

Warden House Primary School



Assessment and Feedback Policy

Review date: Spring Term 2022

Intent

- Assessment is an integral part of teaching and learning.
- Drawing on best assessment practice and focusing on the Curriculum, it lies at the heart of promoting children's education.
- High-quality, in-depth teaching, is supported and informed by high quality formative assessment (ongoing assessment).
- There is always a clear purpose for assessing and assessment types are chosen that are fit for the intended purpose.
- Assessment data is collected only where necessary and reported in a way that is clear and of use to the intended audience.
- Assessment is used to focus on monitoring effective teaching and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload.
- We use a range of assessment forms including: Day to Day In-School Formative Assessment; In-School Summative Assessment (which is nationally standardised); alongside national summative assessments (such as SATs).

- Assessment is inclusive of all abilities.

Assessment and the School Curriculum

Warden House offers a curriculum which is balanced and broadly-based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum forms one part of the school curriculum. The curriculum is what drives the school. Highly effective assessment provides an insight into the quality of teaching and learning. As such, assessment underpins the aims of our school curriculum.

Implementation:

Forms and Purposes of Assessment

Assessment takes a range of forms and their outcomes can be used for a variety of purposes. At Warden House Primary School, we endeavour to select and use assessments judiciously, selecting forms of assessment appropriate to their intended uses. Before using any assessment we need to consider:

- Why pupils are being assessed?
- What it is that we are trying to measure?
- What is the most appropriate assessment method?
- How the information generated by the assessment will be used?
- How will we report assessment outcomes?

At Warden House we use three broad forms of assessment:

1. Day-to-Day In-School Formative Assessment

Day to day in-school formative assessment is an integral part of teaching and learning. It is often referred to as "Assessment for Learning". It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension (enrichment activities to deepen understanding) as necessary and informs progress.

Formative assessment enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. Confident and appropriate use of in-school formative assessment provides the school's Senior Leadership team with assurance that each

child's attainment and progress is understood by teaching staff and that teaching is appropriate and responsive to the needs of all children.

Retrieval practices:

As a school, we have developed the use of retrieval practices and have embedded them into our everyday teaching. These retrieval practices form and structure our day-to-day formative methods of assessment of the progress of all children; they help us aid pupils to know more and remember more. This helps children build on (and make links to) their prior learning so that the knowledge and skills that are learnt are embedded within the long-term memory and therefore ensuring that children make strong foundations for future learning.

In-school examples:

- Observations of children in the learning environment
- Asking probing, open ended questions
- Marking of pupils' work
- Regular short re-cap quizzes
- Plenaries to reinforce learning and check understanding
- Low-stakes testing
- 'Flashback' activities linked to and cumulatively building on prior learning
- Scanning work for pupil attainment and development
- Discussions with children
- Sharing and assessment against success criteria
- Pupil self-assessment
- Peer assessment and peer marking

2. In-School Summative Assessment

In-school summative assessments are used to monitor and support children's performance three times a year. They provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments also inform parents about achievement, progress and wider outcomes.

Teachers make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes also support teachers in planning for subsequent teaching and learning.

In-school summative assessments are also used at whole school level to monitor the performance of pupil cohorts and key groups, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

In-school examples:

- EYFS Baseline assessments
- Reading age tests (Star Tests)
- Accelerated Reader reading tests
- 3 x per year - English (Reading and GPS) & Maths (Arithmetic and Reasoning) tests
- Short, end of topic or unit tests or tasks
- Termly phonics assessments
- Reviews for SEND pupils provision

Writing assessments are made using the Warden House Writing assessment framework documents, which are also shared with the children. Judgements are moderated both in school and across schools within the local area (including the academy Trust, DLA and the wider Kent MAT Alliance).

3. National Summative Assessment Tasks (including SATs)

Nationally assessments are used to provide information on how children are performing in comparison to children nationally. They provide parents with information on how the school is performing in comparison to schools nationally. Teachers have a clear understanding of national expectations and assess their own performance in the broader national context. National summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

The Government and Ofsted also make use of national assessment data to provide a starting point for Ofsted's discussions, when making judgements about the school's performance. Currently National assessments take place in Year 2 and Year 6. Phonics ability is screened in Year 1 and again in Year 2 if needed. A times tables check takes place for all Year 4 pupils. Assessment data is submitted nationally at the end of each year for all children in EYFS, Year 2 and Year 6.

