

All Saints CE Junior School

ASSESSMENT & FEEDBACK POLICY

July 2021



John 13:34

*“A new command I give you: Love one another.
As I have loved you, so you must love one another.”*

Approved by: Richard D Rhodes (Headteacher)

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1. Aims

This policy aims to:

- Further the school’s vision of “Loving All Our Neighbours” by ensuring the assessment of all pupils is captured and tracked effectively in order that the resultant data best informs ongoing planning cycles so as to ensure every child receives the best feedback and provision possible
- Address the issues arising for assessment and feedback in a post-coronavirus world where increased emphasis on remote and online learning are likely to be increasingly prevalent, balanced with more traditional in-school learning practises and therefore to:
 - Provide clear guidelines on our approach to formative & summative assessment and feedback in a blended learning environment
 - Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
 - Clearly set out how and when assessment practice will be monitored and evaluated in a blended learning environment

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

It recognizes that work must be done to reduce teacher workload: [School workload reduction toolkit](#)

It incorporates blended learning changes brought about by the impact of the coronavirus:
[Adapting teaching practice for remote education](#) .

3. Principles of assessment and feedback

We believe the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing and allows the teacher to identify areas of strength or weakness which can inform future planning.

We believe that pupils must receive feedback for their work - whether verbally, in writing or electronically - to help them understand how they can improve. Guidance and feedback may be to the individual, groups of students or the whole class. Increasingly, it may be to parents so that they can assist their own children remotely, whether with class work or homework. Pupils are informed of the objectives of a lesson or unit of work, often using an assessment grid, and are expected to regularly evaluate their progress towards these objectives.

There are two main reasons for giving feedback:

- To motivate the child by celebrating their achievements
- To take an opportunity to move learning on by:
 - Addressing a misunderstanding
 - Reinforcing a skill or key piece of information
 - Extending a child's understanding or ability to do something

Through the implementation of this policy, we will:

- Strive to continually monitor and improve teaching and learning in all areas of the children's development, both in-school and remotely.
- Enable parents, teachers and children to understand what the children's educational, social and emotional needs are and to identify next steps to achieve them.
- Provide feedback which is timely, impactful and as much 'in the moment' as possible - feedback which is always responded to and acted upon.
- Develop the awareness of staff, parents and pupils that feedback does not only flow from written marking - there are many kinds of evidence that can demonstrate a child's attainment and feedback can come in more forms than purely written if we are to help all pupils, regardless of ability, make progress.
- Ensure high levels of achievement for children by carefully tracking their progress and attainment in all areas of the curriculum.
- Plan future work based on assessment - both formative and summative - so that children of all abilities are challenged and supported, and standards continue to rise.
- Give children opportunities to review their work in the light of personal and wider-class feedback, to regularly self- and peer-assess and to participate in setting future goals and targets.
- Recognise and celebrate all children's achievements within our challenging and well-balanced curriculum.
- Through regular and effective communication, including the efficient deployment on online tools, encourage parents and children to play an active part in reviewing the learning process, agreeing next steps and acting on them.
- Ensure that we fulfil the legal requirements for assessing, recording and reporting by the use of systems which help disseminate information as smartly and proactively as possible without adding unnecessarily to teachers' workload.

- Establish a school-wide approach to monitor the quality of and feedback to work which has been set to undertake remotely.
- Set a framework for online formative assessment and feedback through a mixture of quizzes, digital tools and modelling of good answers.
- Dissuade teachers from using ‘mark-scheme language’ or giving pupils mark-schemes to self-assess remotely, so pupils still have teacher input on how to improve in language pupils can understand and act on.
- Work with other schools and educational professionals locally and nationally to ensure our systems are as robust and user-friendly as possible, incorporating the latest technology and pedagogical thinking to the benefit of pupils and their families without detrimental impact on the wellbeing and balanced lives of classroom staff; to strive for more effective ways to assess and feedback which utilise our time and energy to make a greater impact on the lives of our children.

4. Assessment and feedback approaches

At All Saints CE Junior School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day formative assessment both in-school and remotely, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school and remote formative assessment and feedback

Formative assessment will be used to assess knowledge, skills and understanding, and to identify gaps and misconceptions. Effective in-school and remote formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve

Assessment Grids:

When lessons are planned, an assessment grid (**Appendix 1**) must be prepared. Lesson activities are planned according to Bloom’s Revised Taxonomy: there are six levels of cognitive learning according to the revised version of Bloom’s Taxonomy. Each level is conceptually different. The six levels are remembering, understanding, applying, analysing, evaluating, and creating. The Assessment Grid serves as a reminder to the teacher of the six levels across which activities should be spread to support the overall learning.

