

Approved by the Governing Body on: 27 February 2018

Updated: Summer 2021

Review date: Summer 2023

Rewritten: Autumn 2023

Review date Autumn 2025



## **ONGAR PLACE PRIMARY SCHOOL ASSESSMENT AND FEEDBACK POLICY**

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

At Ongar Place, we believe that assessment and feedback is essential to quality teaching and learning. Effective assessment and feedback helps raise attainment and accelerate progress. The assessment, record keeping and reporting of all pupils' achievements involves all teachers, support staff and pupils and is an important part of whole school policy and strategy. It strengthens learning across the curriculum and helps teachers enhance their skills and judgements. In order for any type of assessment or feedback to have an impact on learning, we feel it must be: positive, manageable, consistent, useful and used.

The principles of assessment and feedback at Ongar Place are:

- To provide information to identify and support the next steps in learning and teaching, and inform planning for improvement or progression
- To gather information about attainment of individual children, groups and cohorts so that it can be used to inform target setting and ensure appropriate support and challenge are in place
- To analyse performance in terms of cohorts or pupils as well as the analysis of the achievement and attainment of pupils
- To track individual progress against age-related expectations
- To inform parents, support agencies, LEA and governors

The purpose of assessment and feedback at Ongar Place is to:

- Enable teachers to plan work that accurately reflects the needs of each child
- Allow children to demonstrate what they know, understand and can do in their work
- Identify children's strengths and weaknesses
- Provide receiving schools with information to ensure continuous progress
- To provide subject leaders and the senior leadership team with information which allows them to monitor and make judgements about the effectiveness of the school, the school curriculum, and inform school improvement planning
- Provide governors with information on the school's performance to aid their monitoring procedures
- Provide the wider community with information about the performance of the school
- Provide regular information for parents to enable them to support their child's learning

### **Roles & Responsibilities**

- The overall responsibility for assessment and feedback belongs to the Head teacher and the Deputy Head.
- Class teachers are responsible for the assessment of children they teach and the feedback they receive
- Curriculum leaders are responsible for monitoring assessment and feedback within their subject area

- Support staff are responsible for assessing and feeding back to individual or groups of children, following the guidance of the teacher
- Governors are responsible for monitoring the school's performance, attainment and progress and holding the school leaders to account

## **Assessment and Feedback Procedures at Ongar Place**

### **Formative**

Formative assessment is an on-going process that provides information for the teacher to plan the next steps in the children's learning and identify issues that are preventing pupils from making expected progress. Feedback is an important part of this process and should identify successes and areas for improvement. Children are also encouraged to self-assess and peer assess against the learning objective.

### **Summative**

Summative assessment identifies what has been learned and can be used to measure attainment and progress. This includes all formal tests and examinations. This is feedback to child in class and to parents at parents evening or in reports.

Pupils' progress is tracked from the Foundation Stage to Year 6

### **Statutory Assessments**

Foundation Stage Assessments:

Practitioners undertake the Development Progress Check at Age 2 if the children are in nursery  
 Children are assessed on entry to reception using the Government Baseline Assessment strategy  
 Children are assessed against the Early Learning Goals at the end of the Foundation Stage.  
 Significant developments in their stages of learning are celebrated and recorded.

Key Stage 1:

There is a statutory Phonics Screening test in Year 1 (repeated in Year 2 for those who do not meet the expected standard)

Key Stage 2:

Year 4 children are assessed using the Multiplication Tables Check  
 End of Key Stage NC assessments (SATs) are used to assess children's attainment in Year 6. Maths, reading and grammar and spelling are marked externally and progress calculated.

### **School Assessments**

On-going assessments are carried out throughout EYFS, KS1 and KS2, using learning objectives developed from the NC2014. These establish children's attainment in relation to Age Related Expectations and progress made.

SIMs Assessment 7 is updated termly as a holistic scale point (x.y) for English and maths.

Teachers keep records of attainment in foundation subjects.

### **Communication**

Pupils are aware of their achievements and their next steps through feedback and dialogue with teachers and support staff. Parents are informed of children's achievement and next steps through parents' evening, mid-year reports and end of year reports. SATs results and the results of the phonic screening are included in the end of year report for years 1 and 6. Teachers will also communicate with parents if there is any cause for concern or if the child is achieving particularly well.

Teachers will attend a pupil progress meeting once a term with the Assessment Leader and the outcomes of these will be discussed at SLT. The Head and Assessment Leader will communicate assessment results to governors through the Children and Learning Committee and Full Governing Body. Due consideration and analysis will be given to external assessment reporting tools.

### **Feedback**

Effective feedback is an essential part of the educational process and assessment. Feedback about children's work ensures that monitoring of work takes place and informs future planning. It provides knowledge of results for pupils and helps to form learning targets. It provides opportunities for children's efforts to be valued, and promotes positive images of themselves as learners.

As a result of feedback, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement.

All feedback should be meaningful, manageable and motivating:

**Meaningful:** feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable:** feedback practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of feedback in relation to the overall workload of teachers.

