

At Heather Primary School we endeavour to support all pupils in making the best progress of which they are capable to raise their confidence and self-esteem. We see assessment processes as central to this. These include:

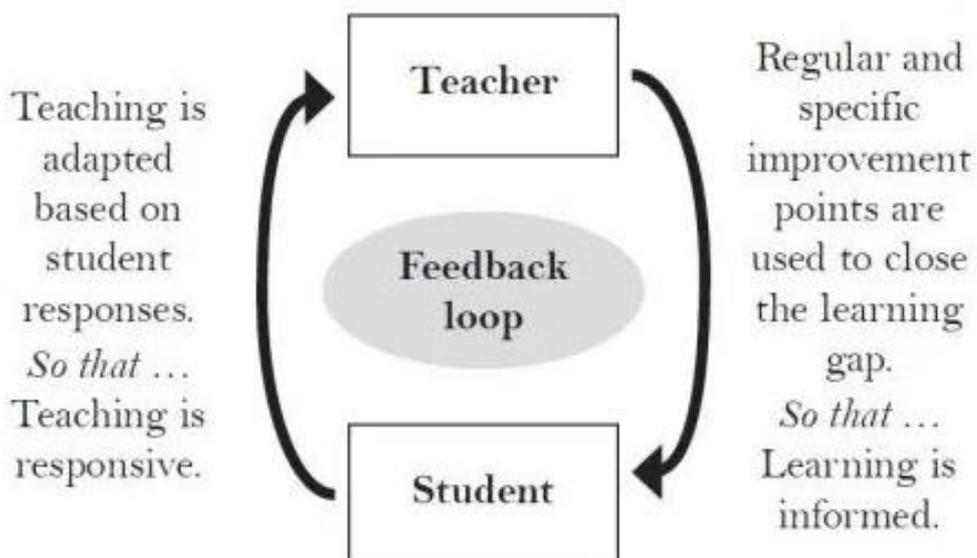
- Teacher marking work and feedback
- Observations and group work
- Formal Summative Assessment (including National Assessments)
- Weekly Tests (spellings, weekly basic skills maths tests)
- Questioning in lessons and small group sessions
- Using Assessment for Learning (AFL) effectively to plan and adapt next steps

This policy is written in line with all subject-based policies, the Early Years policy and the SEN policy.

Aims:

- To ensure children progress, know their achievements and their next steps.
- To track and monitor pupils for attainment and progress throughout the year.
- To ensure teacher planning is adapted in the light of ongoing assessment so that all teaching and learning meet the needs of all children.
- To have a consistent approach that measures school progress against the reference point of National Age-Related standards.
- To inform the Governing Body of the school's standards and achievements.

The diagram below shows the cyclical nature of effective feedback at Heather School.



#### Principles:

- At Heather, the sole focus of assessment is to enable staff to further children's learning. We believe that:  
*Effective assessment tells the teacher what to focus on in future lessons and prompts them to consider how his or her teaching approach can be adapted to improve pupils' understanding. This, in turn, informs the teacher's thinking about which assessments to use to evaluate whether the new approach has been effective. In this manner, good teaching and assessment continually reinforce each other and generate continuous improvement. - Page 16 - Final Report of the Commission on Assessment without Levels.*
- Assessment of children can take different forms including informal observations and discussions as well as the formal assessment of written work and tests.
- Every term pupils across school are formally assessed and data tracked. This is then used to inform parents' evenings and annual reports.
- As well as Marking and Feedback, formal assessment procedures are carried out in order to support the ongoing teacher assessment of pupils and to inform future planning.
- Questioning plays a key role in the affective assessment work at Heather. The question choices we make allow children to demonstrate, not only, their remembering and understanding skills but also their applying, analysing, evaluation and creating in order for them to demonstrate true mastery of the curriculum.

#### Monitoring and Evaluation

Teacher assessments and formal assessments are regularly moderated by all teaching staff and senior leaders and through teaching networks with FWTSA, G24 and Unity regularly.

Following assessment, data is analysed in detail by the HT and Pupil Progress Meetings are held with all staff to identify pupils who may require further intervention and support. Point in Time Assessments (PITAs – see appendix) are also completed as a way of tracking children mid-term, between summative assessment points Formal lesson observations, drop-ins and work scrutinies include a focus on these pupils to ensure accelerated progress is a priority within teaching.

Discussions following observations always include discussions about strengths and weaknesses linked to AFL and questioning in order for staff to develop their practice even further.

#### Teacher Assessment

On-going teacher assessment is central to pupils making good progress. All pupils' progress is tracked on the Class Assessment Journey Spreadsheet and supported by FWTSA exemplification materials which shows coverage and attainment against standards in reading, writing and maths. These are updated every half term and used to inform planning of next steps and targeting intervention. Marking of work, discussions, use of differentiated and challenging questioning and observations inform the ongoing assessment of pupils.

At the end of each year, teachers share this information and moderate together to ensure end of year data is accurate.

