Assessment and Feedback Policy

BENTLEY NEW VILLAGE PRIMARY SCHOOL

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**ASSESSMENT AND FEEDBACK POLICY**

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| **PERSON RESPONSIBLE FOR POLICY:**  **APPROVED: SLT** | **VICKY SIMMONS** |
| **DATE: SEPTEMBER 2017** |
| **SIGNED: V E Simmons** | **ROLE: ASSESSMENT COORDINATOR/ ASSISTANT HEADTEACHER** |
| **TO BE REVIEWED:** | **SEPTEMBER 2019** |

At Bentley New Village School, we passionately believe that all our children deserve to have the necessary tools, stimuli and environments to inspire and enable them to be active learners; to be flexible, proactive, decide where and with whom they want to work so that learning is optimized and potentials met.

**We believe that:**

* **All children can learn. All staff and children are able to recognise the value of learning.**
* ***All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.**
* **Learning takes place in *all areas* of our school and through the *entire* learning day - inside and outside of the classroom.**
* **Children should be taught how to learn; learning how to be an outstanding learner is paramount to the ethos, aims and dynamics of New Village School.**
* **Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.**
* ***All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.**
* **Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning**
* **Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.**
* **New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.**

**ASSESSMENT POLICY**

**1. Rationale**

Assessment lies at the heart of the process of promoting children’s learning. It provides a framework within which educational objectives may be set and children’s progress demonstrated and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without levels (Sept 2015) and in line with the ‘Purposes and Principles of Assessment without Levels’.

**2. Aims**

Using the principles and processes of assessment at Bentley New Village Primary, we aim to:

• monitor progress and support learning

• recognise the achievements of pupils

• guide future planning, teaching and curriculum development

• inform parents and the wider community of pupil achievement

• provide information to ensure continuity when the pupil changes school or year group

• comply with statutory requirements

Two distinct types of assessment are identified and used in our school. These are:

**Assessment for learning (AfL)**

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils’ strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

**Assessment of learning**

Assessment of learning is more associated with judgements based on scores for statutory or summative purposes. Assessment of learning describes and labels past learning. Both are essential in raising standards and should be used in all classes within our school.

**3. Objectives**

Assessment practices in our school will:

• raise standards of attainment and behaviour, and improve pupil attitudes and response

• enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required

• promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement

• guide and support the teacher as planner, provider and evaluator

• enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn

• draw upon as wide a range of evidence as possible using a variety of assessment activities

• track pupil performance and in particular identify those pupils at risk of underachievement

• provide information which can be used by teachers and the head teacher as they plan for individual pupils and cohorts

• provide information which can be used by parents or carers to understand their pupils’ strengths, weaknesses and progress

• provide information which can be used to evaluate a school’s performance against its own previous attainment over time and against national standards.

**4. Types of assessment**

The following diagram demonstrates the regularity and is an illustration of the proportionate role different forms of assessment take in school.

At New Village, the use of both ***Formative*** and ***Summative*** assessment are expected to be seen in the following ways:

***Formative assessment*** is an integral part of teaching and learning. It supports pupils in recognising their own strengths and areas for development. Formative assessment allows teachers to plan effectively to target interventions by identifying where a pupil is working above, working within or below age related expectations.

* Observations
* Sharing LO
* Questioning
* Variety of techniques (whiteboards, talk partners, number fans)
* Effective feedback – through marking and verbal (see guidance on marking and feedback)
* Self and peer assessment
* Use of success criteria (Outcome and Procedural)
* Target setting
* Pre-assessment tasks (Quizzes, activities)

**Teachers should consider these when deciding on type of assessment:**

* What will this assessment tell me about pupils’ knowledge and understanding of the topic, concept or skill?
* How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?
* How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?
* How will I ensure my approaches to assessment are inclusive of all abilities?
* How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
* What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?
* Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

***In School and Nationally, standardised summative assessment*** has a range of purposes. Summative assessments are used by leaders at New Village to provide overall pictures of progress across areas of the curriculum, key stage, individual pupils and specific vulnerability groups. The information is used to inform self-evaluation, inform judgements on the quality of provision and to plan the response to the changing needs of the pupils. Teachers will use Summative assessment to inform judgements about pupils’ attainment and as a tool to reflect on their own teaching.

