

Willerby Carr Lane

Primary School



Feedback and Assessment Policy

POLICY MANAGEMENT

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|-------------------------|---|
| Approved by | Full Governing Body |
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The Purposes and Principles of Assessment

“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. However, assessment is too often carried out in a way that creates unnecessary burdens for staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

OFSTED: School inspection handbook (Updated 2023)

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 do not spend time going over knowledge or skills that they are already confident with so that they can move on to more challenging work
- 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 always communicated to pupils during the lesson.

All work should have a title related to the learning taking place. Depending on the age and ability of the child this may be written for them or by them.

Children are aware of the success criteria through discussion, modelling and/or the use of a WAGOLL (What A Good One Looks Like) so that they 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.

Plenaries

Learning Objectives 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

All work will receive feedback. This may be written or verbal depending on the subject. 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.

Spellings will be corrected based on the spelling patterns and rules that are taught in that year group. The part of the word that is misspelt will be underlined and children will be expected to correct these errors. Individual approaches will be adopted for children based on their individual needs.

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. Children are expected to respond to this feedback at an appropriate space

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.

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 (Year 1)
- 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 each term using reports generated from the excel tracking sheets.

Data is analysed by SLT and shared with Governors where appropriate.

'Assessment for Learning'

Teachers continuously assess how well pupils are progressing within lessons. This is informal and may take a number of forms:

- Verbal questioning
- Work scrutiny
- Specifically designed tasks to check for knowledge/ recall / understanding
- End of unit assessments
- Retrieval activities or quizzes

Good teaching is characterised by teachers having an accurate understanding of children's skills and knowledge and using this to reshape teaching during the lesson and/or to reshape future lessons.

Annual Cycle of Assessments

Early Years Foundation Stage

| What? | When? | Output? | Why are we testing? |
|-------------------------------|----------------------------------|--|----------------------|
| Reception Baseline Assessment | Within the first 6 weeks of EYFS | A set of statements, which provide a narrative description of how a child performed in the assessment. | Mandatory Assessment |
| EYFSP | at end of F2 | An assessment of the child's outcomes in relation to the 17 early learning goals (ELGs) | Mandatory Assessment |

Statutory Tests

| Who? | What? | When? | Output? | Why are we testing? |
|--------------|----------------------|-------------|--|--|
| Year 1 and 2 | Phonics Test | June | Phonics test score out of 40 | <ul style="list-style-type: none"> • Mandatory DFE directive • To provide summative evaluation of the quality of phonics education in the Infants |
| Year 4 | Multiplication check | June | Score out of 25 | <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 (where applicable) | <ul style="list-style-type: none"> • Mandatory DFE directive • To provide summative information re: the quality of education in KS2 • Where KS1 data is available, to provide data about the progress that children have made from KS1 to KS2 |

Ongoing Assessments

| Who? | What? | When? | Output? | Why are we assessing? |
|----------|---|--|---|---|
| Year 1-6 | PUMA test PIRA test (not year 1 in the Autumn term) GAPS test | termly | Test score and grade Maths/ Reading/ Grammar, Punctuation and Spelling | <ul style="list-style-type: none"> • To track children's progress • To identify individuals/ groups needing support and use this to plan additional support • To inform parents precisely how their child is progressing |
| Year 1-6 | Independent assessed writing | At least one per Half Term (year 1 from Spring term) | Grade | <ul style="list-style-type: none"> • To track children's progress • To identify individuals/ groups needing support and use this to plan additional support • To inform parents precisely how their child is progressing |

SEN Assessment

When assessing a child with SEN we take a holistic approach to ensure the right provision is in place. The class teacher, working with the SENCO, will carry out a detailed analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, individual development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment will be reviewed half termly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Where pupils continue to make less than expected progress, despite evidence-based support and interventions, the school will consider involving specialists. Some examples of these are: Educational Psychologist, Speech and Language, Behaviour Support, Inclusion Practitioners, Sensory and Physical Team, Early Help, CAMHS. In some cases, outside professionals may already be involved with the child, or if school has requested some support and involvement from them when assessing the needs of a child, these professionals will liaise with the SENCO, class teacher and parents to help inform the assessments.

Parents will be given clear information about the impact and of the support and interventions provided, enabling them to be involved in planning the next steps.

Marking Symbols

| 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. This may be part of the word or the whole word. |
| oe / f / m/ th | Specific letter formation error - circle incorrectly formed letter or join Write correctly in margin and expect a response. |
| ✓ | I really like this bit |
| comment | 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. This could also be appositive comment. |
| VF | Verbal feedback given. This may include a comment about what has been spoken about. |

| | |
|----------------------|---|
| See me 😊 / See me ☹️ | Discuss with teacher |
| T or TA | With help from Teacher or Teaching Assistant |
| DJ | Dojo point |
| OOO | Child is out at an intervention and may have missed learning (out of class) |

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

Independent Writes

Pupils write at least one piece of independent writing per half term. Pupils plan, draft, edit and improve their writing, before writing their final piece. Teachers do not mark plans. Children are encouraged and supported in editing and improving their writing. Towards the end of Year 5 and throughout Year 6, pupils do this independently after being taught in previous years how to effectively edit and improve. Across Years 1-5, drafts are marked using the E1, E2 and E3 marking codes, as seen below:

E1: Revise

A dot in the margin

Small amendment

- Spelling
- Missed word
- Punctuation

E2: Rewrite

at the start and end of the sentence

- Sentence doesn't make sense
- Sentence could be restructured
- Sentence could be improved

E3: Reimagine

^ at the end of a sentence

Add more sentences to
further develop your ideas

The use of self and peer assessment are also encouraged across the entire writing process.

Teachers formally assess each final piece of independent writing using the year group writing checklists.