Quality of Education

Assessment and Feedback Policy

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Purpose

The purpose of this document is to clarify understanding of the assessment process within our academy. The academy practice of assessment is constantly evolving. Our assessment philosophy is applied across the whole academy and is communicated with and understood by all students, teachers, parents and governors.

Staff and students assess together; teachers monitor, document, measure and report on the pupils' learning.

Aims of the policy:
- to ensure that constructive feedback is given
- to ensure that pupils are aware of their next steps
- to ensure consistency in whole school practice

Principles:

Marking and feedback should:
- be manageable for all staff.
- be timely, to be near enough to the point at which the work was done to be meaningful to the pupil.
- give children opportunities to become aware of and reflect on their learning needs.
- recognise and praise achievement.
- inform future learning and planning for learning.
- be seen by children as positive and improving their learning (feedforward).
- inform individual target setting.
- be accessible and inclusive.
- provide clear strategies for improvement.
- involve children in the marking process, where appropriate, both as peer-markers and self-markers.
- be consistently monitored across the school by all staff.

Purposes of Assessment:

Assessment opportunities are both planned and spontaneous, and are continuous. Assessment is designed to allow learners to be reflective in their approach to learning and to move their learning forwards. Teachers are developed to become assessment capable practitioners and ensure that all elements are assessed: knowledge, skills and conceptual understanding.

Assessment within and through the Primary Years Programme (PYP) has four dimensions: monitoring, documenting, measuring and reporting learning. All aim to provide evidence to inform teaching and learning. Each dimension has its own value, however we place a greater emphasis on monitoring and documenting learning as these are critical in providing actionable feedback for the learner. Each dimension has its own strategies and tools:

Monitoring
- assessment for learning
- formative assessment
- questioning
- thinking routines
- observations
- peer and self assessment
- low-stakes testing
- pupil-teacher conferencing

Documenting
- portfolios (Tapestry)
- wall displays
- individual pupil books
- class floor books (EYFS and Year 1)
- Google Classroom
- school newsletters

Measuring
- assessment of learning
- teacher assessment
- summative assessment
- national statutory assessments
- self and peer assessment
- SOLO taxonomy (measuring conceptual understanding)

Reporting
- pupil progress meetings
- internal data drops to inform planning, learning and teaching
- open classroom afternoons
- parent/teacher/student conferences
- portfolios - Tapestry
- end of year progress reports

Monitoring

Assessment is interwoven throughout every learning journey whether that be in a sequence of maths lessons or through our central ideas' lines of inquiry. Teachers identify children's starting points and plan their sequence of lessons to include assessment for learning as deliberate, consistent and ongoing practice which continues to shape the learning journey to incorporate both identifying and addressing gaps in knowledge and understanding and misconceptions. Strategies for monitoring the pupils' learning can include, but are not limited to:
- observations
- checklists
- low-stakes testing including quizzes
- understanding check-ups
- self & peer-assessment
- unit assessment sheets
- open-ended tasks
- teacher-pupil conferencing
- other formative assessment opportunities

Pupil-Teacher Conferencing

Immediate conferencing provides pupils with 'in the moment' feedback on their learning during lessons when feedback can be implemented instantly and have the most impact. Delayed conferencing enables teachers to identify individuals and groups who need additional support soon after the initial learning has taken place. This should be timely.

Staff at High Halstow Primary Academy aim to provide as much immediate teacher-pupil conferencing as possible where the most impact is evident to the learning journey. Immediate conferencing is considered as taking priority over delayed conferencing (marking).

At High Halstow Primary Academy, these practices can be seen in the following ways:

Type	What this type could entail:	Evidence (for observers)
Immediate	- includes teacher gathering feedback from teaching inc whiteboards and book work - takes place in lessons with individuals or small groups - often given verbally to pupils for immediate action - may involve use of a TA to provide support or further challenge - may redirect the focus of teaching or the task	- lesson observations/ Learning walks - some evidence of annotations or use of marking code
Summary (Delayed)	- takes place at the end of the lesson or activity - often involves whole groups or classes - provides opportunity for evaluation of learning in the lesson - may take form of self- or peer-assessment against an agreed set of criteria - in some cases, may guide a teacher's further use of review feedback, focusing on areas of need	- lesson observations/learning walks - pre-planned pre- and post teaching based on assessment outcomes - some evidence of self and peer assessment - may be reflected in targeted interventions - teachers slides may include evidence on pre-planned summary conferencing
Review (Delayed)	- takes place away from the point of teaching - may involve written comments / annotations for pupils to read / respond to. - should move the learning on. - provides teachers with opportunities for assessment of understanding - leads to adaptation of future lessons through planning grouping or adapting tasks - may lead to targets being set for pupils' future attention, or immediate action	- acknowledgement of work completed - written comments and appropriate responses/action - adaptations to teaching sequences tasks when compared to planning - use of annotations to indicate future groupings