Children are assessed periodically and progress and attainment data is recorded on school tracking and SIMs.

**Nursery/Foundation Stage Profile:**

* The Early Years Foundation Stage (EYFS) is used to monitor individual children’s progress termly. Stages of development in all areas of learning are highlighted for each child and slow progress or high achievement in areas of learning & development, and next steps, are identified and planned for.
* Progress and attainment is tracked termly in the key areas of learning. For Nursery, these are the prime areas and for Reception, all the prime areas and English and Maths.

**Expected standards for Early Years are:**

**Nursery**

* 30-50 months = In line with ARE (Age Related Expectations)
* 22-36 months = Below ARE
* Any other lower age band below = Significantly below ARE

**Reception**

* 40-60 months = In line with ARE
* 30-50 months = Below ARE
* Any other lower age band below = Significantly below ARE

**GLD**

Children’s attainment is recorded in the school tracking system and discussed termly at Pupil Progress meetings. The Good Level of Development (GLD) is a performance measure for EYFS pupils. Children are defined as having reached a good level of development at the end of the EYFS if they have achieved at least the expected level in:

* the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language)
* the early learning goals in the specific areas of mathematics and English.

The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals. The levels attained by children at the end of the EYFS are allocated a number as follows: Emerging = 1, Expected = 2 and Exceeding = 3. For each of the 17 early learning goals, a child is recorded as having achieved a 1, 2 or 3 so it is possible to give children an overall “score”.

**Years 1-6:**

Teachers assess pupil attainment in Reading, Writing, Maths and SPaG against the National Curriculum objectives half termly and teachers decide whether the children are:

* **Below** — Not working at the actual Curriculum Age for them. Teachers to identify the curriculum age of a child e.g. actual age is year 4 child is working at beginning y2.
* **Working towards**— Yet to be secure in the ARE.
* **National** — Secure in the majority of the ARE (either developing or embedded).
* **Working Above**— Secure in almost all of the ARE and is able to use and apply their knowledge and skills confidently.

Parents are informed about their child’s progress towards meeting national expectations (Age Related Expectations) at the Parents’ Evenings and in their end of year reports.

**Other summative assessments include:**

* The National Curriculum Tests in Years 2 and 6 (Reading, SPaG and Maths).
* Phonics test at the end of Year 1
* Assessment of all children on the Read, Write Inc programme is carried out termly and children are re-grouped according to their levels and progress.

**Class teachers are also required to assess the following curriculum areas termly:**

* Science: Assessments against the key skills and knowledge within the new curriculum are carried out termly with an overall assessment at the end of the year.
* P.E.: Teachers will assess children against the key skills within the new curriculum in Gymnastics, Dance, Games and Athletics. They will complete an overall assessment of attainment in PE at the end of year.

For all of the foundation subjects, teachers decide whether children are **working towards, working at or working above** at the end of the summer term.

**5. Recording Assessments:**

After each lesson or block of lessons, teachers to complete the ongoing assessments on their planning document. Every half term, teachers complete class trackers for English and Maths. These record whether/to what extent each child has attained the objective. (If children are assessed as being inconsistently achieving the objective or beginning teachers tick yellow, if children are consistently achieving the objective or developing an understanding tick green. If children can apply this objective in different contexts, showing a deeper understanding tick blue). The trackers are then analysed to decide upon the focus for the next half term. Once the focus has been decided, the half-termly Focus sheet is completed and stuck in the relevant book. This sheet is signposted to evidence when the objective has been taught and achieved. The focus sheet, evidence and any assessments are used to inform the half-termly tracker. Intervention objectives do not need to be repeated each term for individuals unless being taught again in class.