**Motivating:** Feedback should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work

- The focus of feedback should be on the quality of feedback and not the quantity.
- Feedback can take the form of spoken or written feedback, peer feedback and self-assessment.
- In FS the development matters are used to plan learning. The majority of feedback is verbal or recorded in individual scrapbooks
- In KS1 and 2 every lesson should have clearly identified learning objectives and success criteria which are shared with the children. At the end of recorded work or tasks it should be indicated with ticks, stickers or stamps how well they have achieved against this and celebrate success. Eg:
  - ✓           ★       has attempted to be able to / emerging
  - ✓✓         ★★       is able to with some support / developing
  - ✓✓✓       ★★★     is able to / secure
  - ✓✓✓✓     ★★★★ is able to and can explain exactly what they did / mastered
- Comments, if needed, (specific to learning objectives) should be used in order to move children forward in their learning e.g. steps to improve, examples, reminders and challenges.
- Teachers are responsible for ensuring that feedback is appropriate and proportionate.
- Where appropriate, feedback should be completed before the next task is set and in time to effectively inform future planning.
- Stickers, stamps and/or house points are to be used to motivate and denote recognition of effort, application and achievement.

- 3 – 5 spellings of key words or taught strategies should be corrected if necessary and pupils should either find and copy the word or copy the teacher’s correction.
- Presentation should meet expectations or be commented on.
- In maths calculations should be marked correct ✓ or incorrect • . If corrections are required a ‘C’ should be put next to the calculation.
- In some cases, it may be appropriate not to put any marks on the pupil’s work, e.g. final drafts for display.

**Ofsted has stated the following:**

- [Teachers should] ... use assessment to check pupils’ understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts

We will not:

- use work scrutiny to evaluate teachers’ marking
- specify the frequency, type or volume of marking and feedback

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>

To be read in conjunction with:

- Teaching and Learning Policy
- Curriculum Subject Policies
- Special Educational Needs Policy

Re written: November 2023

Authors: Tracy Good and Angela Pirie

Policy: Statutory/**Recommended**

## **Appendix 1 –Record Keeping**

The following information should be available and up-to-date for your class:

### **Foundation Stage YN**

- Development trackers
- Scrapbooks

### **Foundation Stage (YR)**

- Reading records
- Scrapbooks

### **Key Stage 1 and 2**

Children's current teacher assessed scale point as presented on SIMs mark sheet

Test \* scores, where appropriate

\*test papers should only be kept where they support the current teacher assessment judgement – a record of test scores is kept on SIMs therefore individual papers do not need to be kept once analysis is complete

Intervention Plans and individual targets to be stored on Sharepoint

### **For Writing and Maths, in specific sessions and across the curriculum, there must be:**

A clear TBAT (to be able to) linked to the NC2014

A date and title

The following codes used at the top of the work:

- TT – teacher talk
- SA – self assessment
- I – independent work
- G – guided work
- S – supported work

### **Office Files**

The children's office files are the responsibility of the office, any information to be stored in these files should be given to a member of the office staff for filing

The following information is stored in the children's office files

- Attendance reports
- Medical information
- Home School Agreement
- Nursery paperwork
- Child Profile
- Y2 SATs papers
- End of Year Record of Achievement
- Legal documents

## Statutory and School Formal Assessment

FOUNDATION STAGE	No summative assessments in Foundation Stage Achievement of Early Learning Goals recorded Good Level of Development recorded Little Wandle phonic assessments half termly
YEAR ONE	Little Wandle phonic assessments half termly Termly assessments in maths, reading, writing Year 1 Phonics Test - Summer term
YEAR TWO	Little Wandle phonic assessments half termly End of KS1 assessment tests – reading, maths, grammar, writing Phonics test be repeated for any children who did not achieve expected level of attainment Accelerated Reader – STAR tests
YEAR THREE	Termly assessments in maths, reading, writing Accelerated Reader – STAR tests
YEAR FOUR	Termly assessments in maths, reading, writing Accelerated Reader – STAR tests Multiplication tables
YEAR FIVE	Termly assessments in maths, reading, writing Accelerated Reader – STAR tests
YEAR SIX	SATs practice – reading, spelling, punctuation and grammar, maths End of KS2 NC SATS Assessments in reading, maths and spelling, punctuation and grammar. Termly assessments in maths, reading and writing

### **Appendix 3 - Transition**

A transition meeting will be arranged for all classes at the end of the year. Class teachers should make the children's books, intervention plans, pupil profile comments from the record of achievement and their assessment records available for the new teacher before the meeting.

Teachers should sample three children from their new class to moderate teacher assessments. Any concerns should be raised and discussed in this meeting. Any further queries should be passed on to the Assessment Leader or Head Teacher.

Teachers should send children's current English, Maths, Science (KS2) Learning, Sketch books, PSHE, Computing, MFL and RE to the next class teacher at the end of the year. PSHE, Computing, MFL and RE books should be continued. The others should be kept until Autumn 2 or until teachers feel they have enough evidence of their new class' attainment.

Children's Reception scrapbooks will be kept until end of Autumn term Year 1 and will be handed out to the children.