Montbelle Primary School

Teaching and Learning: developmental feedback and assessment policy (KS1 and KS2)

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment

- 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

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.

3. Principles of assessment

1. Assessment will be valid – it will be purposeful and designed to measure student achievement and attainment in respect of the intended learning outcomes.

2. Assessment will be reliable – staff will work together to moderate summative outcomes. There will be clear and consistent polices for developmental feedback and for quality assurance of Key Stage outcomes.

3. Assessment will be equitable – assessment methods will be appropriate for different learning styles and individual needs, using a diverse number of assessment methods to allow all children to demonstrate their knowledge, understanding and skills.

4. Assessment will be clear and relevant – children will be clearly informed of the purpose and requirements of all set tasks and will be provided with the Success Criteria for tasks that will be used to measure their attainment and achievement. Feedback will relate to the stated learning outcomes.

5. Assessment will support the student learning process - all students will receive timely feedback on assessed work, that is aligned with the outcomes being assessed, and the criteria against which these outcomes are assessed. They will be guided in a way that allows them to identify how they can improve their performance.

6. Assessment will be efficient - Assessment will be efficient for both students and staff such that feedback has a clear impact and staff work load is managed.

7. Staff involved in assessment will be competent to undertake their responsibilities in this area – training, coaching and support will be put in place as needed.

4. Assessment approaches

At Montbelle, 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 in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school 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 areas for development lie, and how they can support their children in this respect

Non-negotiables for each subject:

- Staff will use a **green** pen for all feedback marking and acknowledging of work.
- **All** work must be acknowledged with a tick and staff initial. The codes S or I should be used to indicate if the work is Independent (I) or Supported (S). Where children are of an appropriate age, they can be directed to include these codes.
- In all subjects, children's attention should be drawn to elements of their work which fully meet, or exceed, the expected Learning Outcome through highlighting at least one example of such work with **green** highlighter pen. Where teachers are responding to a piece of work where it would be problematic to highlight one area, e.g. sketching or a Venn Diagram, the LO can be highlighted where it is appropriate to do so.
- Where verbal feedback has been given, this should be indicated with a **V** code – staff should still acknowledge the work with a tick and initial.

Staff will provide **planned** and regular opportunities for children to respond to adult feedback through responding to the one element of their work highlighted in **orange** by an adult, and/or using **pink** pen to edit and improve work.

Formative assessment of core subjects:

- **Maths –** developmental feedback should be given through modelled examples for children to use as a next step or support for learning: no written comments are required unless required to explain the model: areas for development should be highlighted in **orange.**

- **Literacy** – a longer piece of writing, linked to the class text or current learning focus, must be completed each week and marked developmentally. An appropriate Success Criteria (or ARE objectives for Year 6) should be stuck in books and used as an assessment tool to inform developmental marking. An element of the child's work should be identified for improvement through highlighting the necessary sentence, or phrase, in <mark>orange</mark> and a written **next step** should be provided.
- **Science –** ongoing, child-led assessment, will be carried out in line with Foundation expectations. Where photographic evidence of learning is included in books, this should be accompanied by a short written developmental comment from a member of staff.
- **Computing** – it is acknowledged much of the formative assessment provided to children will be verbal, 'in the moment' developmental feedback. Final outcomes, where appropriate, will be printed and stored in a folder as evidence of the child's attainment and achievement.

Assessment of Foundation Subjects:

1. Each area of learning will begin with children being introduced to the knowledge and skills they will cover within a series of lessons. This will be provided as a small check-list, which will be affixed to the title page for the topic or stored in the child's subject folder. From Year 2, the check list will include a column for child assessment and teacher assessment in an age appropriate manner. i.e. **WT:** Working Towards, **ARE:** Age Related Expectations, **EXC:** Working above

Knowledge and Skills: I can…	WT	ARE	EXC
Explain why Julius Caesar's attempted invasion in 55-54BC failed			
Understand how the army of the Roman Empire grew in strength by AD42			
Give a rationale, using the correct historical terms, for the Iceni revolt led by Boudica			

In Key Stage 1, the checklist will be used by the teacher.

2. On the first of the series of lessons, children will discuss and record what they think they already know about the subject area from the objective. This will be recorded in an age appropriate manner, e.g. a mind map, a drawing, a labelled diagram, etc. Any key questions children have about the subject area will also be recorded: in younger classes, these may be recorded as class questions. All assessment information will be used in planning as next steps and challenge.

3. Each lesson will have a Learning Objective and a *Must, Should, Could* differentiated target (relevant to the subject **not** to the child's ability to read or write). **This will be printed and stuck neatly into children's books for the start of each lesson.** Teachers will initial work and highlight the Must, Could or Should outcome relevant to the children's work in green, dependent on the outcome of the lesson. Any areas for development will continue to be highlighted in orange with a next steps comment as appropriate. Work will be marked as I or S.