Any children who are working above or below also have an individual assessment sheet to record the progress made.

O track is used to assist with both formative and termly summative assessments. This allows teachers to record data against curriculum objectives on a regular basis. To input data for each child a report is run from class track to indicate the point on the scale the evidence is suggesting. A variety of reports can be produced using this data according to the needs of the teachers and SLT.

**6. Special Educational Needs**

Pupils identified on the SEND register are assessed in line with other pupils using the PIVATS document (pre National Curriculum Levels) or age-related expectations. Teachers use pupils’ work in books to support and contribute to their formative and, ultimately, summative assessment.

In addition to standard assessment, New Village will make use of a range of additional diagnostic assessments to contribute to the early and accurate identification of pupil’s special educational needs and indicate requirements for support and intervention. The SENCO has the overall responsibility for such procedures and the overall charge of ensuring that assessment results are used to improve learning, working in close liaison with all members of the SLT.

All Teaching Assistants play a vital part in this support teaching of children, with the corresponding responsibility to informally assess and to liaise with the appropriate teacher.

**7. English as an Additional Language**

From Autumn 2016, schools are required to categorise their EAL pupils as part of the census, using the categories A to F.

* In line with the recommendations of *‘A Language in Common’*, they undertake an **initial assessment for new bilingual pupils** i.e. of those pupils admitted at the early stages of acquiring English; with a subsequent review at the end of the academic year.
* The analysis of achievement data is also used to show the attainment of ethnic minority groups, again in order to highlight areas for further development.
* Achievement data is also compared to SEN assessments to ensure that there is a correct balance of support, appropriate targets etc.

**8. Pupil Progress Meetings**

Summative assessment data for the Early Years Foundation Stage and Years 1-6 is entered into the whole school data management system for analysis in terms of key groups i.e. Gender, Free School Meals, SEN, Ethnicities and Pupil Premium. Progress meetings are held termly to discuss individual children’s progress and to put in place provision to meet the needs of each child and each key group. These meetings have a clear focus, which is shared in a timetable at the beginning of the school year. The data analysis informs the SDP and SEF documentation and drives forward staff training and support packages within school.

**9. Moderation**

The process of moderation is an essential part of our school assessment system. As a school, we ensure that time is set aside each term for moderation to take place. The purpose of which is to ensure that our data is accurate and consistent across the cohorts and school. Members of SLT, SMT and teachers are involved in the moderation process to ensure accuracy and consistency in the following ways:

* With colleagues in school – key stage meetings, staff meetings, 1-1 with subject leaders
* With colleagues from other schools
* With LA moderators and by attending LA sessions to ensure our judgements are in line with other schools

Moderation can take place at any given time during the academic year, but always prior to data being submitted for Pupil Progress Meetings to ensure accuracy of judgements.

**10. Evaluation and review**

* The Assessment Leader is responsible for updating this policy in line with any new developments and new government guidance.
* All staff are expected to follow the policy
* SLT will monitor the implementation of this policy across the school and, following ongoing reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across all areas of New Village.
* The policy will be evaluated regularly by members of the SLT
* The policy will be reviewed annually

**FEEDBACK POLICY**

1. **Why Mark?**

Marking and feedback of children’s work is an integral part of any assessment process. Through marking, teachers can identify a child’s ability, potential guidance for follow-up work and also corrections by the child. It can be used as a praise and motivation factor or to raise issues which require the child’s attention. All adults working in a class can feedback/mark work following guidance. At Bentley New Village the two main reasons for marking are to help children improve or polish their work and to move the learning on.

1. **Best time to mark/Give feedback**

The most successful form of marking occurs when a child is present with the adult e.g. during guided writing and other focused group work. Over the course of the week, e.g. in English, an adult will work with a guided group and feedback/mark that specific group’s work. The other groups working can self/peer mark and have a cursory look from the adult and comments made. This will mean that every child works with an adult a minimum of once a week.

