

ST JOHN'S CROSSENS PRIMARY SCHOOL

ASSESSMENT AND FEEDBACK POLICY

**The child is at the centre of our school.
We aim to provide the highest standards
of education.**



Date of review	Signed	Date of next review
February 2013		

Rationale

***Assessment** is the means of obtaining information which allows teachers, pupils and parents to make professional judgements about pupils learning progress. Starting point for this is the Curriculum and the processes of learning and teaching.*

Assessment 5-14

(Assessment for Learning Strategy 2008)

- **every child** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement;
- **every teacher** is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential;
- **every school** has in place structured and systematic assessment systems for making regular, useful, manageable and accurate assessments of pupils, and for tracking their progress;
- **every parent and carer** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Aims

A variety of assessment methods is used:

- to recognise achievement and progression
- to support learning and assist pupils to reach learning targets
- to provide feedback to pupils, parents and other teachers
- to promote high and realistic expectations for pupils
- to provide information as a basis for monitoring and evaluating provision and attainment/achievement at school
- to inform termly Pupil Progress Reviews
- to produce good evidence to inform decisions about next steps in learning
- to track achievement and attainment
- to ultimately raise attainment

...the term 'assessment' refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to the needs.

Black & William 1998

Learners learn best when they:

- Understand clearly what they are trying to learn, and what is expected of them*
- Are given feedback about the quality of their work, and what they can do to improve it*
- Are fully involved in deciding what needs to be done next and who can give them help if they need it.*
- Are given advice about how to go about making improvements*

AfL 2004

Formative and Summative Assessment

In St John's Crossens we adhere to the following two concepts of assessment:

summative and formative.

- Summative assessment takes place after teaching and measures progress
- Formative assessment **is** the very process of teaching and learning.

Shirley Clarke uses a helpful analogy to draw a distinction between summative and formative assessment. –

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If we think of our children as plants...summative assessment of the plants is the process of simply measuring them. The measurements might be interesting to compare and analyse, but, in themselves, they do not affect the growth of the plants. Formative assessment, on the other hand, is the garden equivalent of feeding and watering the plants – directly affecting their growth.

Shirley Clarke 2001

In St John's Crossens Primary, formative and summative assessment will take place as part of the following:

Day-to day	<ul style="list-style-type: none"> • Learning objectives made explicit and shared with pupils • Peer and self-assessment in use • Pupils engaged in their learning and given immediate feedback
Periodic	<ul style="list-style-type: none"> • Broader view of progress across subject for teacher and learner • Use of national standards in the classroom • Improvements to medium-term curriculum planning
Transitional	<ul style="list-style-type: none"> • Formal recognition of pupils' achievement • Reported to parents/carers and next teacher(s) • Uses external tests or tasks

What will formative assessment look like in St John's Crossens?

- clarifying learning intentions at the planning stage
- sharing learning intentions at the beginnings of lessons
- Reviewing opportunities provided at the beginning and end of a unit of work and at appropriate learning points during lessons and blocks of work
- Generating success criteria at the start of a piece of learning and using these effectively in a range of feedback activities

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- involving children in self-evaluation against learning intentions
- empowering children to work collaboratively – peer evaluation
- focusing oral and written feedback around the learning intentions of lessons and tasks
- organising individual target setting so that children's achievement is based on previous achievement as well as aiming for the next level
- appropriate questioning used to probe and refine learning
- amending planning, taking note of day to day assessments
- APP teacher assessments taking place regularly
- raising children's self-esteem via the language of the classroom and the ways in which achievement is celebrated (see Behaviour Policy), Class reward systems, Head teacher Awards, Parental Involvement, Celebration Assemblies

Use of Assessing Pupil Progress (APP)

In St John's Crossens we use the APP Assessment Guideline grids for Reading, Writing, Mathematics. Sub-levelled APP grids are used at least once a half term to assess pieces of writing. Securing Level materials for Mathematics have been adapted to provide an individual pupil assessment tracker and number target ladders.

What will Summative assessment look like in St John's Crossens?

