



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care towards all



Dosthill Primary Academy

Policy on Assessment, Recording and Reporting

Reviewed by: Claire Keay
Approved by: Governing Body
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Aims and Values

Our core moral purpose is encapsulated in the vision statement for the school: Striving for excellence in an inspirational climate where learning is nurtured and secured. Our core values permeate our every breath at Dosthill Primary Academy where everyone is selflessly committed to:

- Promising Academic Achievement.
- Crafting Character Skills for Life.
- Ensuring Excellence for All.
- Inspiring Each other/Achieving Together.

Our aim is that everyone in our Dosthill Family grows in confidence to achieve their ambitions and dreams with courage and kindness. We promise to provide a caring ethos where all children have the confidence to explore, dream and discover so that every valuable second of the day is a learning adventure.

This Policy should be read in conjunction with the Feedback Policy.

Rights Respecting School

In 2011 Dosthill School registered to obtain the Rights Respecting Schools Award (RRSA). This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all of the relationships: between teachers/adults and learners, between adults and between learners.

This Policy relates most directly to the following article from the 'UN Convention on the Rights of the Child':

Article 3: *The best interests of the child must be the top priority in all actions concerning children.*

Article 12: *Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.*

Article 28: *Every child has the right to an education.*

Article 29: *Education must develop every child's personality, talents and abilities to the full.*

Assessment is a fundamental part of the learning and teaching process. Assessment is about making judgements based on evidence; **recording** involves committing some of these judgements to paper or electronic systems having first decided what is significant. **Reporting** is concerned with what has to be passed on to others: teachers and other staff, parents and others.

We believe that **effective assessment provides information to improve teaching and learning.** Assessment is a **shared process that involves learners, parents and teachers.** It can be divided into two types: assessment of learning (summative) and assessment for learning (formative). It facilitates measurement of the progress and performance of children. Assessment can be used to make judgements about a child's level of achievement at a given point in time and/or to provide a starting point from which teachers can plan future learning. The latter is the most important use of assessment.

Assessment for Learning extends beyond setting future learning goals but also involves identifying pathways to achieving further goals: *Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go and how best to get there.*

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance. As well as National tests for Key Stage One and Two, learners also take part in termly PIRA, PUMA and GAPS (Grammar, Spelling and Punctuation) tests. Tests are also used to inform planning as teachers assess strengths and areas of weakness to target within class.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Objectives

The objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their learning;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents and carers that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

We use our school's curriculum plans – long, medium and short-term - to guide our teaching. These plans give details of what is to be taught to each year group and also identify opportunities for assessment within each broad unit of work.

From 2016, all year groups are using the new National Curriculum to plan and assess. We use the assessment guidance contained in these along with the Rising Stars Progression Framework to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives (We are learning to:). We base these upon the teacher's detailed knowledge of each learner. We ensure that all tasks set are appropriate to each learner's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning challenge with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning challenge, and the criteria against which the learning will be judged. Success criteria (steps for success) are shared and/or co-constructed with learners at an appropriate point in the lesson.

Teachers ask well-phrased questions and analyse learners' responses to find out what they know, understand and can do, and to reveal their misconceptions. Learners are also encouraged to ask questions to lead their learning.

Teachers and Teaching Assistants make a note of those individual learners who do not achieve or exceed the learning challenge, and we use this information when planning for the next lesson.

Assessment strategies

Assessment strategies include:

- Marking (*see Feedback Policy*)
- Questioning (open questions particularly/higher order Blooms questions), discussion, listening
- Observation including look, listen and note case studies compiled over the year
- Self-assessment: visual e.g. signs/traffic lights/thumbs up, down etc; kinaesthetic e.g. move to this place if ... OR place a post-it note here if ...; written e.g. self-evaluation sheet OR in 1 minute write what you know about ..., (group or individual, start or end of a unit of work)
- Peer assessment
- Use of digital technology -digital camera e.g. work in Design and Technology, video recorder e.g. work in PE or dance
- Tape-recorder e.g. speaking and listening –story telling OR a presentation (group or individual)
- Written tests e.g. old SATs papers, QCA papers, teacher written tests/those from published materials (PIRA/PUMA/Rising Stars).
- Interim tests to assess knowledge, skills and understanding achieved at a given point in a unit of work, used to inform future planning
- Oral tests – tell me about/what do you know about?
- Tick sheets – e.g. with specific skills listed – ICT, investigative work in Science or Maths

