



Polehampton C. of E. Schools Federation

Assessment and Feedback Policy

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Document History

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1.0	30.11.16	First joint policy on assessment		

Assessment Policy
Polehampton C. of E. Federation Schools

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

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

Assessment

The school ethos promotes the opportunity for all children to succeed through effective teaching, of which assessment and feedback is an integral part.

Formative assessment

This enables teachers to understand where children are in their learning on a day-to-day basis, by:

- ensuring knowledge and understanding is secure enough to move forward
- establishing whether providing further consolidation work or a different approach is necessary
- informing future planning and next steps for individuals
- giving constructive feedback and generating pupil targets
- encouraging pupils' involvement in their own learning

Formative assessment should be executed by teachers using a plethora of strategies best suited, in the teacher's judgement, for that particular task. This may be done by, but is not limited to, the following: observations, book-marking, questioning, discussion*, visual representations, presentations, kinaesthesia, peer/self-assessment, constructive tests/quizzes, partner-talk, idea jotting and white-board work.

**Discussions – Teachers engage in meaningful conversations with children to ascertain their depth and understanding of a learning concept. This should be practised using a range of questioning techniques, particularly to allow children to articulate and justify their knowledge or thinking on a deeper level. Conversations, where appropriate, may be recorded using digital media and stored safely on the school system for evidence purposes.*

In-School Summative assessment

This captures outcomes of pupils' learning over time, in order to:

- inform parents about their child's achievement, progress and wider outcomes across a period of time
- provide pupils with information about how well they have learned and understood a topic or course of work
- enable teachers to evaluate pupil learning and the impact of their teaching
- enable school leaders to monitor the progress of pupil cohorts, identifying where interventions may be required
- inform school leaders so that they can work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.
- inform next year's teachers of pupil attainment.

Summative assessment data is to be captured and recorded by teaching staff in the following ways:

- **Testing** - As shown in the below timetable, teachers are required to carry out half-termly assessments as required and to use data to make informed decisions regarding a child's progress and attainment.

Assessment Policy
Polehampton C. of E. Federation Schools

- **Grid data** - Assessment grids created by Twinkl clearly identify the current National Curriculum skills required within each year group for these subject areas of: Maths, Reading, Writing and Science. These grids should be completed on an ongoing basis to help inform teachers' of overall coverage achieved within the learning year, as well as show individual children progress and/or attainment. Grids can be used to help inform teachers regarding decisions about child attainment or progress.
- **Whole School Tracking** - Judgements reached by teachers regarding a child's attainment and progress are to be recorded termly on the whole-school data spreadsheet. This data will primarily be used as the main source to provide parents and guardians with their child's performance in school. Data will also be used by the leadership team to capture attainment and progress across the whole school.
- **Progress Meetings** - All staff are required to attend termly meetings, following a period of child assessment, in which to discuss individual children's attainment, progress and emerging needs. Whole school tracking data will need to be completed prior to, or directly following these meetings. Teachers must be prepared to make relevant justifications about their professional judgements regarding decisions made about child attainment and progress. Where child progress is deemed stagnant or slow-moving over a period of time, appropriate interventions or actions should be identified and implemented in order to instigate visible progress in the near future.

Nationally standardised summative assessments

This provides information about how pupils are performing in comparison to pupils nationally, in order to:

- provide parents with information about how the school is performing in comparison to schools nationally
- help teachers understand national expectations and assess their own performance in the broader national context
- enable school leaders and governors to benchmark their school's performance against other schools locally and nationally and make judgements about the school's effectiveness
- allow the government to hold the school to account
- provide Ofsted with a starting point for discussions with schools when making judgements about their performance, as part of their wider judgements about the school's overall effectiveness.
- inform future school of pupil attainment and progress at the time of transition.

Assessment Policy
Polehampton C. of E. Federation Schools

Feedback

Feedback is provided by teachers on constant and consistent basis, to allow children to:

- respond to their learning
- understand and celebrate their successes or achievements
- revisit and correct misconceptions made in their learning
- know what steps to take next in order to further their learning.

In turn, this will become the driving force to ensure sustained and visible progression in a child's education journey. As a school, feedback is provided in a number of concrete ways, which may include, but is not limited to the following:

- **Verbal** - Teachers will have meaningful discussions, either in whole-class situations, small groups or 1:1.
- **Teacher Book-marking** - Teachers will mark ongoing or completed work only where it provides significant impact on a child's learning, or to ascertain attainment or progress for formative/summative assessment purposes. Books do not need always need demarcating, especially if only to provide visual appeasement to parents or guardians. Acknowledgement of successful learning will usually be shown in pink highlights/writing, whereas misconceptions or next steps will be marked in green highlights/writing. Comments must be concise and purposeful.
- **Whole-class marking** - Where appropriate, children can have the opportunity to receive direct feedback about their learning during whole-class marking activities. Children may, under teacher guidance, demarcate their work appropriately to identify pertinent successes or misconceptions. Pink and green demarcation is preferred where possible.
- **Peer work** - Children may work in pairs or small groups to provide each other with their own feedback. Feedback by children may be made through verbal articulation or appropriate demarcation, given against identified, teacher-led success criteria.
- **Self-editing** - Children, especially in literacy, should be given opportunities in which to revisit and make meaningful changes to their work, particularly around spelling, grammar and punctuation. Any changes made by children should be recorded by them in a different coloured pen or pencil. This evidence can be used to support teacher formative assessment needs.