- baseline testing on school entry – used as an initial baseline assessment: 'Development Matters' / FSP points 1 – 3 / Information from previous Nursery settings
- national testing
- school and class assessments created by teachers
- end of key stage tests
- careful use of Optional Tests
- Diagnostic tests
- Phonic tracking / Mental maths assessments / written calculations audit

Assessing children with Special Educational Needs

Children at School Action Plus and selected children on School Action will be assessed using PIVATs and P-Scales. PIVATs are used to inform children's IEPs and to set appropriate targets.

Formative and summative assessment – getting a balance:

Teachers endeavour to achieve a balance of both summative and formative assessment because they both fulfil different purposes. Understanding these purposes allows teachers to decide when and how to use summative and formative assessment effectively. Formative assessment through interactive teaching and learning will provide a comprehensive profile of pupil achievement, attainment and potential.

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The development of formative assessment strategies is viewed as an essential part of improving learning and teaching in the school.

Assessment for Learning

Assessment for Learning at St John's Crossens emphasises the children's active role in his/her learning. It is about using assessment as a tool to improve and support children's learning. It allows for effective differentiation and gives children ownership of their learning. It encourages children to think about their learning rather than expecting the teacher to be in control.

The main elements of AfL in St John's Crossens area:

- Planning for assessment
- Use of effective questioning
- Sharing learning intentions and success criteria
- Pupil self evaluation
- Verbal and written feedback from the teacher
- Self and peer assessment
- Target setting

Strategy	Purpose
Planning	Will ensure clear learning intentions, differentiation and appropriate delivery of curriculum; short term plans will show how assessment affects next steps by the development of activities and will contain assessment notes on children who need more help or more challenge

<p>Sharing learning intentions and success criteria: with pupils for every key lesson, keeping children focused throughout the learning</p>	<p>Will ensure pupil is focused on the purpose of the task, will encourage pupil involvement and comment on own learning; will keep teacher clear about learning intentions</p>
<p>Pupil self-evaluation: pupils are trained to evaluate their own achievements against the learning intention, in oral or written form</p>	<p>Will empower the pupil to realise his/her own learning needs and to have control over future targets, will provide the teacher with more assessment information, will give the pupil perspective</p>
<p>Written Marking: will reflect learning intention of task to be useful and provide ongoing record; written or oral (See Marking Policy)</p>	<p>Will track progress diagnostically, will inform pupil of successes and weaknesses and will provide clear targets for improvement</p>
<p>Peer and Self assessment: enables children to assess their own and others progress against learning intentions and success criteria</p>	<p>Will encourage quality talk about learning and will enable pupils to identify strengths and areas for development, allowing them to set their own targets</p>
<p>Target setting: for individuals over time for ongoing aspects</p>	<p>Will ensure pupil motivation and involvement in progress; will raise achievement; will keep teacher informed of individual needs; provides a full record</p>

Planning

Assessment WILL be planned for. Planning will include a clear statement of what pupils will learn in terms of knowledge, understanding or skills. Plans will take account of pupils' prior learning. The plans will also take account of national attainment outcomes, levels and targets

Stage of planning	Purpose	Content
Primary Framework Curriculum maps	<input type="checkbox"/> Provides progression through the levels and coverage of learning intentions	Set learning intentions and themes for each level/stage
Long-term	<input type="checkbox"/> Shows coverage <input type="checkbox"/> Provides breadth and balance	Summary of subject content for each term per stage/ability group Broad learning intentions Summary of what will be assessed
Medium term / Short term Weekly Daily	<input type="checkbox"/> Provides a personal agenda for the week's lessons <input type="checkbox"/> Enables certain	Should include: <input type="checkbox"/> the learning intentions (can be in child friendly language)

	<p>day-to-day assessment judgements to be recorded in order to influence further planning</p>	<ul style="list-style-type: none"> <input type="checkbox"/> activities/assessment methods <input type="checkbox"/> differentiation <input type="checkbox"/> provision for additional educational needs <input type="checkbox"/> use of other staff <input type="checkbox"/> approximate time allocations <input type="checkbox"/> assessment notes <input type="checkbox"/> key questions for assessment <input type="checkbox"/> Talk focus
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Sharing learning intentions / success criteria

WALT: Every key teaching lesson will identify the learning intentions. These should be shared / displayed when appropriate and referred to throughout the lesson. The use of WALT (We are learning to..) is the most common way of doing this. Pupils from Year 2 to Year 6 will use the WALT for their title to their work.