In preparing the Assessment Grid, teachers should tick off the Fundamentals of Learning which the lesson addresses. This helps Teachers ensure the delivery of curriculum and learning skills over time. If, during the delivery of a lesson, further skills are developed, the relevant boxes may be ticked subsequently.

During a lesson, pupils (P) and teaching staff (T: teachers or teaching assistants) should tick the P and T columns once it is clear a child has mastered an objective. There is no need to leave this to the end of a lesson.

As a lesson progresses, classroom staff should tick the TS, TA, P and/or I boxes, reflecting the most appropriate degree of support a child had. The table on page 5 explains these terms.

Formative assessment through feedback in school/remotely:

In-school we undertake formative assessment through feedback (both written - by light annotation - and verbal), questioning, self and peer-assessment and observations.

In-school annotation of written work and Assessment Grid endorsement:

- Teachers use **black ink**
- Support staff use **green ink**
- Pupils use **red ink** for both self- and peer-marking (the pupil only ever writes on their own work in red ink - peers will provide feedback verbally and the pupil decides which aspects to accept and write on their own work)
- **Blue ink** is never used for marking of work - it is only ever used by pupils when handwriting in their exercise books.

Classroom staff (both Teachers and Teaching Assistants) should ensure that Assessment Grids are endorsed in all lessons. Otherwise, teachers are encouraged to use their professional judgment to decide when is the right time to provide verbal feedback, to briefly annotate or when a next step comment is the right approach. This judgment is based on what will most positively impact that pupil's progress. Staff are supported to make these decisions through professional dialogue with their peers, Year Group and Subject Leaders or members of the Senior Leadership Team.

It is recognised that in-depth marking of work which is not looked at by pupils or responded to them is purposeless and should be avoided as doing so contributes negatively to teacher workload.

For consistency across the whole school, and to show the degree of support provided for a piece of work, the following notations should be evident:

✓	A good idea or correct
≠	Incorrect
😊	Well done - you have worked hard
VF + word/short phrase	Verbal Feedback given
TA/TS*	Teaching Assistant or Teacher support
P*	Shows a child has worked with a peer
I*	Independent work

When a piece of writing is being assessed, teachers, teaching assistants and pupils should use standardised proofreading marks (see **Appendix 2**). School Leaders, Teachers and Teaching Assistants must ensure the consistent use of these marks across the school by colleagues and pupils alike.

When children work remotely, we will provide feedback comments electronically (written or by use of a sound or video message) and ask questions. These questions - including quizzes - may be directed at a single pupil or to several.

Whether provided in-school or remotely, **pupils are expected to acknowledge feedback received and to act on it.** Classroom staff must reinforce the expectation of this behaviour. In-school a pupil would reply to a marking comment using red ink; remotely they would be expected to make a short response (in writing or by use of a sound or video message).

Teachers, pupils and parents all have a role to play in making assessment clear and purposeful in a blended learning environment. Each should honestly help the others to understand the degree of support a child needed to undertake a task as there is a risk, without this clarity, that assessment outcomes, next steps and perceived attainment will be unclear and inaccurate.

How we give feedback in-school and remotely:

Type	What it looks like	Evidence
Immediate [in-school]	<ul style="list-style-type: none"> • Takes place during a lesson with individuals, groups or the whole class. • Includes formative assessment from the teacher and/or teaching assistant e.g., whiteboard / book work, verbal answers. • Often given verbally to pupils for immediate actions (annotated in books as VF with a word or short phrase that summarises the feedback) and may re-direct the focus of teaching or the task. • Pupil self-assessment, including writing own next steps and ticking assessment grids (the teacher will tick in black to endorse agreement) • Verbal praise of effort and contributions. 	Lesson observations; learning walks; assessment grids; book looks; pupil conferencing
Responsive [in-school and remotely]	<ul style="list-style-type: none"> • Before the next session, the teacher will overview work, agreeing child-set next steps and setting teacher next steps if different or where a child has not set one. • Feedback in-school takes place in the next lesson and is with individuals or groups. • Delivered in-school by the teacher, a teaching assistant or a capable child based on guidance from the teacher. • Addresses knowledge from the lesson or activity or missing prior knowledge. • Often given verbally with time to rehearse knowledge immediately. In-school, pupils would be expected to annotate their own work with feedback received. • Remote feedback could be by a sound or video file sent to relevant individuals (it may well be sent to parents for them to explain to their children) and should be timely. • An element of the child's responses to catch-up are recorded in their workbooks or online to show progress over time. 	Learning walks; catch-up observations; assessment grids; book looks; pupil conferencing; online learning portfolios