Feedback Through Marking:

It is vital that teachers evaluate the learning that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching and move learning forwards. At High Halstow, we expect the majority of feedback to take place during the lesson and marking is subsidiary to this. Effective feedforward, feedback and marking aims to:

- an acknowledgement of effort that has gone into the task. The work that has been completed to the standard expected next to the title showing the level of understanding:
  - ✓ = not completed to standard and child needs to revisit/redo task
  - ✓ ✓ = completed to the standard expected
  - ✓ ✓ ✓ = child has gone above and beyond expectations
- inform the pupil what they have done well and what they need to do to improve.
- support pupil confidence and self-esteem throughout learning, and contribute to accelerated learning.
- support teachers' assessment knowledge of each pupil as part of thorough formative assessment (assessment *for* learning), in order to plan and refine next steps in learning.
- teach pupils to respond to feedback, self-assess and evaluate their own learning in order to move their own learning forward.

English and Foundation Subjects

_____ or sp	spelling error
sp x 3	Copy this corrected spelling in the margin three times.
P or O (circled)	punctuation error
?	Your sentence/word doesn't make sense!
G or ~~~~~	grammar error/uplevel this word or phrase (wiggly underline)
^	missing word/phrase
VF	verbal feedback
S/I	supported/independent - communication between teaching assistants staff and teachers to indicate levels of support
//	A new line or paragraph is needed.
✓	correct
●	incorrect
C	Check this one first.
T✓	target achieved
T-	target partially achieved
T ●	target not achieved

Mathematics

✓	correct
●	incorrect
C	Please check this answer and correct it.
MI	More adult input is needed
MP	More practice of this skill is needed

How Marking Strategies Progress

Teachers are to use their judgement to consider how many corrections would be appropriate for a child including taking SEN into consideration.

	Stage 1 The child is not expected to have the skill embedded.	Stage 2 The child has some awareness of the skill required.	Stage 3 The child is expected to have this skill embedded.	Stage 4 For summative assessment purposes
Spellings	The word is underlined for the pupil to correct.	The spelling error is identified on the line that the error occurs and the pupil needs to identify and correct this. OR Teacher writes sp x 3 and gives the spelling to be practised 3 times.	Errors are indicated at the side of a paragraph for the pupil to identify and correct.	Errors are to be identified and corrected by the pupil independently.
Punctuation	Punctuation error/missing punctuation is circled by the teacher for pupils to correct.	Punctuation error is indicated on the line that the error occurs and the pupil needs to identify and correct this.	Errors are indicated at the side of a paragraph for the pupil to identify and correct.	Errors are to be identified and corrected by the pupil independently.
Grammar	The grammar is corrected by the teacher. or A wavy line is indicated under the word for the child to amend.	A wavy line is indicated under the word for the child to amend. or The grammar error is indicated on the line that the error occurs and the pupil needs to identify and correct this.	Errors are indicated at the side of a paragraph for the pupil to identify and correct.	Errors are to be identified and corrected by the pupil independently.

Measuring

Assessment takes place at the end of a sequence of lessons (learning journey) and is an opportunity for students to demonstrate what has been learned; highlighting the knowledge, skills and conceptual understanding acquired.

- Summative assessments may be **backward by design**, whereby teachers identify the desired knowledge, skills and conceptual understanding, design the assessment and then plan learning activities to ensure its acquisition.
- Assessment may also be **forward by design**, which acknowledges the learning that may have taken place beyond that which has been planned. This includes "soft" skills that are not necessarily measurable, such as the development of the approaches to learning or the learner profile attributes.
- Summative assessment may be co-constructed with the learners where developmentally appropriate, in order to facilitate students becoming assessment capable.

