



## Assessment and Feedback Policy

We believe that effective assessment provides information to improve learning and teaching. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of the needs of the pupils.

### 1 Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of the children;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

### 2 Planning for assessment

We use our school's curriculum plan to guide our teaching. In this plan we give details of what is to be taught to each year group. In our medium term plan we identify opportunities for assessment within each broad unit of work.

To support our flexible, thematic curriculum we use the National Curriculum for English and Maths and the foundation subjects. We use the assessment guidance to help us identify each child's level of attainment. We plan our lessons with clear learning intentions based upon the teacher's detailed knowledge of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our plans make clear the expected learning outcomes for each block or lesson.

### 3 Target setting

School curricular targets are set for Maths and English, these are based upon SATS assessment analysis and ongoing assessment. Age related expectations are made clear for each year group and are displayed in classrooms and pupil's books. We monitor progress towards targets half termly and set new targets for next steps. Targets are shared with children, parents, support staff and governors.

We set individual targets for children with specific learning needs including gifted and talented; these form the basis of Provision maps (IEPs) and are reviewed by the SENCO.

### 4 Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

**Annotated planning sheets** serve as a record of progress for groups and individuals measured against learning intentions in English, maths and the foundation subjects. Next steps in learning are identified for each lesson or block of work. Teachers' plans are annotated to indicate how lessons alter to meet the needs of their class, groups and individuals. (formative)

A rolling curriculum programme ensures a broad balance (summative)

**PE** blocks of work are assessed using the 'pedpass' scheme and 'leap into life.'

**Guided reading, writing and maths** record sheets are evidence of progress made in specific groups towards English objectives, this information informs APP (formative)

**Maths** assessments are carried out for each year group at the end of a block/key objective; these are analysed by the teacher, notes are made about the progress of groups or individuals and next steps identified. A record is kept of issues to be addressed. (formative/summative)

**Science** APP assessments are used to inform planning. APS units and 'mini sats' are used **as appropriate** to assess groups of pupils. (formative)

**R.E** Blocks of work are assessed for the whole class once a term.

**Assessment evidence samples: (3 tracker children from each class)** A selection of work is collated, monitored and passed on to following teachers. (summative)

**Data** from YR2 and YR6 SATS, optional SATS papers (Yr 4 and 5) are collated using the 'Smiley disk' and used to identify areas of weakness to inform school priorities (summative)

**Mini Reports** provide information each term about pupil progress as well as effort, these are shared at consultation meetings in the **Autumn** and **Summer** term, targets are set and progress on them is reported.

**Annual Reports issued in the Spring term** provide information about the level at which pupils are performing and areas for improvement in all subject areas. Targets are shared with parents and meetings with teachers are welcome if parents request them (summative)

**APP** data gathered from planning, marking and observations is used to make judgements about progress in writing, reading, maths and science. Evidence is highlighted in children's books but levels are not indicated.

**Tracker Sheets** are used to monitor age related progress and are updated each term.

## 5 Reporting to parents

We encourage parents to contact the school and make an appointment with class teachers if they have concerns about any aspect of their child's work and progress. Contact books are used as a daily link.

An open evening early in the Autumn term is used to provide targets, outline routines and curriculum areas. Provision maps are shared during this time.

A formal consultation takes place later in the term, mini reports are shared at this point.

During the spring term we give all parents a written report of their child's progress in all subjects of the National Curriculum and on Religious Education. This includes targets as well as comments on age related progress. Children offer their own evaluation of their performance. We also include a slip for parental feedback.

In the summer term a formal consultation is held to evaluate progress as measured against current targets, (target getting) we set further targets and discuss transition to new year groups or school. A further mini report is shared at this time.

We provide parents with a termly update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

## 5 Feedback and Marking

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. We have an agreed code for feedback, as this ensures consistency.

We give children verbal feedback on their work whenever possible, individually, during guided sessions or as a class.

When lesson time does not allow for verbal feedback, we write encouraging comments on the children's work during marking. (**Closing the gap, scaffolding prompts**) In English these are written on the blank page.

All English and Maths are marked at least once a week. A different colour pen is used (not red).

When we give feedback to a child, we relate this to the learning intention for the lesson. (short or long term) By so doing we make clear whether the intention has been met and we produce evidence to support the judgement. If we consider that the intention has not been met we identify what the child needs to do next in order to improve future work.

We use a positive system that always provides a praise comment along with a development point (\* **and a wish**). We encourage the children to talk about their own work and the work of fellow pupils on a regular basis. We encourage children in Years 5 and 6 to adopt the '\* **and wish**' process when peer marking.

We allow guided, paired or independent time to review their progress. Children in all year groups refer to the W.A.L.T (We are learning to..) and have success criteria for end of unit assessments tailored to suit the age and ability.

In the foundation stage notes are made by adults that demonstrate progress made in all areas of the EYFS on a regular basis. This is collated in children's learning journeys and teacher assessment files.

Marking Code:

For Writing: Please see separate marking codes that may be used as appropriate to different year groups.

## 6 Consistency and standards

All subject leaders monitor standards in their subject by gathering information in different ways for example: pupil dialogue, samples of work, classroom environments (learning walks) lesson observations, planning scrutiny, book scrutiny and data analysis. Standardisation and moderation meetings ensure a consistent level is assessed.