Summary [in-school and remotely]	<ul style="list-style-type: none"> • Involves reading/looking at the work of all pupils at the end of a lesson or unit with the teacher ticking the assessment grid where they feel a child has achieved objectives. • Identifies and records key strengths and misconceptions for - and is shared with - the class or sub-groups. This is annotated to session plans as permanent recording of feedback given. • Feedback takes place during the following lesson or as soon as can be factored in for remote learning. • Addresses overarching strengths and misconceptions as well as specific misconceptions for the sub-groups. • Allocates time for editing, correction or re-attempting work based on feedback given or rehearsal of knowledge. • May involve some peer support or support from an adult (including parents at home). • May be delivered by the teacher, a teaching assistant, a capable child or parent. Where delivered by a teaching assistant in-school, a capable child or parent remotely, the teacher will provide guidance. 	Planning looks; lesson observations; learning walks; assessment grids; book looks; pupil conferencing; online learning portfolios
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4.2 In-school summative assessment

Summative assessment provides teachers with useful information for improving future learning and demonstrates improvement over longer periods of time than is relevant to formative assessment. Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

During an academic year, teachers will use a variety of summative assessments, for example:

- To baseline children when joining a class
- End of topic/unit assessments
- End of term assessments
- End of year examinations
- To review pupils with special educational needs or disabilities

When assessments are held, we are always mindful of pupils' wellbeing by endeavouring to make the tests as unthreatening as possible. They are presented in a nurturing environment with pupils encouraged to see the assessments as tools for the teachers to know what to do to best help them and to celebrate what they can do.

We standardize and validate the different assessments we use by ensuring that the approach to them is uniform across classes in a Year Group with consistency across the whole school regarding how we support children in tests, including how we allocate readers, rooms and provide extra time, appropriate to individual needs.

End of year tests are usually conducted using external commercial tests, the data from which provides age-standardised scores and comparative information which shows how well the school is performing against others nationally.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Multiplication Tables Check (MTC) in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

5. Collecting and using data

It is necessary for teachers, teaching assistants and school leaders to record and use assessment data as part of their day-by-day jobs. It is collected from a variety of sources and recorded in password-protected domains (in systems such as FFT Aspire Pupil Tracking, Office 365 (Sharepoint/Teams) and in our information management system, SIMS). We have systems to ensure the accuracy of school data and its security, in accordance with GDPR principles.

Personnel in the School Office assist in the control of pupil data, including assessment data. It is only ever passed in full to third parties (such as a child's destination school on transferring from us) on a need-to-know basis. Data is anonymised before being shared with School Governors, Ofsted Inspectors or similar, where their need is to know trends within school performance without individual detail.

Our data collection is always pragmatic, recording as smartly as possible to avoid adding to teachers' workload unnecessarily.

6. Reporting to parents

Assessment data will be reported to parents through an annual report in the Summer Term, and parental consultations (which can be booked for a meeting in-school or virtually) in the Autumn and Spring Terms. At any time, parents can access their child's details on EduKey, our online system for tracking their needs and associated support. Brief updates are available via our online learning platform, ClassDojo, and bespoke appointments can be arranged upon request.

Annual reports to parents include:

- Brief details of achievements in all core subjects and activities forming part of the school's non-core curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6), by subject and grade

7. Inclusion

The principles of this assessment and feedback policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils and considers the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Good understanding of assessment and assessment practice, including feedback, will be ensured by staff having continuing professional development (CPD) on assessment (whether on INSET days, in weekly training sessions or specific courses for individuals).

The school will stay abreast of good practice by working closely with other schools locally and nationally to share good practice. Colleagues are encouraged to share knowledge gained from courses attended or their personal research reading.

Staff are supported to make assessment and feedback decisions through professional dialogue with their peers, Heads of Lower/Upper School, Subject Leaders or members of the Senior Leadership Team.

9. Roles and responsibilities

All teaching staff are expected to read and follow this policy. All school leaders, teachers, support and administrative staff are responsible for ensuring that the policy is followed.

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.2 Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to across the school
- Communicating the policy to both staff and parents
- Monitoring assessment and feedback standards in core and non-core subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups, such as the disadvantaged, SEND and More Able
- Prioritising key actions to address underachievement with School Leaders
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 SENDCo & Assistant Head

These Senior Leaders, as Heads of the Lower and Upper School phases, are responsible for supporting the Headteacher in the implementation and monitoring of this policy by:

- Ensuring that the policy is adhered to in relation to their phase
- Monitoring assessment and feedback standards in their phase
- Analysing pupil progress and attainment, including individual pupils and specific groups, such as the disadvantaged, SEND and More Able across their phase
- Prioritising key actions to address underachievement in their phase

9.4 Teachers

Teachers are responsible for following the assessment and feedback procedures outlined in this policy.

Except for trainee teachers and Early Career Teachers (ECTs), all teachers either lead or share the leadership of a national curriculum subject. Leaders of our core subjects (English, Maths, Science and RE) are Middle Leaders who sit on the school's Whole School Leadership Team (WSL).

9.5 Subject Leaders

Subject Leaders are responsible for:

- Ensuring that the policy is adhered to in relation to their subject
- Monitoring assessment and feedback standards in their subject
- Analysing pupil progress and attainment, including individual pupils and specific groups, such as the disadvantaged, SEND and More Able
- Prioritising key actions to address underachievement
- Reporting to the Headteacher, Senior Leadership Team (SLT) and link Governor on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

9.6 Teaching Assistants (including HLTAs)

Classroom support staff are responsible for assisting teachers and school leaders in the implementation of the assessment and feedback procedures outlined in this policy.

They should contribute to assessment (both formative and summative) in the classroom, provide feedback under the guidance of teachers and help maintain online systems used by class teachers.

9.7 School Asset Manager & Administrative Staff

These staff are responsible for:

- Maintaining the systems classroom staff use to record assessment data, including supervision of user rights, adding and removing individuals and ensuring the accuracy of data over integrated systems, resolving issues as they occur.
- Managing school data securely and reporting data breaches if they occur.
- Ensuring data access requests and complaints are handled in accordance with regulations.
- Proactively analyse performance to identify improvement and to undertake associated key actions in a timely manner.

10. Monitoring

This Policy is updated (at least) annually based on school self-evaluation, the latest research and updates to government documents. At every review, it will be shared with the governing board.

The Headteacher, the Assistant Head and the SENDCo will monitor the effectiveness of assessment and feedback practices across the school, through:

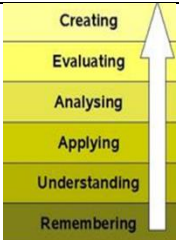
- Planning looks
- Learning walks
- Moderation of work (in-school & online)
- Lesson observations
- Book looks, including checking of Assessment Grids
- Pupil interviews
- Monitoring of online learning platforms
- Analysis of performance data
- Pupil progress meetings
- Performance Management of Teachers and Teaching Assistants

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Remote Learning Policy

Appendix 1 - Assessment Grid Template (example)

<u>As writers, we are using modal verbs.</u>				P	T
	I can create a paragraph of my own using modal verbs correctly.				
	I can use a modal verb to say if something is certain or possible.				
	I know modal verbs show degrees of possibility.				
TS	TA	P	I	Fundamentals of Learning: <i>skills developed in this lesson</i>	
<input type="checkbox"/> enquiry		<input type="checkbox"/> problem solving	<input type="checkbox"/> creative thinking	<input type="checkbox"/> information processing/computing	
<input type="checkbox"/> reasoning		<input type="checkbox"/> evaluation	<input type="checkbox"/> self-awareness	<input type="checkbox"/> managing feelings	
<input type="checkbox"/> motivation		<input type="checkbox"/> empathy	<input type="checkbox"/> social skills	<input type="checkbox"/> communication	
<input type="checkbox"/> resilience		<input type="checkbox"/> independence	<input type="checkbox"/> physical development		

Appendix 2 - Standardised Proofreading Marks

PROOFREADING MARKS		
Marks & Meanings		Examples
≡	capitalize	They fished in lake tahoe. ≡ ≡
/	make it lowercase	Five \$tudents missed the \$us.
sp.	spelling mistake	The day was cloudy and cold. sp.
⊙	add a full-stop	Tomorrow is a holiday ⊙
↶	delete (remove)	Kim knew the the answer.
^	add a word	Six pups were in the litter.
^,	add a comma	He ate peas corn and squash.
~	reverse words or letters	An otter swam in the bed kelp.
’	add an apostrophe	The childs bike was red.
“ ”	add inverted commas	“Why can’t I go?” she cried.
#	make a space	He read twobooks.
⌋	close the space	Her favorite game is soft ball.
¶	begin a new paragraph	We had fun. ¶ Next we went to