WAGOLL: In order to support pupils with knowing what a good piece of work will contain, teachers will share with pupils ‘what a good one looks like’ – ie sharing an example of the end product

WILF: Pupils will have the opportunity to brainstorm the success criteria. e.g. WILF (What I’m looking for...) Again these should be displayed. They can be stored to be used again.

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Summary of steps in the Assessment process:

- clarify learning intentions at planning stage
- make it an expectation for pupils
- explain the learning intention in child speak
- invite pupils to say how they will know this has been done
- provide good / outstanding examples of the end product
- write the success criteria – this may be done when sharing an example of ‘what a good one looks like’
- get the children to read the learning intention and success criteria out loud
- Children produce the work occasional reminders about success criteria

Pupil self-evaluation

*Pupils can only achieve a learning goal if they understand that goal and can assess what they need to do to reach it. So self-assessment is essential to learning. **Sadler 1989***

Peer and self assessment are key components of formative assessment, but is only successful when pupils are very clear of the learning intentions and understand the success criteria. It is understood that peer assessment is especially valuable as pupils are more likely to accept criticism of their work from a classmate. It also encourages dialogue in language that is more meaningful to the pupil rather than ‘teacher speak’. Both peer and self assessment are skills that take time to develop and require

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practice. Encouraging the capacity to self-assess develops pupils' ability to be reflective and self-managing.

Self evaluation:

thinking about what happens when we are learning

- What really made you think/did you find difficult while you were learning to...?
- What helped you (e.g. a friend, the teacher, new equipment, a book, your own thinking) when something got tricky about learning to...?
- What do you need more help with about learning to...?
- What are you most pleased with about learning to...?
- What have you learned that is new about ...?
- How would you change this activity for another group/class who were learning to...?

Marking/Feedback

In St John's Crossens Primary, teachers have a responsibility to be sensitive and constructive in their feedback – any assessment has an emotional impact. The school is aware of the impact feedback comments can have on confidence and enthusiasm of learners – it is important to be as constructive as possible in the feedback

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given. Comments will focus on work rather than the person – this is more constructive for learning and motivation.

In the day-to-day organisation of the classroom while lessons take place the emphasis will be on the learning intentions first then other organisational issues.

Feedback, wherever possible, will be given during the lesson so that pupils can act upon it immediately. This picks up the pace of learning and is more meaningful for the pupil. Where possible, when feedback is given after the lesson, children will be given some time to act upon the advice given.

Written marking: (See Marking Expectations)

Mechanical marking of written work alone will not help pupils learn. Marking will focus on the learning intention and the few success criteria identified. The main purpose of the marking feedback will be to give information to children about how well they did against the learning intention and what they can do to improve and move on. An ‘expectations of marking’ list has been devised with this in mind and all teachers are aware of the requirements within it.

We will ensure that written marking:

- will emphasise what is positive in the work
- will identify no more than one or two main areas for improvement
- will make suggestions as to how the improvement can be effected (reminder, question, example)

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- will be clearly legible and understood by pupils
- this maybe structured using ‘two stars and a wish’
- will be in green pen when teachers are marking work

Verbal feedback:

‘The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.’

(QCA website)

There will always be opportunities within a lesson when the teacher/teaching assistant can provide immediate verbal feedback and this will follow the guidelines as suggested in written marking. In St John’s Crossens we endeavour to set aside specific times when verbal feedback can be given to an individual, a small group or a whole class:

- One to one conferencing
- Whole class review and improve – looking at a piece of work using a visualise or shared photograph of the work
- Small group review and improve – using a guided writing session to look at strengths and areas for improvement

Effective questioning:

“Teaching the answers without first raising the questions takes most of the meaning out of learning.”

Francis Slater, London School Of Education

‘More effort has to be spent in framing questions that are worth asking: that is, questions which explore issues that are critical to the development of children’s understanding.’