Solo Taxonomy: As learning progresses, it becomes more complex. SOLO Taxonomy (Structure of the Observed Learning Outcome) is a means of classifying learning outcomes in terms of their complexity, enabling us to assess student work in terms of its quality, not the quantity of correct learning. At first, we pick up only one or few aspects of the task (unistructural), then several aspects, but they are unrelated (multistructural, which we term **Many Ideas**), then we learn how to integrate them into a whole (relational, which we term **Building Links**), and finally, we are able to generalise that whole to as yet untaught applications (extended abstract, which we term **Going Further**). SOLO can be used in assessment and curriculum design in terms of the level of learning outcomes intended.

Statutory Assessments:

National Curriculum Assessments (Year 6)
Purpose: SATs are tests which are given in Primary Schools in year 6 during the month of May. SATs is the acronym for Standard Assessment Tests or they are sometimes called National Curriculum Tests. The purpose of SATs is to measure the children's attainment in maths, reading, and grammar, punctuation and spelling (GPS or SPAG). In key stage 2, the children are tested on curriculum content from Years 3-6 across six test papers. They will achieve a 'scaled score' from 80 – 120, with a score of 100 or more meaning they have met the 'expected standard' and a score of 110 or more meaning that they have met the 'greater depth' standard. The SATs indicate the effectiveness of teaching and show how much children have retained throughout KS2. Staff at HHPA realise the importance of providing assessments within a broad and balanced curriculum.

Year 4 Multiplication Check
Purpose: In June, year 4 pupils take part in a multiplication check. This consists of 25 mixed times table questions with a 6 second time limit to answer each question. At HHPA, the check is administered on an iPad. The calculation is displayed and the pupils use a touch screen keypad to submit their answers.

Year 2 LAT Common Assessments
Purpose: Pupils in year 2 at Leigh Academies Trust will complete standardised assessments in small groups with their teacher. The purpose of these assessments is to monitor the teaching and learning of our pupils across the Trust in order to support planning for these pupils as they enter KS2.

Phonics Screening Check
Purpose: The National Phonics Screening Check is a statutory assessment that was introduced in 2012 to all year one pupils (and those in year two who do not pass in year one) and is a quick and easy check of a child's phonics knowledge. The purpose is to confirm that all children have learned phonic decoding to an age-appropriate standard. Children who have not reached this level will receive extra support through intervention to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check in year two.

EYFS Baseline
Purpose: The baseline assessment in Reception is carried out to identify children's starting points. From here, staff are able to identify gaps in learning and ensure a personalised curriculum to meet the needs of all children.
The baseline is a set of practical tasks that are completed alongside an adult to assess number, shape, speech and early literacy and the specific areas of learning in the Early Years Foundation Stage. Reception Baseline Assessments are completed within the first 6 weeks of school, and reported to the DFE to track progress of the child from Reception to year 6.

<u>**Reporting**</u>

Pupil Progress Meetings
Pupil progress meetings are held regularly to not only report individual pupils' progress but also to identify areas for development in support, teaching and learning for individuals, groups and whole classes. SLT along with the English leads and the class teacher work collaboratively to identify gaps, develop practice, identify areas for CPD and set targets.

Parent-Teacher Conferencing
Parents and carers have the opportunity to meet with teachers at 'Parents Evenings'.
- Each parent/teacher conference is an opportunity to establish a relationship with parent(s).
- Teachers can learn about the student from the parent to guide teaching and learning; instruction and assessment.
- Teachers share evidence of student learning growth with parents.

- Goals and concerns for the year to come are developed and addressed.

Teacher-Pupil Conferencing

Teachers may choose to spend 1:1 time with a child talking to them about both their learning and attitudes to learning. In this time, targets may be set to create goals and develop aspirational attitudes towards the pupils' learning. This is used particularly effectively in year 6 to set achievable goals for the End of Key Stage 2 Assessments (SATS). Pupils and teachers track pupils' raw scores in assessment papers across year 6 in order to celebrate successes and identify areas where support is required.

Open Classrooms

Parents and carers have the opportunity to come into school to see pupils' work and learn more about their children's learning and progress. This time is straight after school and is directed by the pupils, but teachers are available to answer any questions that adults may have.

End of Year Reports

In July, end of year reports are sent to parents electronically via My Child at School.