Recording and Reporting Assessment Outcomes

Assessment data and information are collected only where necessary and reported in a way that is clear and of use to the intended audience. We only collect assessment data that is needed to support educational outcomes for pupils. Teachers make professional judgments of pupil attainment against the objectives from our school curriculum.

Teachers are expected to know if pupils are on track to meet age-related expectations (being secure in the vast majority of their year group curriculum). Teachers are best placed to make such judgements through their professional knowledge, drawing on summative assessment data, subject specific assessment records and working knowledge of the pupils' performance in all lessons. In presenting assessment information and data, we use a format that is most beneficial to the intended audience.

The Head teacher is accountable to the Regional Governing Body for the implementation of the assessment policy.

The assessment coordinator and the senior leadership team holds responsibility for ensuring the Assessment and Feedback Policy is:

- Up-to-date;
- Representative of best assessment practice;
- That appropriate standards of performance are applied and maintained over time; and
- That all staff are supported in its use and application.

The Senior Leadership Team monitor and evaluate the impact of the policy on teaching, learning and teacher workload.

Impact:

The central question at the heart of evaluation is this: **are our assessment systems fit-for-purpose?**

The Senior Leadership Team lead curriculum hub groups across the school where subject leaders work closely together to effectively monitor and manage their subjects. The hubs ensure that curriculum and assessment framework remain aligned and judge the effectiveness of the assessment policy by consideration of the following criteria:

- The impact on teaching and learning is positive and clearly visible.
- The impact on teacher and pupil workload is appropriate.
- The validity of assessments used in the school – that is, it measures what it claims to measure.
- The reliability of assessments used in the school – that is, all measurements are consistent
- That data and reporting are ethical and informative.

- The cost and impact on staff development and other resources are manageable and provide value for money.
- The quality, availability and efficacy of commercial assessments and supporting materials are well validated and the outcomes and information from the assessments are beneficial and reflect the ethos of the school.

The Senior Leadership team and assessment coordinator analyses the attainment and progress of all key groups within school. Strengths and areas of weakness are identified. Data is shared with team leaders and subject leaders to ensure continuity and to make sure actions are taken to address any areas for concern. The Head teacher provides a termly report for the Governing body to monitor and evaluate standards, progress and attainment.

All staff are provided with a copy of this policy and it informs part of the school's induction program. The senior leadership team and the assessment coordinator ensures best practice is shared and endeavours to keep up to date with the latest developments. The school's data management system is continually reviewed and evaluated to ensure it supports the delivery of the school's assessment policy and is in line with the aims and principles outlined.

The assessment policy is reviewed and re-drafted at least every two years - or earlier if there are significant changes to the education system that may impact on our practice. The review process involves staff in dialogue and consultation and is informed by any significant changes to the education system or educational and assessment developments that will improve our practice. When all staff have been consulted and their views considered, the final draft is presented to the Regional Governing Board for final approval and subsequently made available on the school website.

Feedback (Previously marking)

Providing effective feedback to pupils is an essential part of the educational process. Where appropriate, teachers regularly meet with children formally and informally and discuss their progress. This can take place during lessons or after (for example during planned pupil conferencing sessions.)

It is essential that teachers have accurately assessed children's progress within each lesson. This ensures that misconceptions are quickly identified and addressed and that future lessons are adapted to best serve the needs of the pupils.

Accurate feedback provides knowledge of results for pupils and helps to form learning targets. It provides opportunities for children's efforts to be valued, and promotes positive images of themselves as learners. As a result of marking and feedback, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement.

All feedback provided to children should be meaningful, manageable and motivating.

Meaningful:

Feedback varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable:

Feedback is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness in relation to the overall workload of teachers.

Motivating:

Feedback should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

- The focus of feedback should be on the quality and not the quantity.
- Feedback can take the spoken or written form this can be peer marking and self-assessment.
- Written feedback can be given in different ways e.g. steps to improve, examples, reminders and challenges and WWW (What went well) and EBI (Even better if) comments. These do not need to be lengthy.
- Comments, if needed, should be specific to learning objectives and success criteria and should be used in order to move children forward in their learning.
- Every lesson should have clearly identified, precise learning objectives and success criteria which are shared with the children.
- When assessing independent writing, teachers use criteria checklists with the pupils to show elements of the writing curriculum that they have been successful in using independently. Children also use these as appropriate to self and peer assess their writing and that of their peers.
- Teachers are responsible for ensuring that feedback is appropriate and proportionate.
- Where appropriate, feedback should be completed before the next task is set and in time to effectively inform future planning.
- Written feedback must be sensitive to pupil needs and must not overly demarcate the pupil's work.
- Feedback must be consistent within all books and throughout school.
- All written feedback is to be done in a different colour to that used by the child.
- Stickers, stamps and merit points are to be used to motivate and denote recognition of effort, application and achievement.
- Any verbal feedback given can be recorded with a stamp or the initials VF where necessary
- 'Adult Assisted Work' stamp can be used to denote completed work with lots of adult support.