- Other record sheets e.g. for groups of pupils, Guided Reading Record Sheets
- Inviting views of others e.g. other pupils, parents or adults – written comments by learners on their end of year reports; comments from parents and carers
- Reflecting on a learner's work over a period of time e.g. a review, preferably carried out in collaboration with the child
- Specific/specialised tests e.g. Reading Analysis, Phonic Assessment – carried out in consultation with the Special Needs Co-ordinator and the Special Educational Needs Support Service
- Diaries/Learning Journals
- Annotated notes, particularly those on planning
- Prior-knowledge assessments carried out at the beginning/end of a unit of learning to determine what learners know, understand or are able to do

Target-setting

We are committed to giving all our learners every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our learners. Targets may relate to individual learners, groups of children within classes, or whole cohorts of children. Targets differ from forecasts. Forecasts are what would be expected should a learner progress in line with previous achievement. Targets have additional challenge built into them and commonly reflect the highest range of possible achievement for a pupil.

Target-setting also allows us to ask some key questions about the performance of our school.

These are:

- How well are we doing?
- How much added value do we make to the progress of children at each Key Stage including the Early Years Foundation Stage?
- How do we compare with similar schools?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take, and how do we review progress?

Target-setting is a significant strategy in our school for improving learner achievement. This is personalised to specific year groups. We know that it will be effective only if we remember that the learner is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each learner's starting point.

We involve the children in the target-setting process and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers or peers makes learners aware of how they can improve their work and achieve their target. Target-setting for our children means that they have to make decisions about their own learning. This helps them learn more effectively, by making clear what it is that they need to do next in order to improve. From January 2015 disadvantaged learners and SEN learners have become more actively involved in setting their own targets which are recorded in their Passport for Learning which are reviewed termly and new targets set.

In our school, the targets we set:

- challenge all learners to do better;
- take into account each learner's starting point for learning;
- encourage learners to discuss and review their progress with teachers regularly;
- involve parents or carers in their child's learning;
- help governors to agree priorities for the School Development Plan;
- lead to more focused teaching and learning;
- help us to make judgements about how well our school is doing when compared with all schools and with similar schools.

We use a range of information in our target-setting process. **We expect teachers to be familiar with:**

- the school's RAISEonline (Reporting and Analysis for Improvement through School Self-Evaluation);
- the Local Authority's School Information File (local comparative data);
- Fischer Family Trust contextual value-added data;
- the national assessments/tests for seven- and 11-year-olds;
- Rising Stars Progression Framework;
- Reception Baseline (Early Excellence)
- the national Early Years Foundation Stage Profile.

The target-setting process

When children join our school, we make an assessment of their learning. We use the outcomes from baseline and ongoing assessments to identify strengths and areas for improvement for individual children and in groups of learners. National and Local Authority comparative data allow us to identify the expected levels of achievement for these children in the national tests at the end of Key Stage 1.

End of year targets are set based on children's Foundation Stage Profile/Good Level of Development data for the end of Key Stage One and in Key Stage Two, Fisher Family Trust trajectory data is used to set end of year and Key Stage targets. Learners who are at risk of not meeting these targets are identified after each term's PIRA and PUMA results in order that targeted provision occurs so that gaps can be swiftly addressed. This is a key focus of pupil progress meetings.

The governing body fully accepts that the targets that we set are based on the current attainment of each cohort of children. We do not necessarily expect targets to become more ambitious year after year; they must reflect the ability of the cohort, and challenge at the appropriate level.

Teachers use the targets set for each learner to develop classroom activities that are designed to help children to meet their targets. Teachers will take account of these targets when planning work for different groups of learners.

Teachers review each learner's progress and targets during Pupil Progress Meetings led by the Assistant Headteachers who hold responsibility for English, Mathematics and Inclusion along with Phase leaders. This helps teachers to monitor the progress that the children are making

towards their targets and identify strategies to accelerate the progress of learners who are not on track to meet their targets. Challenge and support plans will be actioned for staff if pupil progress is of significant concern.

The progress the children are making also forms part of the discussion that teachers have each term with parents and carers.

Ongoing Teacher Assessment - Building Blocks

Building blocks is an ongoing teacher assessment framework where skills ladders are used to assess children's progress in reading, writing, mathematics, computing and science. In the core subjects, there are two blocks – Rising block (Below age expectation) and Expected block (at age expectation). Within each block there are three bench marks (Rising Beginning, Rising Developing, Rising Secure; moving to Expected Beginning, Expected Developing, Expected Secure) From 2018, a best-fit approach has been established rather than sticking rigidly to specific percentages. If children are achieving roughly around 40-90% of the skills statements within a building block they are developing within the block. If a child is achieving around 90% or more then they are secure within the block. Over a year children should ideally start at Rising Beginning and move to Expected Secure within their year group which equates to six steps progress over the year. Teachers highlight individual skills ladders which are kept in the front of children's books on a regular basis. Data is inputted into DCPro on a termly basis in order to track progress and attainment of learners. SEN children may be attaining and using skills ladders from year groups below their own.

