ASSESSMENT AND FEEDBACK POLICY
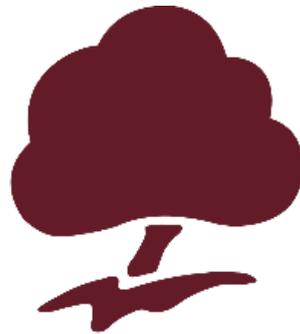
Approved by:	Full Trust Board
Last reviewed on:	Summer 2025
Next review due by:	Summer 2028

Assessment & Feedback Policy

Aim

In order to effectively measure children's achievement levels (attainment and progress) we need to ensure consistent methods of both formative and summative assessment are in place. This policy sets out the processes and procedures that are followed. Assessment is part of the ongoing process of planning, teaching and learning, assessment, reflection and target setting.

Definitions

Summative Assessment – is the judgement that is made periodically through the gathering of ongoing evidence of children's attainment including test results.

Formative Assessment – often known as Assessment for Learning (AfL), is the day-to-day assessment judgements that teachers (and other adults) make to help children to learn and progress. A key element of AfL is the feedback mechanisms that impact positively on children's achievement.

Summative Assessment

Baseline Assessment

At the start of EYFS children complete a baseline assessment to provide on-entry assessment of pupil attainment which is used as a starting point from which a cohort level progress measure to the end of Key Stage 2 can be created. This Baseline assessment is not used to measure performance in the early years. At the end of EYFS each child's level of development is assessed against the 17 early learning goals (ELGs) set out in the EYFS Early Years Foundation Stage Profile.

Phonics Screening Check for Year One

The phonics screening check is an informal test that children complete at the end of Year One, typically in June. The check is designed to test the children's ability to decode words using their phonics knowledge by reading a mixture of 40 real and nonsense words.

Non-Statutory Assessment Tests (SATS) for Year 2

Non-Statutory Assessment tests (SATS) are taken during May and are marked internally. These assessments are for Reading, Mathematics and Grammar, Punctuation & Spelling.

Baseline Assessment

When children transfer to Key Stage 2 in Year 3, we establish a baseline assessment for English and Maths to compare with KS1 results. It is recognised that some children can regress over the summer vacation period.

Our baseline assessment procedure is as follows and is completed by the end of September allowing children to have time to settle into their classes and the school as a whole.

English:

1. Reading:
   ● Children are screened using the Salford reading test in order to establish a reading age and determine whether a phonics intervention is required.
   ● Children complete an initial reading comprehension test (appropriate to anticipated level)
   ● Children are assessed in Class Comprehension lessons by their teacher against National Standards
   ● Taking the above and the teacher assessment and SATS test result from KS1, a baseline judgement is reached.

2. <u>Writing:</u>
   ● Teachers make a teacher assessment against National Standards
   ● Children undertake a piece of independent writing after the first unit of work which is then marked and levelled
   ● Writing is moderated internally across the year group.
   ● Taking the teacher assessment at KS1 and writing a task a baseline judgement is reached.

3. <u>Speaking and listening</u>
   ● Teachers make a teacher assessment against National Standards.

Maths

● Teachers make a teacher assessment against National Standards.
● Children complete an initial Maths test (appropriate to anticipated level)
● Taking the KS1 teacher assessment and SATs result in addition to the test completed in September a baseline judgement is reached.

Tracking

● Anomalies between KS1 results, teacher assessment and test results are discussed between the Headteacher (or delegated Senior Leader) and the Class Teacher.
● Children needing early intervention are determined and interventions arranged and discussed with parents.

Late Entrants

Children joining at other times/year groups are also assessed to establish a baseline within a month of admission. This takes the form of:

● Salford Reading Test (to establish a reading age and determine whether phonics intervention is required)
● Salford Spelling Test (when appropriate)
● Previous school data (when available)
● Teacher assessment of the work produced within the beginning month

Periodic Summative Assessments

Summative assessment for the whole school takes a number of forms, including:

● Teacher Assessment – using formative assessment data half termly
● Optional Standardised Assessment Tests – for English & Maths (January and May for Key Stage Two).
● Regular Phonics checks
● Salford Reading Test (at least annually) in Key Stage Two
● Salford Spelling Test (annually) in Key Stage Two

The test results are reported as scaled scores, based on end of year expectations. 100 is the expected standard at the end of the academic year; 110 indicates Greater Depth. Concerns are discussed at the half-termly Pupil Progress meetings which are attended by all teachers within the year group, the Headteacher and the Inclusion Manager. Regular moderation takes place within and between year groups in addition to moderation with other schools and external advisers (LA, SIP).

The Assessment Leader analyses test results to determine areas which could be improved further. This is then shared with the Senior Leadership team and relevant subject leaders as well as the Trust Board.

Children who have special educational needs will be set appropriate tasks if they are working below the level of the tests.

