



KIDMORE END CHURCH OF ENGLAND PRIMARY SCHOOL

Policy for Assessment and Feedback

Approved by: Curriculum Committee

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ASSESSMENT

Underpinning principles for assessment

Assessment is at the heart of teaching and learning.

- a. Assessment provides evidence to guide teaching and learning.
- b. Assessment provides the opportunity for students to demonstrate and review their progress.

Assessment is fair and honest.

- a. Assessment is inclusive of all abilities and free from bias.
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Assessment is ambitious.

- a. Assessment places achievement in context against nationally standardised criteria and expected standards.
- b. Assessment embodies a pathway of progress and development for every child, setting high expectations for learners.

Assessment is appropriate and consistent.

- a. Assessment should draw on a wide range of evidence to provide a complete picture of achievement with judgements formed according to common principles.
- b. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
- c. A school's results are capable of comparison with other schools, both locally and nationally. They are readily understandable by third parties.

Assessment outcomes provide meaningful and understandable information for:

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- d. school leaders and governors in planning and allocating resources; and
- e. government and agents of government.

Feedback from assessment should inspire greater effort and a belief that, through hard work and practice, even more can be achieved.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are given training in our approach to assessment and have regular opportunities to discuss and moderate assessments made.

Our method of assessment

- Assessment serves many purposes, but the *main* purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using external tests and assessments, we regularly compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum assessment frameworks, use of purchased materials and our own local design.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year. Age related expectations are tracked against NC expectations using a steps framework.

- The achievement of each pupil is assessed against relevant criteria at appropriate times of the school year. Further information can be found in the annually updated Assessment Procedures document.
- The outcomes of summative assessments are recorded on the school's tracking system and analysed through pupil progress meetings. At these meetings the progress of every child in the class is discussed and tracked. If there are groups or individual children who are either making more or less than expected progress then these are discussed and additional support or challenge is put in place. The progress of groups such as those in receipt of pupil premium, children with SEND and high attaining pupils are specifically tracked.
- Where a pupil is assessed as exceeding age related expectations they may also be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide more challenging work, aiming to ensure the child develops greater depth in their work.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid. We also participate in moderation processes for statutory assessment administered by Oxfordshire County Council.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this information to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the information across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation. Parents and pupils receive feedback on what has been achieved and indications of next steps.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Statutory Assessment

The outcomes of statutory assessments are reported to parents and submitted to ODST or directly to the DfE.

- Foundation Stage pupils are assessed against the 17 Early Learning Goals and completed profiles are moderated by the LA.
- Year One pupils undertake a Phonics Screening Check to record their decoding of sounds within words.
- Year Two pupils participate in the end of Key Stage tests and tasks in Reading, Writing, Grammar, Punctuation and Spelling (optional) and Maths and these contribute to an overall teacher assessment.
- Year Six pupils are assessed through National Curriculum tests for Reading, Maths and Grammar, Punctuation and Spelling. These results along with the teacher assessment in Reading, Writing, Maths and Science are reported to the receiving secondary schools. The data from these assessments form the core of school performance tables which are published.

Formative Assessment

Formative assessment is assessment for learning, used to inform planning and to identify the needs of individual pupils. There are two key strands to assessment for learning:

- to ensure that children know what the specific targets and expectations or success criteria are for every lesson. This is done formally in core subjects and identified in planning.
- to use feedback (by teachers and pupils) to move individuals, small groups of children or the whole class along with their learning.

FEEDBACK

Giving feedback on children’s work is a fundamental part of teacher assessment. It is clear in our Teaching, Learning and Curriculum policy: ‘The teacher should use feedback that recognises achievement, is related to the objective for the lesson and moves children forward. ‘

We have spent considerable time researching and reviewing effective feedback strategies, as external scrutiny of children’s work in our school showed that the link between extensive written marking and children’s progress was not always as strong as it could be. There are two reasons for this; firstly, not all children are ready to read, interpret and apply a written comment independently, and so further time is needed to give the same feedback verbally. Secondly when marking is too explicit children can be reluctant to apply any self-checking skills, and so are not able to either improve that piece of work, or to apply the learning to the next piece of work.

We have used research from the Education Endowment Foundation (EEF) and the DfE Expert Group on Assessment and Feedback, along with case studies from a range of other schools, to revise this aspect of this policy. The challenge is to develop a ‘consistently flexible’ approach, as different strategies work with different age groups, as well as for different aspects of learning. However, four key principles guide our work in this area:

1. Feedback must be useful to the pupil, teacher or preferably both.
2. Feedback must be specific, accurate and clear.
3. Feedback is most effective when it is immediate and verbal.
4. Time take to give written feedback must be balanced with the impact on children’s learning.

The table below sets out the main types of feedback in use and what they might look like.