(Black et al. 2003)

‘Effective dialogic teaching can be categorised as a situation where teacher pupil interaction, pupil pupil interaction (whole class or group work) in which:

- Questions are structured so as to provoke thoughtful answers
- Answers provoke further questions and are seen as the building blocks of dialogue
- Individual teacher-pupil and pupil-pupil exchanges are chained into coherent lines of enquiry rather than left stranded and disconnected
- Pupils – not just teachers – ask questions and provide explanations, and they are encouraged to do so
- Those who are not speaking at a given time participate no less actively by listening, looking, reflecting and evaluating, and the classroom is arranged so as to encourage this

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- All parties speak clearly, audibly and expressively
- Children have the confidence to make mistakes, and understand that mistakes are viewed as something to learn from rather than be ashamed of.

In St John's Crossens we encourage a climate in which effective questioning and rich dialogue can take place by making effective use of:

- 'no hands-up' questioning
- peer discussion following a question
- wait time after a question is asked
- follow up questions and comments eliciting a whole class, basketball approach to dialogue rather than a simple 'throw and catch' between the teacher and a pupil
- acknowledging when pupils use effective dialogue
- a range of question types: to prompt, to probe, to promote

Use of Talk / learning Partners / Self assessment and Peer assessment:

'Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self critical reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take

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charge of their learning through developing the skills of self assessment.' (Assessment Reform Group 2002)

Pupils are encouraged to give each other ongoing support and feedback as they are learning – actively co-operating not only to complete a task but also to help each other with the process of leaning – evaluating how each partner is getting on with the learning intentions and success criteria.

Pupils will be supported and trained in becoming effective learning partners, first and foremost by the teacher modelling how this learning partnership should work. Children will first of all be encouraged to self assess and self evaluate their own work before being asked to give feedback on other children's work.

When children are ready to enter into peer assessment the first step will be to identify strengths in each others work – only when certain ground-rules have been established will they then enter constructive feedback with regards to improvements that need to be made:

- be fair and respectful
- always acknowledge the strengths
- listen to each other carefully
- ask for clarification rather than jump to conclusions
- stick to the learning intention and success criteria
- be honest but avoid being over-critical and offensive

Target setting

Target setting will involve all pupils and teaching staff in the identification and creation of achievable, challenging and

measurable targets, based on previous learning, aiming to raise self-esteem and fulfil learning potential.

When considering targets:

- targets should be realistic, manageable and challenging
- targets should be expressed in language which is accessible by the learner
- targets should be shared with pupils and termly with parents
- pupil participation is essential in the creation and meeting of targets
- new targets should be set as a continual process
- targets should be supported and met by effective teaching and learning strategies
- targets will be monitored by Subject Leaders and HT as part of Pupil Progress Reviews
- National Curriculum expectations, level descriptors, Framework objectives, APP I Can statements are used to support target setting
- targets for SEN children are set in IEPs using PIVATs as the basis for appropriate expectations

Pupil Progress Reviews: (See example Pupil Progress Review summary data sheets – Appendices)

On a termly basis, all teachers will meet with Head Teacher and core Subject Leaders to discuss and review pupil progress in terms of attainment and achievement. Pupils working at and below age related expectations will be identified, as will pupils not making expected progress. Next steps for addressing gaps in learning will

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be identified, this may include in class or additional intervention which will form the basis of a Provision Map. Separate SEN pupil progress reviews may also take place. The following data will be utilised at the Pupil Progress Review:

- Percentage of children on track for age-related expectations identified in writing, reading and Mathematics.
- Percentage of children not on track will be identified and needs discussed
- FFT data (predictions) will be referenced in order to monitor personal progress towards targets
- Any issues with regards to gender, FSM, SEN, Ethnicity, LAC, Travellers.. will be discussed
- APP – identifying gaps in learning
- Analysis data from Optional Tests
- Data from ‘PASS’ (Pupils’ attitudes to Self and School)

Provision Mapping:

On a termly basis, a Provision Map will be updated with regards to intervention for children with additional educational needs. These pupils will include: children with Special Educational Needs, pupils identified in writing, reading and Mathematics below age-related expectations and those not making progress expected towards personalised targets.