During lessons, building blocks are referred to and children have the opportunity to review progress towards the numbered sub-blocks on their skills ladder. Children may also be encouraged to select sub-blocks as individual targets to work on during a lesson. Teachers update each child's skills ladders when secure understanding is demonstrated.

Whole Class Targets

Targets from our building block assessment ladders based on common whole class misconceptions in mathematics, reading and writing are set and displayed. These targets are SMART – specific, measurable, achievable, realistic and time bound. They are known by the learner and discussed with them. The targets are set and reviewed approximately every 3 weeks and are displayed on the whole class target area.

Ongoing Formative Assessment using Building Blocks

Ongoing assessment using Building Blocks

- enables teachers to make judgements about their pupils' attainment;
- develops and refines teachers' understanding of progression in their subject;
- provides diagnostic information about the strengths and weaknesses of individual pupils and groups of pupils;
- enables teachers to track pupils' progress over time;
- informs curriculum planning;

- facilitates the setting of meaningful whole class and personal targets that can be shared with pupils and parents;
- promotes teaching that's matched to pupils' needs;
- supports the transfer of meaningful information at key transitional points, e.g. from Key Stage 2 to Key Stage 3;
- is not a 'bolt-on' to existing arrangements.

The 'best practice' model encourages staff to update pupil Building Block sheets on a daily/weekly basis in order to use the objectives to guide teaching and learning/next steps. Gaps are identified from the skills ladders to guide planning and teaching week by week.

Building Block evidence includes:

- Learning that is already in learners' exercise books
- Any 'sticky notes' on which some of learner spoken contributions in class have been captured.
- What the teacher or others have seen learners do in the course of their work. There is no need to gather weighty collections or portfolios of pupils' work.
- Annotated planning.
- Evidence from across the curriculum as this clearly shows where learning is secure as it has been applied.
- Those pieces of learning that staff know will provide significant evidence.
- Records such as Reading Journals and those used for Guided Reading.
- Peer- and self-assessments.
- PIRA/PUMA/GAPS Tests – Reading, Mathematics, Spelling, Grammar and Punctuation

Staff identify assessment opportunities in planning in order to ensure that a broad range of evidence is available, including learning where pupils have demonstrated a significant degree of independence.

If sufficient evidence is unavailable to make a judgement, it may be that the scheme of work (long-and/or the medium-term plan) needs to be adjusted in order to provide a fuller evidence base across the range of Assessment Focuses in the future.

Tracking and Target Setting

DCPro is used by teachers and leaders in order to evaluate class and year group data. The software enables staff to generate a range of sophisticated graphs and charts which are drillable in order to identify children who need to make greater progress.

- **Graphs** that clearly show pupil and cohort progress, attainment against targets, value added, ability ranges and target groups, comparisons in subjects, classes, year groups or any other cohort and compare gender, ethnicity, FSM, SEN etc.
- **Tracking sheets** which show exactly where pupils lie in relation to their target and age related expectations.

- **Target setting** - recorded targets for pupils based on rate of progress and comparison of actual progress against targets; highlighting those learners dropping behind and next steps for any learner to support them in achieving those targets.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning. **Not everything a child achieves can be recorded.** Records need to note significant achievements and be manageable by the class teacher. Issues regarding staff workload and wellbeing are considered when revising the assessment procedures.

We take the learning challenges for individual lessons from those within the school's curriculum plan (developed from the intriguing questions in the long-term curriculum plan and detailed as a sequence of learning challenges in the medium-term planning). These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each learner against these broad objectives. This enables them to make a judgement about the work of each learner in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

Levels of attainment reached are recorded and stored on the management system within the SIMS Assessment module. Access to this is appropriately restricted to ensure records are kept securely and in line with Data Protection requirements.

PUMA, PIRA and GAPS Tests

Each term, standardised mathematics, reading and grammar, spelling, punctuation tests are used in each year group (Summer Term for Reception). From this each child receives a mathematics/reading age, standardised score as well as progress data. Teachers' also receive a spreadsheet which identifies whether children are at risk/significantly at risk of not meeting their indicative end of Key Stage Targets when compared with their PIRA/PUMA data. Pupil Progress Meetings led by the Assessment leader are used to target learners identified from this tracking system in order to accelerate their progress when compared to FFT predictions. Pupil Progress meetings are held more regularly for staff whose data is of greatest concern. Parents receive a termly update on the children's progress in these tests.

Year 1 phonics screening check

The check is used to show whether individual pupils have learnt phonic decoding to the expected standard, and takes place in a week-long window in June. The check consists of a list of 40 words (real and nonsense words). Learners read these words one-to-one with a familiar adult.

The school informs parents about their child's progress in phonics and how he or she has done in the screening check in the last half-term of Year 1. We also inform parents what

support we will put in place for those learners who do not meet the national standard including how parents can support their child to take the next step in reading.

In preparation for the screening check, Year 1 learners undertake an assessment using a similarly styled check using past phonic screening papers during the Autumn Term and again in the Spring Term. Reception learners also complete this assessment at the end of the Summer Term. This enables us to target support to those learners whose phonic age is not in line with their chronological age leading to re-grouping of learners for their daily input of phonics teaching and specific programmes for individual learners.

Ongoing assessment of phonics led by Mrs Sonia Burke using the Read Write Inc assessment material ensures that learners are regularly and precisely matched to their specific phonic group as there is fluidity of groupings throughout the year.

Reporting to parents and carers

Parents play an integral part in the assessment, recording and reporting processes. Parental views on learner progress are actively sought and acknowledged. Parents' Evenings provide essential opportunities for the exchange of information.

We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's learning.

Each term, we offer parents and carers the opportunity to meet their child's teacher. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold during the Spring Term), we evaluate their child's progress as measured against the targets and share the interim report. Prior to the meeting, learners take exercise books and other records of learning home for their parents and carers to review. At the third meeting of the year, we review their child's written report.

Each term, parents receive a record of their child's PIRA, PUMA and GAPS results. Books are also sent home termly so that parents can review children's Building Block record sheets with their child. This is to ensure that parents have a clearer understanding of their child's progress and take a more active role in supporting their child. If there are any significant concerns, parents will be invited into school to discuss the data and how they can help.

During the Summer Term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. In this written report, we reserve a space for learners to give their own evaluation of their achievements during the year. We also provide an opportunity for parental feedback.

In reports for pupils in Year 2 and Year 6, we also provide details of the teacher and test results achieved in the National Curriculum tests.

In the Nursery, parents have the opportunity to review observations and assessments completed on a weekly basis recorded in Learning Journey dairies. Parents and carers are also encouraged to record achievements they have observed outside of the setting adding these to the 'Proud Cloud' display.

Nursery and Reception staff also meet with other settings including Footsteps, the private before and after school club, to share observations and assessments.

End of Key Stage Assessments - Teacher Assessment Framework at the end of Key Stage One and Two

Key principles:

- This statutory framework is to be used only to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 1 and 2 curriculum. It is not intended to be used to track progress throughout the key stage.
- The framework does not include full coverage of the content of the national curriculum and focuses on key aspects for assessment. Pupils achieving the standard within this interim framework will be able to demonstrate a broader range of skills than those being assessed.
- This framework is not intended to guide individual programmes of study, classroom practice or methodology.
- Teachers must base their teacher assessment judgement on a broad range of evidence from across the curriculum for each pupil.
- Individual pieces of work should be assessed according to a school's assessment policy and not against this interim framework. The standard within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of all the statements within the standard.

In both Key Stages, learners will be assessed in terms of working towards the expected standard, working at the expected standard, or working at greater depth within the expected standard.

Moderation takes place in school and with other schools within the Fierté Trust in order to validate judgements and amend if necessary.

Key Stage One

Teacher assessment in mathematics and reading will be informed by externally-set, internally-marked tests. However, there will also be an externally-set test in grammar, punctuation and spelling which will help to inform the teacher assessment of writing.

The new reading test for Year 2 pupils will involve two separate papers:

- Paper 1 consists of a selection of texts totalling 400 to 700 words, with questions interspersed
- Paper 2 comprises a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers in a separate booklet

Each paper is worth 50 per cent of the marks, and should take around 30 minutes, but children will not be strictly timed, as the tests are not intended to assess children's ability to work at speed. **The texts in the reading papers will cover a range of fiction, non-fiction and poetry,** and

will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.

There will be a variety of question types:

- Multiple choice
- Ranking/ordering, e.g. 'Number the events below to show in which order they happened in the story'
- Matching, e.g. 'Match the character to the job that they do in the story'
- Labelling, e.g. 'Label the text to show the title'
- Find and copy, e.g. 'Find and copy one word that shows what the weather was like in the story'
- Short answer, e.g. 'What does the bear eat?'
- Open-ended answer, e.g. 'Why did Lucy write the letter to her grandmother? Give two reasons'

Children taking Key Stage 1 SATs will sit two separate papers in grammar, spelling and punctuation:

- Paper 1: a 20-word spelling test taking approximately 15 minutes and worth 20 marks.
- Paper 2: a grammar, punctuation and vocabulary test, in two sections of around 10 minutes each (with a break between, if necessary), worth 20 marks. This will involve a mixture of selecting the right answers e.g. through multiple choice, and writing short answers. (Optional 2016/17)

The new Key Stage 1 maths test will comprise two papers:

- Paper 1: arithmetic, worth 25 marks and taking around 15 minutes.
- Paper 2: mathematical fluency, problem-solving and reasoning, worth 35 marks and taking 35 minutes, with a break if necessary. There will be a variety of question types: multiple choice, matching, true/false, constrained (e.g. completing a chart or table; drawing a shape) and less constrained (e.g. where children have to show or explain their method).

Children will not be able to use any tools such as calculators or number lines.

Key Stage Two

- Children will take externally-set and marked tests in mathematics, reading and grammar, punctuation and spelling.
- The results of these tests will be reported as scaled scores.
- Parents will be provided with their child's score alongside the average for their school, the local area and nationally.
- Teacher assessments change in 2019 removing mathematics and reading teacher assessments but retaining writing and science.
- Assessments will reflect the content of the 2016 curriculum.
- Performance descriptors have been introduced to inform the statutory teacher assessments at the end of key stage two.
- For writing teachers will assess pupils as meeting one of several performance indicators

- For science there will be a single performance descriptor of the new expected standard

Reading Test

The reading test will be a single paper with questions based on three passages of text to complete in one hour.

There will be a selection of question types, including:

- **Ranking/ordering**, e.g. 'Number the events below to show the order in which they happen in the story'
- **Labelling**, e.g. 'Label the text to show the title of the story'
- **Find and copy**, e.g. 'Find and copy one word that suggests what the weather is like in the story'
- **Short constructed response**, e.g. 'What does the bear eat?'
- **Open-ended response**, e.g. 'Look at the sentence that begins *Once upon a time*. How does the writer increase the tension throughout this paragraph? Explain fully, referring to the text in your answer.'

Grammar, Punctuation and Spelling

The grammar, punctuation and spelling test will consist of two parts: a **grammar and punctuation paper** requiring short answers, lasting 45 minutes, and an **aural spelling test of 20 words**, lasting around 15 minutes.

The grammar and punctuation test includes two sub-types of questions:

- **Selected response**, e.g. 'Identify the adjectives in the sentence below'
- **Constructed response**, e.g. 'Correct/complete/rewrite the sentence below,' or, 'The sentence below has an apostrophe missing. Explain why it needs an apostrophe.'

Mathematics

Children will sit three papers in maths:

- Paper 1: **arithmetic**, 30 minutes
- Papers 2 and 3: **reasoning**, 40 minutes per paper

Paper 1 will consist of fixed response questions, where children have to give the correct answer to calculations, including long multiplication and division. Papers 2 and 3 will involve a number of question types, including:

- Multiple choice
- True or false
- Constrained questions, e.g. giving the answer to a calculation, drawing a shape or completing a table or chart
- Less constrained questions, where children will have to explain their approach for solving a problem.

Roles and responsibilities

All within school have a corporate responsibility with regard to assessment, recording and reporting. The Head teacher and Senior Management Team plus Phase Team Leaders and the

ICT/Science Leaders have an overall responsibility for monitoring, reviewing and evaluating assessment, recording and reporting processes together with analysing data received from others in order to assist in strategic decision making.

It is the responsibility of the Assessment Leader, C. McCabe, to develop and revise the policy in line with national and local developments/advice.

It is the responsibility of all Subject leaders to liaise with the Assessment Leader with regard to specific developments in assessment within their areas of learning and to evaluate their subject using assessment data.

It is the responsibility of all Teachers and Teaching Assistants (under the direction of teachers) to assess, record and monitor all areas taught in the way described in the policy, also meeting statutory requirements for reporting and annual testing arrangements.

