



Approved by the Governing Body on: 27 February 2018

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## **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 Assessment Leader.
- 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: 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)

End of Key Stage NC assessments (SATs) are used to assess children's achievement in Year 2.

Key Stage 2: End of Key Stage NC assessments (SATs) are used to assess children's attainment in Year 6. These are marked externally and progress since the KS1 SATs is calculated

### **School Assessments**

On-going assessments are carried out throughout 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 half termly in two ways:

- Progress towards each NC objective using Program Study Tracking (Emerging, Developing, Secure, Mastered)
- As a holistic scale point (x.y)

### **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 2 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 (Analysing School Performance (formally RAISE, Inspection Data Result Summary etc).

## 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 ELGs are used to plan recorded learning. The outcome of recorded learning is marked as '2 stars and a wish' and is used to assess progress towards the ELG.
- 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 team points are to be used to motivate and denote recognition of effort, application and achievement.
- Children must respond to feedback by initialling comments and/or completing any actions given.
- Teachers/TAs must check actions/corrections.
- Feedback should comment on presentation, if poor.
- 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.
- Independent writing should have at least one development point and the following piece should be marked against this as well as the Learning Objective.
- In some cases, it may be appropriate not to put any marks on the pupils work, e.g. final drafts for display.

**Ofsted has stated the following:**

*Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.*

To be read in conjunction with:

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

**COVID 19:**

Under current circumstances it is not possible to mark children's books in the usual way as we are minimising the amount of cross contamination between books. We are encouraging staff not to take books home to mark however we are still ensuring all pupils get regular feedback in their work. This will be done through:

- One piece of Maths work and English work to be marked in line with our policy each week.
- Regular verbal feedback; still ensuring feedback is meaningful, manageable and motivating.
- Children to self-assess their work against the learning objective.
- Use of our online remote learning 'Seesaw'. All teachers give regular written feedback to the work set or uploaded by pupils. Our homework is now set on seesaw each week.

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Author: 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

- Reading records
- Scrapbooks

### Key Stage 1 and 2

Children’s current teacher assessed scale point as presented on SIMs mark sheet (half-termly for reading, writing and maths)

Progress towards learning objectives recorded on Programme Study tracking

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 in the class Special Educational Needs file

### Reading:

Following staff meetings we agreed the following information would be kept:

Year R	Reading Record Books Annotated RWI work Reading file including phonic awareness Benchmarking sheets 1:1 Notes
Year 1	Reading Record Books Reading file including phonic awareness (compared to phonic standard) Benchmarking Sheets Guided Reading Notes Most able written work showing understanding
Year 2	Reading Record Reading related activities book Comprehension papers Benchmarking Guided reading notes Written work
Year 3/4	Reading Record Reading related activities book Comprehension assessment papers Benchmarking for LA Guided reading notes Written work
Year 5/6	Reading related activities examples Comprehension assessment papers Benchmarking for LA (if appropriate) Guided reading notes Written work LA reading record

**Writing:**

- Group evidence collection sheets
- Evidence of children's understanding, knowledge and skills through marked and annotated work in books or on paper as appropriate
- SPAG workbooks
- Writing across the curriculum

**Maths**

- Group evidence collection sheets
- Evidence of children's understanding, knowledge and skills through marked and annotated work in books or on paper as appropriate
- Maths across the curriculum

**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

Maths only:

- F – fluency
- P – problem solving
- R – reasoning

**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

## Statutory and School Formal Assessment

FOUNDATION STAGE	No summative assessments in Foundation Stage Progress towards the Early Learning Goals recorded Good Level of Development recorded
YEAR ONE	Spelling Assessment based on NC2014 - Autumn and Summer term Year 1 Phonics Test - Summer term
YEAR TWO	Spelling Assessment based on NC2014 - Autumn and Summer term SATs practice – reading, maths End of KS1 SATs – reading, maths Phonics test be repeated for any children who did achieve expected level of attainment
YEAR THREE	Spelling Assessment based on NC2014 - Autumn and Summer term Termly assessments in maths, reading, writing
YEAR FOUR	Spelling Assessment based on NC2014 - Autumn and Summer term Termly assessments in maths, reading, writing
YEAR FIVE	Spelling Assessment based on NC2014 - Autumn and Summer term Termly assessments in maths, reading, writing
YEAR SIX	Spelling Assessment based on NC2014 - Autumn and Summer term 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, writing and science

### **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, MFL and RE to the next class teacher at the end of the year. 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 children are in Year 6 and will be handed out to the children when they leave the school.