- Children can respond to written feedback by initialling comments and/or completing any actions given in a different colour to that used originally or by the teacher.
- Teachers and TAs must check actions/corrections.
- Feedback should also comment on presentation, if poor, and ensure that the highest of pupil standards are consistently maintained
- In some cases it may be appropriate not to mark work, e.g. final drafts for display.

Ofsted has stated the following in their 2016 Myth-Busting Document: *“Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.”*

Data

Subject leaders – with the support of their hubs – are expected to determine how their subjects are assessed.

Teachers submit summative assessment data via OTrack three times a year for the following subjects: Reading, Writing, GPS and Maths.

Data is submitted once a year via OTrack for the following subjects: Science, History, Geography, RE, Art, DT, Music, PSHEC, Primary Languages (French) and Computing.

At the end of the autumn, spring and summer terms, students sit a range of standardised summative assessments and teachers then use that information alongside work in books and ongoing curriculum assessment records to assess children. At Warden House, we use a system called O-Track to assess progress throughout the year. This system states that all children start the year working below the expectations of their year group (B). It measures progress towards the expected standard using the codes W1, W2, W3 and A (Emerging). Children meeting age-related expectations are recorded as M (Expected), and those working at a greater depth as E (Exceeding). For children with SEN, they may be recorded as working on another year group’s curriculum. For example, a Year 4 child working towards the Year 2 curriculum in reading may be recorded as 2W2 on O-Track to indicate this.

Pupil Progress Meetings

Pupil Progress Meetings are completed each term. The teacher uses their knowledge of each pupil based on lessons, work in books, discussions, tests, internal assessment records to decide if a child “on track” to achieve the standard expected of them. Teachers also identify children who are working at a greater depth within the expected standard and those children who face barriers to their learning. Interventions are then put in place by class teachers to ensure all children reach their full potential.

Mid-Year and End of Year Reports

Termly progress reports are sent home. These reports detail whether children are: Not yet on-track to reach ARE / On-track to achieve ARE / On-track to exceed ARE.

End of Year reports are sent out to inform parents if their child has met age-related expectations and these also report on effort, behaviour for learning and attendance. End of Key Stage assessment data is sent home for all children Year 2 and Year 6 and reported nationally. Children's attainment of the Early Learning Goals at the end of EYFS is also reported to parents and reported nationally and the EYFS profile shared.

Parents of children in EYFS are invited to register to use the Tapestry Online Learning Journal. Parents are provided with an opportunity to download their child's profile in July as a record of their achievements across the year.

Inclusive Assessment

A fully inclusive approach to assessment is one where policy and practice are designed to promote the attainment and progress of all pupils. Assessment needs to be holistic and consider long term wider outcomes such as the next stage of education, employment and independent living. Assessment should reflect the extent to which a pupil understands and can apply their learning in a wide range of contexts. It enables teachers to evaluate their effectiveness and to determine targeted interventions or support to enable children to progress in all areas of their learning and development. Assessment should contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention.

Equal Opportunities

Veritas Multi Academy Trust requires all its schools, colleges and services to promote racial and sexual equality, harmony, understanding and justice. We promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community. The staff and pupils at Warden House Primary School uphold this requirement and act accordingly.

Relevant documents

- The National Curriculum in England. DfE, 2014
- [Statutory Framework for the EYFS \(2021\)](#)
- The Cambridge Approach. Principles for designing, administering and evaluating assessment. January, 2009
- The NAHT Commission on Assessment. NAHT 2014
- Final Report of the Commission on Assessment without Levels. 2015

- Eliminating unnecessary workload around marking. Report of the Independent Teacher Workload Review Group. DfE 2016
- Eliminating unnecessary workload associated with data management. Report of the Independent Teacher Workload Review Group. DfE 2016

Review

This policy and its application across the school will be reviewed by the senior leadership team as part of the schools two-year review cycle. This evaluation will form the basis for the Curriculum and Assessment action plan, which will then inform the school's termly Short Term Plans.

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