Assessment Policy
Polehampton C. of E. Federation Schools

Reporting

As shown in the above timetable, reporting is carried out three-times a year across all year groups. Twice yearly Interim reports will include child progress (some, expected, more than expected) and attitudes to learning (concern, satisfactory, good, excellent) in Reading, Writing, Maths and Science. Where a child is not yet working within that year group's age-related band, this should also be indicated. Annual full-reports will contain detailed comments relating to all subjects taught within school. Progress and attitude will also be denoted in the same way as interim reports as well as which year band the child is working in (if not at age-related).

Moderation

All staff will undertake in-school moderation sessions in order to ensure consistency of marking, objective setting, attainment and measures of progress. This will usually occur three-times yearly. Staff will also be involved in wider cluster moderation sessions with other schools across the Wokingham Borough.

Annual Whole School Assessment and Reporting Plan

Subject	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Grammar	<u>Years 3,4,5</u> NFER tests to establish year-group baseline and identify key areas for AFL		<u>Years 3,4,5</u> NFER tests to demonstrate progress and identify key learning gaps		<u>Year 6</u> SATS	<u>Years 3,4,5</u> NFER Summer tests to establish final attainment
Maths						
Reading						
	<u>Year 6</u> Edinburgh Test					
Science	Assess as module completed (Twinkl tests/grids, Rising Star tests)	Assess as module completed (Twinkl tests/grids, Rising Star tests)	Assess as module completed (Twinkl tests/grids, Rising Star tests)	Assess as module completed (Twinkl tests/grids, Rising Star tests)	Assess as module completed (Twinkl tests/grids, Rising Star tests) <u>Year 6</u> SATS	Assess as module completed (Twinkl tests/grids, Rising Star tests)
Spelling	SWST		SWST		SWST	
Writing		Whole school task		Whole school task		Whole school task
Reporting		<u>All years</u> Interim report cards		<u>Years 3,4,5</u> Full reports <u>Years 6</u> Interim report cards		<u>Years 3,4,5</u> Interim report cards <u>Years 6</u> Full reports

**Salford Reading test to be complete by TA's within first two weeks of each term until child has reached the 10.6+ score*

***Daily or 3 x weekly readers to be reassessed*

Assessment Policy
Polehampton C. of E. Federation Schools

Key objectives

Using formative assessment to inform teaching, and providing for the learning needs of all pupils	<p>Typical methods of formative assessment include:</p> <ul style="list-style-type: none"> • Question and answer sessions • Targeting questions • Ongoing observations • Opportunities for pupils to make their learning visible, for example, on mini-whiteboards • Discussions between staff working with groups of pupils • Verbal and written feedback
Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school	<p>We ensure consistency in teacher assessments by:</p> <ul style="list-style-type: none"> • Agreeing details of criteria • Moderating within year groups termly • Joining local authority (LA) moderation activities • Discussing consistency in planning sessions • Feeding back
Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress	<p>In Key Stage (KS) 1, pupils are involved in contributing to their short-term targets by:</p> <ul style="list-style-type: none"> • Discussing areas of development • Keeping targets visible to pupils • Reminding pupils of their targets and discussing progress towards them
Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home	<p>We inform parents of pupils' targets by:</p> <ul style="list-style-type: none"> • Meeting with parents informally and formally • Sending parents annual written reports • Regularly sending home pupils' targets in KS1
Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement	<p>The senior leadership team (SLT) and year leaders are responsible for ensuring that:</p> <ul style="list-style-type: none"> • Assessments are maintained consistently, and teachers are given advice and support in maintaining them • Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment
Involving staff in the process of assessment and informing them of the outcomes	<p>To support staff, we:</p> <ul style="list-style-type: none"> • Provide training in assessment processes and appropriate software • Provide relevant documentation • Give feedback to individuals or groups through monitoring activities • Provide opportunities for staff to identify their own training needs through the appraisal process

Assessment Policy
Polehampton C. of E. Federation Schools

Sharing information about pupils' attainment

Information about individuals is restricted under our data protection policy to:

- School staff on a need-to-know basis, i.e. for the purposes of teaching
- The receiving school when pupils leave
- Professionals who work with the school for advisory purposes