Provide information for formative and summative purposes
- Inform the child, his/her parents and the teacher of progress and achievement
- Celebrate children's achievements

3. Celebration of Achievement

We place an importance upon focusing on the celebration of achievement as part of the process of assessment. This positive stance reflects our concern for the development of the whole child. It also supports our policy on promoting positive pupil behavior. Achievement is celebrated in a variety of ways. These include display of work, merit awards, house points, stickers or stamps on work, verbal praise to child and parents and the showing of work to other children and staff.

4. Recording and evidence

We use the National Curriculum to support and guide our teaching. The assessment guidance in these schemes is used to help us identify each child's level of attainment.

Whilst assessment by the very nature of teaching and learning will be carried out as an ongoing process by the teachers, assessment tasks are used by teachers at the planning stage to enhance adaptations in the teaching and learning for all learners. Assessment tasks are built into Medium Term Plans, which in turn are used to develop and provide appropriate challenge work tailored to the individual child's needs. This should be evident in short term planning. The Reception Class children are assessed on entry to school using the NFER baseline tool, alongside evidence from pre-schools, with a final assessment being carried out at the end of the year. Summative assessment and submission of data by teachers is carried out each term for mathematics, reading and writing and all other subjects. The teachers will come to these judgements using a variety of sources of evidence including: Target Tracker statements, marking, assessment, feedback from the TA's who work with pupils, results from tests and interventions, observations and agreement trialing.

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The school has adopted Target Tracker's "Steps" model to formally assess children:

S = Secure S+ = Secure plus

B = Beginning B+ = Beginning plus

W = Working towards W+ = Working towards plus

At All Saints' we have agreed the following criteria for end of year assessment using steps:

Exceptional children	B or B+ for the next age group
More able children	S+ of their current age band
Children at age related expectations	S of their age band
Children working at below age related expectations	W+ and below, of their age band

Expected progress will be six steps from the child's given starting point each academic year, except in Year 1 where expected progress is 5 steps, due to the transition from EYFS.

Exceptional and More able children will be extended to show mastery of a subject including problem solving skills, reasoning and the application of concepts in more abstract contexts.

Additionally, we have agreed the following criteria for registering a child as highly able or one who had Special Educational Needs:

Academically highly able or gifted children	2 steps or more ahead of a child at age related expectations in their year group at any given time
Special Educational Need (academic)	Children working more than two years below the expectations for a child of their age at any given time.

For children in the Early Years Foundation Stage end of year assessment is as follows:

More able children	40-60 months S+ or above
Children at age related expectations	40-60 months S
Children working at below age related expectations	40-60 months W+ or below
Special Educational Needs	30-50 months W+ or below

N.B. The 'months' categories shown are assessed developmental age not the actual age of the child.

5. On-going Assessment Through Feedback

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. Feedback is given through verbal feedback, self-assessment, marking, questioning, the sharing of objectives and target setting.

MARKING

Pupil questionnaires have indicated that our pupils prefer verbal feedback as this is instant and immediately moves learning on.

We have an agreed code for marking as this ensures that we all mark in an age appropriate way. Marking includes any interaction between a child and an adult about their work. We respond to children's work to:-

- Give immediate verbal, direct and specific feedback to move learning on.

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- Identify achievements and give praise.
- Evaluate the child's work and through discussion agree upon ways to make improvements to their current and next piece of work.
- Set next steps with the child when appropriate.
- Assess the suitability of the task for that child and the effectiveness of our teaching.
- Check the completion of a task.

Marking should be as immediate and as constructive as possible allowing children to review their work. This will be predominantly through verbal comments (TVF/VF) or next steps and questions, but can be written comments and more involved discussion. Generally, corrections to written work will be selective and done with the child, used as a teaching and learning opportunity. Day to day marking enables the teacher to review the progress of individual pupils and assist with future planning. Marking is in green pen with various letters denoting the type of work. **S** is used to show supported work, **TS** to show Teacher Supported work and an **I** to show independent work, may be used at the discretion of the teacher. End of unit work and Red and Green dot work will be marked in depth against success criteria. Marking is at the teacher's discretion and will sometimes include the child's next steps in learning.

Early Years and Year 1 may use symbols to enable the children to understand next steps where appropriate. Teachers may use symbols for their own assessment purposes.

SELF ASSESSMENT

The ability to reflect upon their work positively and realistically is felt to be important in the process of learning. It can promote self-esteem and motivation and thus help children to achieve their potential. Children throughout the school are encouraged to discuss work against criteria, identify achievement and with the help of the teacher set achievable targets. Children are encouraged to have high expectations and are taken through steps to success to access tasks with no ceiling placed on their learning through the use of adaptive teaching strategies.