4. The beginning of each subsequent lesson will commence with a recall of the objectives, visiting the children's pre-assessment of their knowledge and making reference to the knowledge organiser for the topic. Following the learning for that session, children will return to the objectives, self-assess in an age and stage appropriate way and add their new learning to their mind map, drawing, labelled diagram, etc.

5. Plenaries and starters will include low-stakes testing, using multiple choice and question/answer sessions, drawn from children's assessment maps, knowledge organisers and objective assessment grids.

6. Subject Leaders will carry out regular reviews of their subject area and use children's assessment as a means to assessing attainment and achievement across the school in their subject area and assuring continuous progression in learning.

4.2 In-school summative 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

Summative assessment of core subjects:

Maths: Planning will allow for summative assessments of each unit of work through reasoning and problem solving. As appropriate, SATs style questions will be used for summative assessment at the end of each unit of work.

English: In Reading, comprehension questions will be used to assess children's understanding of the text: these will cover the main assessment foci as set out in the English curriculum. Summative assessment of writing will use the final outcome of writing sequences. Where appropriate, WTS/ARE/GD self-assessment grids will be used (UKS2).

Science: End of unit, low-stakes tests will support summative assessment.

Computing: End of unit, low-stakes tests will support summative assessment.

Summative assessment of core subjects:

- At the end of a unit of learning, children will review their learning, revisiting their mind-map (or like) and their work over a series of lessons: they will discuss their learning in an appropriate way and record their own summative assessment through recording a short summary of their learning in an age and stage-appropriate manner (this may be scribed if necessary).

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:

- Early Years Foundation Stage (EYFS) profile at the end of reception

- Phonics screening check in year 1

- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

Formative assessment will be used on a daily basis to inform planning. CT and support staff will use professional discussions to adapt teaching within lessons or change planning to reflect the needs of the class.

Summative Checkpoint data will be recorded on Scholarpack by the Class Teacher at the following capture points for **Reading, Writing, Maths and GPS**. Phonics capture points will be in line with the following CP assessments.

BL: previous CP6 outcomes (unless significant different)

CP1: for parents evening in Autumn

CP2: End of Autumn

CP4: End of Spring

CP6: end of summer

This Summative Assessment will be used for Pupil Progress meetings and for reporting to Governors. It will also be used to inform planning for the next term and to further improve Montbelle school.

Data will be collected for all other subject areas by Class Teachers and reported to Subject Leaders: this will be done on a termly basis (split into two collection points: term 1/3/5 or term 2/4/6) to monitor attainment and achievement. Subject Leaders will review a selection of children's work for moderation, identified by the Class Teacher as being within the following brackets: working towards age-related expectations, working above age-related expectations and exceeding age-related expectations.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History Computing DT Music MFL	Geography Science Art and Design RE PE	History Computing DT Music MFL	Geography Science Art and Design RE PE	History Computing DT Music MFL	Geography Science Art and Design RE PE

This will be recorded as follows:

WT: Working Towards, **ARE:** At age-related expectations, **EXC:** Working above

Teachers are not expected to provide evidence beyond children's books and planning for this assessment.

Subject:			Class Teacher:			No in class:		
All children: number			**Children eligible for FSM**			**Children with SEND**		
WT	**ARE**	**EXC**	**WT**	**ARE**	**EXC**	**WT**	**ARE**	**EXC**

6. Reporting to parents

Assessment data will be reported to parents through the following arrangements:

- Parents' Evenings (held twice a year)
- Interim reports provided at the end of the Autumn and Spring term
- An annual report provided in July each year.

Reports will include:

- Brief details of achievements in all subjects and activities forming part of the school 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, including:
  - 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 any statutory assessment, e.g. EYFSP, Year 1 Phonics, Year 2 SATs and Year 6 SATs

7. Inclusion

The principles of this assessment 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. However, this should account for 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

Teachers who are new to the school will be provided with training by the teacher with responsibility for their induction.

The Assessment lead will attend RBG briefings and other external networking opportunities as necessary to ensure that best practice is followed and updated. Information will be disseminated to staff as appropriate.

Subject Leaders have access to the PTI Staff Room Hub, with training and support materials available relevant to their subject area.

9. Roles and responsibilities

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
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

9.3 Teachers

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

10. Monitoring

This policy will be review by the staff annually. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The Senior Leadership Team will monitor the effectiveness of assessment practices across the school, through lesson observations, moderation, pupil progress meetings, book scrutinies and pupil voice.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures