

Willerby Carr Lane

Primary School



Feedback and Assessment Policy

POLICY MANAGEMENT

Approved by	Full Governing Body
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The Purposes and Principles of Assessment

“The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment:

- *in-school formative assessment, which is used by teachers to evaluate pupils’ knowledge and understanding on a day-to-day basis and to tailor teaching accordingly;*
- *in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and*
- *nationally standardised summative assessment, which is used by the Government to hold schools to account.*

Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.”

Final report of the Commission on Assessment without Levels September 2015.

“Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.”

“When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.”

OFSTED: School inspection handbook (May 2019)

At Willerby Carr Lane Primary School effective assessment ensures that

- Teaching supports pupils to make good progress towards the end points the curriculum is building towards
- Pupils know what they are learning, what they have achieved and how they can improve.
- Pupils develop a growth mindset - the belief that they are in control of their own ability and can learn and improve. The qualities of hard work, effort, and persistence are underpinned by an underlying belief that you are in control of your own destiny. Pupils take responsibility for their learning and feel confident that they can succeed.
- Leaders and Governors accurately track the progress of individual and groups and intervene to ensure that all pupils make good progress
- Parents are kept well informed of their children’s attainment and progress and how they can support at home

Effective Feedback

Sharing Learning Objectives and Success Criteria

The curriculum is sequenced to enable pupils to build their knowledge and skills towards the agreed end points.



Lessons have clear learning objectives. This is usually communicated to pupils using the acronym **WALT** (We Are Learning To.....). This enables pupils to embed key concepts in their long term memory and apply them fluently.

WALT may be written up as a title by children – if so, they should be concise or as an ‘I can’ statement e.g. I can write a story beginning



WILF (What I Am Looking For...) or **WAGOLL** (What A Good One Looks Like) may also be used so that pupils understand more precisely what the teacher is looking for. These success criteria may be shared explicitly at the outset of the lessons or built up with the children. **WILF** should not be written in books.

Plenaries

WALT, WILF and WAGOLL provide a focal point for plenaries and feedback both during, and at the end, of lessons. They encourage children to take more responsibility for their learning and allow them to readily evaluate their progress. They support teachers to check pupils’ understanding effectively, and identify and correct misunderstandings.

Feedback

Teachers check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

In achieving this, feedback should be both **efficient** and **effective**. ‘Live marking/ feedback’ alongside pupils (oral or written), is preferred where possible.

Standard marking codes which children are taught, help to make marking efficient. (see Marking Symbols sheet at the end of this policy).

Purple Pen

Pupils may respond to feedback using a purple pen in order to highlight where they have made improvements.

Peer and self-assessment

Pupils should be given opportunities to assess their own and each other's work, giving feedback as appropriate. Pupils learn by taking the role of teacher and justifying their judgements in a peer group.

Individual Target Cards

Individual target cards can be used to help pupils embed and use knowledge fluently. They can be particularly useful in prompting children to apply and embed their developing English skills across the curriculum. Where teachers use target cards, there is no set format. Examples used include simple cards, menu stands or book marks.

Pupil Tracking

Foundation Stage conducts baseline assessments at the beginning of the year. Children in FS have their own Early Years Tracking which is updated through the year.

Pupils in Years 1 to 6 undertake standardised tests (produced by 'Rising Stars') each term:

- PUMA – Maths test
- PIRA – Reading Comprehension test
- GAPS – Grammar, Punctuation and Spelling test

Test result raw scores are entered onto pre-prepared school excel spreadsheets by teachers. These spreadsheets automatically work out whether children are below standard/ at standard or working at greater depth. Summary spreadsheets calculate the attainment of groups and cohorts across the school.

Test results are shared with parents in the spring term and summer term using reports generated from the excel tracking sheets.

Data is analysed by SLT and shared with Governors.

Foundation Subjects

Pupils are assessed against key objectives for each subject for each year group. These objectives are agreed by school-wide working teams and ensure the curriculum is rooted in the solid consensus of the school's staff about the knowledge and skills that pupils need. Assessments are recorded on the whole school tracking database (FLiC).

Annual Cycle of Assessments

Early Years Foundation Stage

What?	When?	Output?	Why are we testing?
EExBA Baseline Assessment	On entry to EYFS	Overall, Grade for Well Being, Involvement, Characteristics of Effective Learning, Areas of Learning	Establish Baseline for cohort, Compare with other schools nationally, Identify SEN / Gifted
EYFSP	at end of F2	Overall, Grade for Characteristics of Effective Learning, Areas of Learning	

Statutory Tests

Who?	What?	When?	Output?	Why are we testing?
Year 1 and 2	Phonics Test	June	Phonics test score	<ul style="list-style-type: none"> • Mandatory DFE directive • To provide summative evaluation of the quality of phonics education in the Infants
Year 2	SATS	May	Quotient Summative grade	<ul style="list-style-type: none"> • Mandatory DFE directive • To provide summative information re: the quality of education in KS1
Year 4	Multiplication check	June	Score	<ul style="list-style-type: none"> • Mandatory DFE directive • To provide summative information re: the pupil's knowledge of multiplication tables
Year 6	SATS	May	Quotient Summative grade Progress score	<ul style="list-style-type: none"> • Mandatory DFE directive • To provide summative information re: the quality of education in KS2