Type	What it looks like	Evidence (for observers)
Immediate	<p>Within lessons as part of teaching.</p> <ul style="list-style-type: none"> • Teacher gathering feedback from verbal responses, book work etc. • Takes place with individuals, small groups or the whole class. • Often given verbally for immediate action. • May re-direct teaching focus or task. • May include highlighting or marking on the spot. 	<p>Lesson observations, learning walks</p> <p>Some evidence of annotations or use of marking code and highlighting</p> <p>Success criteria highlighted</p> <p>Improvements evident in books either through editing or further working.</p>
Summary	<p>At the end of a lesson or activity.</p> <ul style="list-style-type: none"> • Often involves whole class or group. • Opportunity for evaluation of learning in the lesson. • May involve self or peer assessment against success criteria. • May be a quiz, test or game. 	<p>Lesson observations, learning walks</p> <p>Some evidence of peer and self-assessment</p> <p>May be reflected in selected focus review feedback (marking)</p>
Feed-forward	<p>The next step is the next lesson.</p> <ul style="list-style-type: none"> • Pupils’ books are reviewed away from the children, and whole class feedback collected e.g. strengths, areas for development, pupils in need of further challenge or support. • Part of the next lesson will be spent giving time for development areas to be worked on, proof-reading and editing of writing. • Errors and misconceptions addressed in subsequent lessons, through responsive grouping such as maths meetings. • Pupils’ work will be initialled by the teacher so they know it has been looked at, and the teacher <u>may</u> leave a comment, team point or green/pink highlights if appropriate. 	<p>Lesson observations, learning walks</p> <p>Whole class feedback proforma/notes</p> <p>Improvements evident in books either through editing or further work, or corrections in Maths.</p> <p>Acknowledgement of work completed (initialled)</p> <p>Adaptations to teaching sequences evident in planning</p> <p>Responsive pupil groupings</p>
Summative	<p>At the end of a unit or term.</p> <ul style="list-style-type: none"> • End of unit tests or quizzes. • Whole school writing assessment tasks. • Observed assessment activities e.g. Maths investigations. 	<p>Test outcomes and question level analysis</p> <p>Moderation activities</p> <p>Pupil progress meeting information</p>

Effective feedback can:

- provide clear information to children about strengths and weaknesses in their work;
- recognise, encourage and reward children's effort and progress;
- focus teachers on those areas of learning where groups and individual children need specific help;
- provide a record of children's progress; and
- help parents understand strengths and weaknesses in children's work.

Feedback should be an ongoing process – and is most effective when given at the point of the learning. In order to have impact, feedback must focus on what has already been achieved and then the next steps. Teachers should look for opportunities (e.g. in the plenary) to provide positive public feedback to children concerning work, which is a high achievement for particular children. Good work may be acknowledged by Team Points, stickers and stamps or other rewards appropriate to the child's age.

Feedback strategies in writing include:

- **Success criteria** – should be made clear before children start the task, and feedback focussed on these areas. In some classes these criteria will be printed on labels, in others on writing checklists. They may be generated by the pupils over previous lessons. In our school we use a colour code with highlighting/underlining relating to specific teaching points: **green for good and orange or pink for improvement.**
- **Proof-reading and editing lessons** – giving children time to correct technical mistakes and then to improve the content of their writing. The teacher may highlight a section of their work to be improved by drawing a box around it.
- **Sharing pupils' work** – using a visualizer or an extract from the work typed up, discuss how it meets success criteria and how it might be improved further.
- **Child self-evaluation and peer feedback** - in writing we use **collaborative feedback** - rather than children swapping they work in pairs on one book at a time, and identify what is effective and what improvements could be made. The writer then immediately makes the improvements (or notes them down for the next lesson).
- **Use of stamps/symbols** - reminders of the basics e.g. use finger spaces, check your work makes sense, remember capital letters and where appropriate indication of support given e.g. independent work, TA assisted work, my teacher helped me. Each class has age-appropriate stamps or symbols – these should be clearly displayed in the classroom and explained to the children so that they fully understand them.

Feedback strategies in Maths include:

- **Self-checking** – the teacher makes answers available for checking after the first few questions are completed. This allows children to see if they have chosen the right level of challenge.
- **Use of prompts** – a checklist may be shared with the whole class, groups or individuals, explaining the steps to a successful calculation or problem-solving.
- **Strategies used** – feedback may focus on the strategy/method used and indicate if it could be refined in some way or applied in a different context e.g. 'Next time you add two numbers try and partition only the second number.'
- **Setting a challenge** – once the teacher has looked at the work, they may set a further challenge e.g. a problem requiring application in context. Discussion of this challenge may take place in the next lesson.

Other school documents relating to assessment

- Assessment procedures (updated annually)
- EYFS framework and Interim Teacher Assessment Frameworks for KS1 and KS2
- Target Tracker Steps.
- Pupil Annual Reports

Whole Class Feedback



Lesson:		Date:	
Successes: What did children do really well?		The best pieces included:	
Assessment Objectives:	Targets (group/individuals):	Persistent Errors (inc SPAG)	
Points to take forward into next lesson:		Focus children:	