Statutory Assessment Tests (SATS) for Year 6

Statutory Assessment tests (SATS) are taken during May according to the DfE timetable. Children's writing is teacher assessed with the Writing being moderated internally (and moderated externally when the school is selected by the Local Authority) to inform the overall teacher assessment judgement. The Reading, Mathematics and Grammar, Punctuation & Spelling Tests are externally marked.

Times Table Tests (Year 4)

All children in Year 4 complete statutory online times table tests which cover all times tables up to 12 x 12.

Formative Assessment (known as Assessment for Learning (AfL))

Formative Assessment practices are at the very heart of effective teaching and learning.

Planning Learning

Focusing on learning at the planning stage means:

- Being clear about the learning intentions and teaching approaches in planning and sharing them with the children and their parents/carers
- Learning intentions are shared through 'Can I' or 'To…' statements.
- Establishing clear success criteria
- In Key Stage 2, children are directed to the appropriate level of challenge with clear criteria set out in tasks and the 'Rule of 6' or 'Rule of 8' for lower Maths sets, to ensure progression in learning is used.
- We encourage a 'no hands' up approach.
- Recognising that focused questioning is used to adapt teaching.
- Making sure that the context for learning is designed to enable the learning intention to be fulfilled in a relevant and engaging way.
- Teachers are expected to be confident to adapt the planning and teaching at any time if the learning objective, based on the assessment in the lesson, is not being fulfilled
- Children are usually taught in mixed ability grouping and the classroom should be organised accordingly.
- Creating an inclusive learning environment where children and adults are all visible learners together (e.g. use of 'we' and 'us' language; developing positive, collaborative relationships; ensuring that mega-cognition skills are explicit)
- Encouraging a 'Growth Mindset' attitude (Carol Dweck)
- Effective use of Talk Partners.

The medium term planning provides teachers with a planned route for covering the necessary knowledge & skills and coverage of the Programmes of Study within the National Curriculum. Children are encouraged to identify what they would like to learn about at an early stage to help focus learning to include their interests within the theme.

Shorter term planning must ensure that the teaching and learning is personalised to meet the needs of every learner, enabling them to meet their targets for their next learning steps.

As a minimum, every child in every lesson should know:

- *What am I learning? (Learning Intention/Can I)*
- *Why am I learning it? (Why the learning has value, where it fits into the bigger picture of learning for that subject – knowledge/skills)*
- *How am I going to get there? (Success Criteria – knowledge; skills; attitudes – e.g. learning approaches)*
- *How did I do? (assessment against Success Criteria – e.g. self and paired (peer/adult) assessment and evaluation; teacher feedback and marking via mini-plenaries/guided groups and a final plenary that regularly includes a reflection on learning (meta-cognition)*
- *Where am I going next? (next steps of the Learning Journey and targets for improvement)*

Support for children will include working walls, learning displays (see Display policy), access to concrete equipment (including ICT) and the positive ethos of shared learning.

Formative assessment is regularly monitored by the Senior Leadership team and relevant subject leaders as well as the Trust Board to ensure its effectiveness.

Record Keeping

The following Assessment Records must be kept by each class teacher for each child:

Data tracking software is updated every term for Reading, Writing, GPS and Maths for every child.

Intervention Records: Teaching Assistants keep notes of all reading attended by children which are checked by the school's Inclusion Manager fortnightly.

Writing: children's completed and marked independent writing is indicated in their English books with an 'I' and the use of 'CCW' demonstrates writing in other subjects within the curriculum.

Assessment grids of the National Standards are used to 'level' each independent write that is done at the end of each unit in English. They are kept in a class central folder and referred to during moderation.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgments made.

At Buttsbury Primary School we use National Standards to benchmark and moderate pupils. National Curriculum level descriptions are used to level children's achievement levels in Foundation Subjects and RE.

Children's work is moderated internally and externally through work and book scrutinies across the curriculum as follows:

Internally:

- within teams and across teams – half termly;
- by SLT as part of regular monitoring;
- by Subject Leaders – termly as part of their management time programme of work;
- by Headteacher/Deputy Headteacher as part of regular monitoring.

Externally:

- with partner schools;
- by School Improvement Advisors;
- by the Local Authority as part of Y6 Writing moderation sample

The moderation programme will be monitored by the Headteacher

Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We will:-

- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and progress that is being made; Pupil Progress Update sheets will be issued to parents at these meetings.

- Provide an annual written report (issued during the Summer Term) which will include details of children's progress and attainment against national age-related expectations.

- Provide up to two additional parent consultations for children who are not making expected progress to discuss how the school and parents can help close the gap.

- Meet with parents/carers on request to discuss their child's progress or any concerns relating to achievement.

- Be proactive about sharing successes and concerns with parents through ongoing dialogue throughout the year via ad hoc or more formal structured conversations.

Policy Date: Summer 2025

Review Date: Summer 2028