Ongoing assessments

Who?	What?	When?	Output?	Why are we assessing?
Year 1-6	PUMA test PIRA test GAPS test	termly	Test score and grade Maths/ Reading/ Grammar, Punctuation and Spelling	<ul style="list-style-type: none"> • To track children's progress and identify individuals/ groups needing support • To inform parents precisely how their child is progressing

Whole school screening for reading for pupils entering school outside of normal admissions round

Who?	What?	When?	Output?	Why are we assessing?
Year 1 (pupils new into year)	'Reading Now' GL assessment	June	Quotient Reading Age	Baseline essential reading skills as soon as children enter school in order to provide appropriate support
Year 2 (pupils new into year)	Young Group Reading	June	Quotient Reading Age	Baseline essential reading skills as soon as children enter school in order to provide appropriate support
Years 3,4,5,6 (pupils new into year)	NFER NGRT Reading	June	Quotient Reading Age	Baseline essential reading skills as soon as children enter school in order to provide appropriate support

SEN Testing

Individual Phonics Tracking

Children who are failing to keep up with their peers in developing their phonic knowledge are given extra individual support from support staff. Following research into the principle of memorisation and long-term memory, pupils are given frequent individual instruction using spaced and prioritised repetition. This ensures that they embed knowledge of phonics in their long-term memory. Their progress is planned and tracked using simple but effective paper tracking sheets.

Dyslexia Screening Test - Junior (DST-J)

The revised Dyslexia Screening Test provides a profile of strengths and weaknesses which can be used to guide the development of in-school support for the child. New theoretical developments in dyslexia research suggest that it should be possible to identify both slow learners and potential dyslexic children at the age of 5 or 6 years, in time for greater reading support. The DST-J is designed for early identification of children who are at risk of reading failure so that they can be given extra support at school.

The DST-J consists of the following subtests:

- Rapid Naming
- Bead Threading
- One Minute Reading
- Postural Stability
- Phonemic Segmentation
- Two Minute Spelling
- Backwards Digit Span
- Nonsense Passage Reading
- One Minute Writing
- Verbal Fluency
- Rhyme
- Vocabulary

British Picture Vocabulary Scale (BPVS)

GL Assessment's leading vocabulary assessment for standard English, the British Picture Vocabulary Scale: Third Edition (BPVS3), can play an important role in assessing a child's receptive (hearing) vocabulary, from as young as 3 years right up to 16 years of age. Its simple, appealing format and ease of administration belies the significance of the assessment and how it can help identify any delay in vocabulary development, even before children are in full time education.

BPVS3 is a one-to-one 5-8 minute test to measure receptive vocabulary for standard English. Used to help identify children who have difficulty in accessing vocabulary. For each question, the teacher says a word and the pupil responds by selecting a picture from four options that best illustrates the word's meaning.

As no reading is required, BPVS3 can be used to assess language development in non-readers and especially pupils with expressive language impairments. Because no spoken response is required, the assessment may be administered to pupils with autism and other related communication difficulties or those with English as an Additional Language (EAL). To help with administration to pupils who may be colour blind the illustrations have black outlines and the colours are vivid.

Why use BPVS3?

- BPVS3 will help you identify any delays in a child's vocabulary development, even before they are in full time education, informing intervention strategies to help extend their vocabulary
- The assessment is suitable for non-readers and children with specific learning difficulties, such as autism or cerebral palsy, as no reading is required and responses can be given by pointing or gesture

Boehm Test of Basic Concepts (Third Edition)

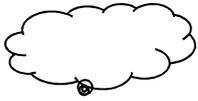
Boehm Test of Basic Concepts Third Edition helps evaluate basic concepts essential for school success. Boehm-3 is based on research that identified the 50 basic concepts most frequently used by teachers. Administer the Boehm-3 individually or screen an entire classroom in 30 to 45 minutes to evaluate basic concepts important for language and cognitive development.

Benefits

- Identify students who may be at risk for a learning difficulty and may need referral for additional testing.
- Identify students in the classroom who know most concepts but are having difficulty understanding a few key concepts that are embedded in instruction.
- Conduct pre- and post-testing to determine progress as a result of instruction or intervention.

Marking Symbols

Live Marking – during the lesson

Live Marking in the margin and in the text	
/	Space needed between words
//	Start a new sentence in a text, a new line in a poem, or a new paragraph
line through	Leave this bit out
~~~~~	Does this make sense?
^	Please add a word here
highlight in yellow	Please improve or correct
<u>underline</u>	Please fix this <u>spelling</u> mistake. Scaffold as appropriate. Amount of spellings corrected at teacher's discretion.
oe / f / m/ th	Specific letter formation error - circle incorrectly formed letter Write correctly in margin and expect a response.
✓	I really like this bit
	Formal reminder to a child after an initial reminder has been ignored (eg: one digit per square, use a ruler.) Expect to see immediate improvement.

## End Marking – after the lesson

Marking at the end of the text (may also use symbols used in Live Marking)	
See me 😊 / See me 😞	Discuss with teacher
T or TA	With help from Teacher or Teaching Assistant
Comment / 😊	At teacher's discretion
HP	House point

Other marking considerations	
Teacher's pen colour	Teacher's choice
Children's responses to feedback	At teacher's discretion
Children's corrections	Purple pen