1. **Feedback process**

Once a child has finished their work.

Give the children guidance on polishing and improving the work using the non-negotiable symbols. Correct basic mistakes in work including punctuation, spelling, grammar and handwriting. This should be age appropriate.

Give the 2 positive comments about their work. These should be minimal; one or two words only or using the codes given.

Children edit and polish their work using the same writing equipment they used (e.g. pencil).

Next step prompts given using the end of year expectations as a guide. The next step prompt to be given at the top of the next page. This is to be done at the discretion of the class teacher as appropriate

**4. Self-Assessment/Responding to feedback**

It is essential in all areas that children are able to assess their own success towards the objective. For this to be effective, the children must be clear about the Success Criteria for a given learning objective.

Whenever teachers have given feedback, pupils must be given time to follow up and respond to this feedback and it is essential the teachers provide opportunities for this to happen. This may be in a lesson where there is a guided group. Self-corrected errors should be closely monitored by the teacher and/or TA. Errors in Key Stage 1 should be marked with a small cross above the mistake. Errors in Key Stage 2 should be crossed out with a single line, drawn using a ruler.

Once a child has polished a piece of work, completed a challenge or responded as appropriate, they should tick the teacher’s comment (small tick) and initial to acknowledge the feedback.

**5. Special Educational Needs**

Care should be taken when writing comments on children’s work to ensure that the vocabulary is appropriate for each individual child.

**Any work that has been supported should be marked with an S and the initials of the person supporting in the bottom right hand corner of the book.**

**6. Non-Core marking**

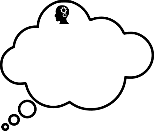
English and maths are to be marked in accordance with this policy. Non-core work to be marked according to the Learning Objective for that particular subject. Only next steps to be given if the work is significantly different to the objective (any age related spellings, punctuation and grammar to be left unaltered because they will be addressed through daily detailed marking of English). Any piece of non-core work can be closely marked at the discretion of the class teacher if required as a piece of evidence for English Assessment.

NB: If another member of staff has taught the lesson, their initials should be at the top right hand corner of the page

**Non-Negotiable Feedback Symbols**

**Success:** Symbol placed before two success comments. One comment must be linked to learning behaviours (creativity, determination and cooperation) and the other should be academic with age appropriate expectations. These comments should be one or two words only.

 **Next steps**: taken from National Curriculum. This should be placed at the top of the next page as appropriate.



**Think about** this/**Challenge** prompt

**Look here**: If a longer piece of work, use these to identify an area to polish or reread. Use

at the beginning of a selected piece of text and at the end. If you are wanting the

children to look at the whole piece, this is not necessary. At the bottom of the page

put the 2 arrows alongside either a keyword (e.g. adverbs) or one of the codes to identify

expectation.

**RB** = read back

**Sp** = spelling

**P** = punctuation

**G** = grammar

**HW** = Handwriting/presentation

**C** = calculation, check answer and process

**O** = operation (chosen the wrong operation to solve the problem)

**^** = something is missing

Marking to be completed in **Black Pen**

**Marking and Feedback in FSU**

In FSU the focus is mainly on instant verbal feedback with the child. All markings on children’s work is for assessment and moderation purposes.

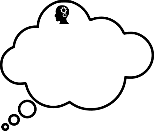
All adults use purple pen to give written feedback. This feedback should be:

* Narrating what the children have said
* Date
* Show the amount of support given (see codes)

**Non-Negotiable Feedback Symbols for FSU**

**Success:** Symbol placed before a reference to the learning characteristics for FSU

**Next steps**: on focused work.



**Think about** this/**Challenge** prompt

I = Independent

S = Adult help given (with initials)

VF = verbal feedback given

At times teachers will also model letter and number formation on the work.