Other forms of feedback include smiley/sad faces or thumbs up, in the middle, or thumbs down. These activities give the pupils a chance to indicate how well they've completed and understood the task. In KS2 children respond to marking in red (KS1 start to respond in red pencil).

Peer Assessment may be used and marked in 'buddy black' pen in KS2.

SHARED LEARNING OBJECTIVES

The sharing of learning objectives during the lesson assists with the process of self-assessment. By these being clearly stated (written on the board and through dialogue) both the child and teacher become focused as to what they want to achieve during the lesson. These learning objectives provide a backdrop against which achievement can be measured at the end of the lesson. At All Saints' School this objective is written WAL... (We Are Learning...). An A (About) or a T (To) can be added.

QUESTIONING

As the children learn to ask relevant questions and listen to answers, their learning is assisted and gaps in their knowledge are highlighted. Questioning is therefore used by the teacher as a method of ongoing assessment. At the beginning of lessons, it can help to ascertain how much pupils know about a particular subject. It can give the teacher insight into misconceptions that children may have or highlight ways in which they are able to solve problems. It gives the teacher a platform from which to proceed with future learning and reveals how effective pupils' learning has been. Teachers use questions in a RED dot and then GREEN dot task to ascertain what the child

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already knows and then see how they have progressed by the end of the unit. Children are also provided with stickability tasks afterwards to see if they have retained knowledge.

6. Special Educational Needs

For all pupils, including those with learning difficulties, progress is about change and development, and achievements can be predicted and planned for. The progress and achievements of pupils with learning difficulties are assessed in relation to targets in their Pupil Passports, which are reviewed termly. Assessment tasks should be accessible and adapted so that SEN children can show their progress and achievement effectively. For further information refer to our Local Offer.

7. Moderating Assessment

In order to maintain consistency, the moderation of children's work is important and regularly takes place with all teachers represented. There is also moderation with subject co-ordinators liaising with colleagues. Year 2 and Year 6 teachers have statutory moderation. EYFS also has statutory moderation through Baseline Assessment. MAT & Local Schools also meet to hold agreement trialing meetings ensuring consistency in moderation. Assessment meetings are held with colleagues in staff meetings, leadership meetings and Key Stage meetings.

8. Assessing Pupil Progress

The school uses structured periodic assessment for mathematics, reading and writing through Target Tracker. It has scaled scores. It supports teachers by promoting a broad curriculum and by developing teachers' skills in assessing standards of attainment and the progress children have made. It involves 'stepping back' periodically to review pupils ongoing work and relate their progress to National Curriculum levels and provides information to help teachers plan for the next steps in children's learning.

9. Use of Assessment Data

Assessment data is used on a regular basis throughout the school. This includes: -

- Baseline Assessment takes place in the Autumn term for EYFS and then throughout the year against the Early Learning Goals.
- Teacher assessments are undertaken in Year 1.
- SATS are held in Year 2 and Year 6 in the early Summer Term.
- Reading Tests are administered in order to monitor progress and highlight individual needs. In KS2 'Accelerated' tests will monitor individual reading.
- Use of 'Target Tracker' to record half-termly assessments and for formative assessment purposes.
- Spelling Shed spelling assessments will be used throughout the year.
- Phonics tests are taken at the end of Year 1, and Year 2 for those children who failed the Year 1 test. Little Wandle is used to assess phonics knowledge.
- Baseline Mathematics tests are used each year and measure progress at the end of the year.
- PIRA and PUMA termly tests.

10. Recording Assessment

In Key Stages 1 and 2 each class teacher keeps a record of children's individual attainment in English and Mathematics using 'Target Tracker'. These assessments are updated at the end of each half term on Target Tracker. Other subjects are assessed termly.

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Other information relating to the children's individual achievements such as learnt keywords, spellings and Maths unit tests are kept by class teachers, current reading ages from PIRA and standardized PUMA Maths scores are kept centrally, within easy access of class teachers. Foundation stage assessments are recorded throughout the year, on an ongoing basis, using the 'Early Years Foundation Stage Profile'. The year 1 phonic test and the year 4 Timetables check also provide benchmark information about performance.

11. Information Transfer of Test and Teacher Assessment

Individual children's achievements are transferred to Secondary School in electronic and paper form. Further records giving a fuller picture of academic and personal achievements are agreed through Primary/ Secondary school liaison. Liaison between the Secondary Schools takes place in the summer term. Year 6 assessments are shared with the Secondary School teachers in readiness for September.

12. Reporting Achievements to Parents

We have a range of strategies to keep parents fully informed of their child's progress in school. We hold two parent consultation evenings, one in the Autumn term and the other in the Spring term. Parents also receive a report on their child's progress which they can discuss at an optional Parents Consultation.

We encourage parents to contact the school if they have any concerns about any aspect of their child's work or would like to look at their child's work.