Any additional interventions will be planned for and monitoring records kept in order to evaluate impact.

The school SENCO will liaise with the Local Authority ICON to review progress and make any necessary amendments.

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Moderation

Teachers will be given the opportunity to work together to share views on different types of work and agree the criteria for a level. By sharing the standard teachers will be more aware of specific expectations at each level and be able to share these through their teaching with the pupils. It is hoped that teachers from Primary and Secondary schools will find opportunities to liaise with regards to transition.

In St John's Crossens moderation of SEN assessment will be carried out on a termly basis. The quality and effectiveness of IEPs will be evaluated and the assessment of PIVATs will be moderated internally alongside the SENCO and in time, externally through links with other schools.

Record Keeping:

Teachers' records are ongoing, cumulative, accessible and useful – they identify the achievements of pupils within the curriculum. The following are examples of records that will be kept:

- Teachers' Mark Books
- Class tracking grids – updated each term (FFT predictions referenced where appropriate)
- Pupil Progress Review meeting notes
- APP group grids with annotations
- Guided Reading records
- Annotated planning (eg those children not achieving the learning intention or those who achieve more)
- Levelled writing port folio
- Mental Maths file

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- Reports to Parents
- evidence for SEN assessment can be collated in a 'learning journey' type scrap book for children at School Action Intensive, School Action Plus and for some children at School Action

Reporting:

Reporting to Parents is carried out by means of annual written reports, Parents' evenings and informal meetings between parents and teachers. The statutory duties of the school for reporting to Parents are met in the implementation of the following:

- Each term a Parents' evening is offered to all Parents in order to discuss their child's progress and attainment
- A full written report is provided to all Parents near to the end of the Summer term with the option to discuss its contents. The report emphasises achievement and indicates next steps
- Individual targets are shared with Parents
- Informal meetings often take place, requested by teacher or parent to discuss progress issues
- SEN reviews take place on a termly basis

Monitoring and evaluation:

Procedures for monitoring and evaluation of assessment are in a variety of forms and will be the responsibility of the SLT and Subject Leaders:

- levelling of pupils' work – regular staff meetings take place to standardise and moderate teacher assessment
- analysis of test data
- lesson observations
- planning and book monitoring
- monitoring of APP files
- Guided reading files
- Mental maths files
- Pupil Progress Reviews (termly)

Expectations & guidelines

English Planning, Books, Marking

PLANNING:

- * Weekly planning sheet to include clear objectives, speaking and listening opportunities (in blue).
- * Grammar and punctuation work clearly planned for.
- * Specific group target levels to be clear on planning and tasks planned should match target level.
- * Plans should be annotated, showing notes and AFL.
- * Phonics to be planned for using 'Phonics Plan KS1' or LCP Planner (on staff drive under 'Literacy Ren Fr'.)

BOOKS: 1. CFL Book 2. English Skills Book

AT LEAST THREE QUALITY PIECES OF WORK IN CFL BOOKS EACH WEEK - AT LEAST ONE OF WHICH IS AN EXTENDED PIECE OF WRITING. TWO PIECES OF QUALITY GRAMMAR WORK IN ENGLISH SKILLS BOOK

- * Objectives for titles
- * Annotations: I S T GW
- * Worksheets should be kept to a minimum. Work should be cross-curricular. Writing opportunities should be plentiful and frequent and should be presented in a variety of interesting ways eg leaflets, posters, ICT based etc.
- * APP sheet should be in front cover of the book - highlighted in a different colour each term and dated to reference the work
- * Pupil Target sheets should be in back of books: reviewed, annotated and added to regularly.

MARKING

(AT LEAST TWO EXTENDED WRITES PER HALF TERM SHOULD BE LEVELLED USING SUB-LEVEL SHEETS - THIS WILL BE ATTACHED TO THE PIECE OF WORK)

- * Marking should be clear and guide children toward the next steps (see handouts from Jacqui Dunn CPD session on marking).
- * Marking ladders / success criteria should be used alongside extended writing
- * Two stars and a wish should be clear and defined on pieces of work
- * Children should receive a range of 'types of marking' over a half term (including scaffolded teacher, peer, 1:1 conference and self marking.)