The Inclusion Leader has an added responsibility to carry out and review assessments completed by others for children at School Action, School Action Plus and Statemented stages of the SEN Code of Practice.

Governors play an active role in discharging their statutory duties and in monitoring pupil progress. Detailed discussion takes place concerning target setting and Headteacher reports to governors include descriptions together with analysis of pupil attainment, progress and achievement.

[Feedback to learners](#)

We believe that feedback to learners is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking and feedback, as this ensures that we all mark and provide feedback in a consistent way, and the children learn to understand it.

We give children verbal feedback on their work whenever possible. We usually do this when the children are learning during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We aim these comments at the learner.

When we give written feedback to a learner, we relate this to the learning challenge and success criteria for the lesson. Success criteria for English, Guided reading teacher focus/comprehension and mathematics are stuck in children's books which allows for precise assessment for learning within and at the end of a learning episode (self, peer or teacher assessment). The success criteria prompts should be child friendly and succinct in order that they can be fully understood by children. Strengths are indicated through green highlighting and areas to improve through pink highlighting. Written feedback should not repeat the success criteria as the highlighted/un-highlighted statements provide this role. Across a week, feedback may come from either self, peer or teacher assessment, ensuring that a range of these strategies are used. If self or peer comments are used, teachers should make a brief comment to check (agree/disagree) the quality of the assessment. Feedback should be un-wordy and specific so that children understand their feedback

and can act on it. An emphasis on feedback within a lesson is vital to address misconception with teachers spending more time after a lesson adapting the learning journey for the next day.

Teachers give learners feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give learners suggestions as guidance but they recognise that learners gain most when they think things through for themselves. Questions and further challenges may also be given as well as modelled approaches to support any corrections that are provided. Through discussion, an agreement about the quantity of marking has been devised in order that marking is manageable and has impact on learner progress. (See attached overview).

Having learners assess their own or each other's work is very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always review peer assessment afterwards.

We allow time for learners to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. This is known as fix it time and children use purple pen to respond to their feedback. This needs to be checked so that misconceptions are identified and addressed. There may also be improvements they can work on. This could be at the beginning of a lesson or during other reflection time e.g. as part of a guided focus group with the teacher. We believe that learning is maximised when learners enter into a dialogue about their work (not just at the end of a lesson but throughout the learning time).

Ongoing feedback should be tracked by teachers and learners in order that targets are used to tailor teaching to individual need, in turn addressing areas of weakness so as to ensure that progress made against them. This prevents repetition in relation to feedback and guarantees that each child's learning journey moves progressively forward.

Equal Opportunities, Inclusion and assessment for learning

The school is committed to working towards equality of opportunity in all aspects of school life. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. In the context of Assessment, Recording and Reporting, this is achieved through:

- utilising a range of approaches to assessment;
- making use of special arrangements and adaptations to ensure that all are able to access statutory assessments;
- differential targets for specific pupil groups and individuals;

and,

- by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of individuals and groups of learners. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including learners with disabilities or special educational needs.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public-Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Moderation of standards

All subject leaders study examples of children's work within their subject area. Year 2 and 6 will continue to use the national exemplification materials to make judgements about the attainment of the children's work. Performance descriptors have been introduced to inform statutory teacher assessments. Moderation and standardisation meetings will be used to deepen understanding of the expected outcomes for each year group linked to the new national curriculum both within the school and across the Fierté Trust. Internal moderation by the Headteacher and SLT will also take place before end of Key Stage teacher assessments are secured and submitted.

It is each Subject Leader's responsibility to ensure that the samples that they keep of learners' work reflect the full range of ability within each subject.

Learning from across the curriculum is kept for six learners/year group at the end of the year. This reflects the learning of children of different abilities and groupings including those from minority ethnic groups, boys and girls.

External moderation with others partners also takes place to ensure judgements are consistently accurate. Trust and consortium moderation exercises with other local schools are devised to enable this to occur. The Local Authority also carries out moderation activities notably at the end of the Early Years Foundation Stage and the end of each Key Stage.

Monitoring and review

The Assessment Leader is responsible for monitoring the implementation of this policy. Whenever any monitoring is carried out in classrooms, assessment and more particularly assessment for learning approaches, feature as part of this.

Leaders monitor learners' overall progress on a regular basis so that potential underachievement can be identified and addressed as soon as possible.

Dissemination and Review

The policy was shared with the Governing Body at their meeting during the Summer Term.

See also:

- *Feedback Policy*
- *A consistent approach to marking and feedback*
- *How to break the marking code (learner version of the above)*

