



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.

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.

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 sequence or lesson.

Target setting

Targets are set within each planned sequence of work or topic. 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.

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

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 serves 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 'Real PE' package

Guided reading, writing and maths record sheets are evidence of progress made in specific groups towards English objectives, this information informs ongoing assessments (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 and planned for. (formative/summative)

Science Children are assessed against age related expectations for each block of work. Teachers begin with a 'mind map' of knowledge and understanding which is reviewed at the end.

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

Data: Raiseonline and data dashboard is used to analyse whole school priorities. Progress towards these are recorded on 'pupil trackers' for age related and expected progress measures. (On entry to Y6)

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)

Tracker Sheets are used to monitor age related progress and are updated each term. English and Maths tracker sheets relate directly to National Curriculum expectations and are completed routinely as part of the planning, assessment and teaching cycle.

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.

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.

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.

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 green pen is used by the teacher and purple for the pupil to respond.

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, green for growth, even better if). We encourage the children to talk about their own learning and the learning of fellow pupils on a regular basis. We encourage children in Years 5 and 6 to adopt the '* and wish' process when peer marking or feeding back.

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.

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.