Expectations & guidelines

English Lessons and Assessment

LESSONS:

- * Objectives for titles and genre stated.
- * Daily spelling session outside the daily English lesson.
- * Handwriting sessions to take place outside the daily English lesson, in line with Handwriting Policy.
- * Daily English lesson to include some grammar work.
- * TAs deployed to support teaching and learning of groups (working towards their target levels.)
- * Guided Reading to take place outside the daily English lesson (9:00-9:25 daily).
- * Guided writing to take place within the daily English lesson and during other lessons eg CfL writing opportunities.
- * Each group should have the opportunity to work with the teacher and the TA during each week.
- * Tasks in lessons should include a varied 'diet' of activities and should, wherever possible, include writing opportunities.
- * Lessons should be planned with our school priorities in mind, eg appealing to boys, FSM children etc.

ASSESSMENT:

- * Reading-Individual APP grids to track each pupil's progress. Assessment notes should be made on GR planning sheets and transferred to APP grids regularly (approx. once every 3 weeks.)
- * Writing-Individual APP grids will be used to track each pupil's progress. These will be filled in by teachers, using a '3 times spotted, then highlight' approach. One-off pieces of writing will be assessed using the 'Lancs sub-levelled APP sheet' once per half term.

Expectations & guidelines

Maths Planning, Books, Lessons

PLANNING:

*Weekly plan format to be used as agreed by staff on INSET 3.9.12.

*Space for oral and mental starter to include weekly focus for counting, quick recall, mental strategies, place value – space for assessment and notes.

*Two or three MINSK objectives should be included on the plan for assessment over a half-term.

*Levelled objectives overall and for specific groups. These can be taken from:

-Blocks and units to provide a structure to planning.

-Securing Levels materials and Overcoming Barriers for important objectives needed to reach the next level.

*Plan for levelled guided group 'more often than not'

*The 'varied diet' of activities should be annotated on the plan by using the suggested code.

BOOKS (A4 Maths Books, MINSK booklet, Four a Day, Assessment booklets:

*Plain books until Y3 then squared (A4)

*Targets will relate to the assessment booklets. Targets to be glued lightly into front of book.

*Title should be a learning objective eg 'I can round a digit to the nearest 100'.

* MINSK booklets should be completed and marked once a week. The focus objectives should be filled in at the end of each half-term.

* verbal marking and peer-marking will often be used and coded in books. (More discussion on this needed)

(BOOKS CONT)

- *Work should be recorded in books rather than separate sheets to allow children to see continuity and progression.
- *Children stick their own work into books. They (or the teacher) will complete a sticky label as evidence if the activity was entirely practical.
- *Rulers do not need to be used for numberline work.

ASSESSMENT, MARKING AND FEEDBACK

- *Title should be a learning objective eg 'I can round a digit to the nearest 100'.
- *Marking should reflect the learning objective and often a new challenge or 'next steps'. (Where possible using two stars and a wish)
- *Verbal marking and peer-marking will often be used and coded in books.
- *Guided group work should be used for helping children to review their learning, taking notice of marking and trying next steps.
- *Optional Tests are used several times a year to keep levels in line with National Tests at Y6.
- *Year 1 and 2 using Rising Stars as an aid to assessing.
- *Sub Level booklets, for Number only, to support the testing and to be used to set targets and inform planning. Training in the Autumn term of how these will be used.
- *Half termly calculations audits and times tables tests with scores submitted to subject leader for analysis.
- *Fortnightly mental maths tests scores submitted to subject leader.

LESSONS:

- *Four a day should be outside of the maths lesson
- *Routine daily practice of basic number skills: counting, quick recall (x tables and number bonds), mental strategy practice (eg speed table, Brainteaser), place value (eg 'Today's number is')
- *Small chunks of learning
- *TAs deployed to deliver mini-sessions for moving level to level
- *Lessons objective led, eventually from sub-level documentation, children know targets and levels.