#### Assessment with in the Early Years Foundation Stage

On-entry baseline assessments are carried out during the first six weeks of pupils entering school. Daily observations are carried out across all areas of learning. These are filed in each pupils' Learning Journey and are used to inform half termly assessments. Pupils are given regular opportunities to review their learning by looking at their Learning Journeys with an adult in class to support self-assessment and reflection. At the end of June, pupil progress is reported to parents and the LA record children working independently at emerging, expected or exceeding levels in relation to the Early Learning Goals.

### Assessment in Key Stage 1 and 2 (English and Mathematics)

Along with ongoing teacher assessment, more formal assessment in mathematics is carried out prior to each half term holiday. These are tracked on a separate tracking system and are used to inform teacher assessments and planning.

National Assessment SATs tests are carried out at the end of Year 2 and 6  
Year 1 National Phonics Screen

### Assessment within Curriculum Subject Areas

5As Science Termly Assessments

Climbing Frames for Foundation Subjects

### Roles and Responsibilities

Governors and the Achievement Sub-Committee: Monitor whole school progress data with support HT and DHT

Head Teacher / DHT / SLT: Moderate assessments regularly; provide data analysis reports to staff and governors. Hold teaching staff to account for pupil progress through the use of pupil progress meetings and Performance Management to address underperformance and set targets.

Teaching Staff: Provide feedback and use assessment for learning to inform next steps. Adapt planning in line with assessments to ensure good progress for all. Provide assessment information for pupils, parents and school leaders as specified in Professional Standards document section 2 and 6- see below taken from Teachers' Standards.

***Preamble:*** Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

#### **PS2: Promote good progress and outcomes by pupils**

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### **PS6: Make accurate and productive use of assessment**

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Teaching Assistants: Provide feedback for the teaching staff on the progress and attainment of pupils.

Parents and Carers: Support children at home with homework to positively impact on progress. To discuss and support strengths and areas of development with class teachers. Pupils: Complete all work to the highest standard in order to make good progress in school.

This policy has been agreed by staff on 12.5.16 and was presented to governors and agreed in June 2016 in the first instance.

## Marking and Feedback: Appendix 1

### Introduction

Marking and feedback is an important and valued part of the school's wider assessment processes, which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress. At Heather, we believe in focusing on the positive achievements children make and this belief is reflected in our policy. Feedback will take the form of both oral and written communications. Examples of which are in the diagrams below:



Our policy is based on the beliefs that effective feedback should further children's learning by:

### Aims

- To redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- To be specific, accurate and clear.
- To encourage and support further effort
- To be given sparingly so that it is meaningful
- To provide specific guidance on how to improve and not just tell students when they are wrong.
- To give feedback orally and in writing that focuses on positive achievements.
- To give feedback that reflects the learning outcome and success criteria.
- To use feedback as a tool to improve teaching and learning.
- To use feedback to motivate and encourage learners
- To Involve children through peer assessment
- To allow time to read feedback and make improvements.

### Principles

- Feedback delivered during lessons is more effective than comments provided at a later date.
- All pupils' work should be reviewed by teachers at the earliest opportunity so that feedback given can impact on future learning.

- When work is reviewed, it should be acknowledged in books.

### Provision

We will keep our marking **as simple** but as purposeful as possible.

Using the Learning Objective (LO), which is shared with the children during the lesson we will mark and give feedback against identified success criteria and use this to focus attention on the key skills/ideas and understanding.

The method we will use to identify strengths and weaknesses consists of:

- **Green highlighting** where work meets or exceeds the success criteria.
- **Pink highlighting** to draw attention to where improvements can be made.
- In maths ticks for correct calculations and pink dots used for incorrect calculations.
- When the children have achieved the learning objective the LO is to be highlighted green:  
**LO: to use written methods of division**
- When the children are working towards the learning objective, this is shown by a dash next to the LO:  
**LO: to use written methods of division –**
- Where next steps are identified, staff will, where possible, phrase this as a question so that children are invited to respond.
- Improvements may consist of:
  - Reminder/Scaffold – reminding of key skill/providing examples of what they should do.
  - Next step to develop learning further.
- Suggested improvements are **written in green** and indicated by a **pink bubble**.
- Success Criteria grids may be used to support self-evaluations and teacher marking.
- Written comments should only be used where they are accessible to students according to age and ability.
- Sometimes verbal feedback will be given – this may be indicated by a CAT (“Come And Talk”) stamp/picture.
- Some children may rephrase/make notes in response to verbal feedback.
- In all cases where an adult has helped or guided work individually or in a group, they will initial or use a stamp to show this.
- Spellings are marked and annotated at the discretion of the teacher taking into account the ages and ability of the children.
- More confident spellers will be asked to identify and correct their own errors.

### Response to Marking

We believe it is vital that children have a planned opportunity to follow up the marking and feedback and the teacher will build this into a day. Children will respond using **Purple Pens**.

### Pupil Self- Assessment

We will encourage learners to reflect on their own learning against the identified success criteria. Children will also reflect on learning using success criteria as a check list against which to measure their success.

### Peer Assessment

Peer Assessment will take different forms and be a valuable contribution to the feedback process. Children may record positive comments and an area development on other children’s work. Peer assessment encourages children to be reflective about theirs and the work of others.

## Appendix 2 - PITA Descriptors

In order to gain an overview of children's progress and potential, teachers will complete half termly PITA assessments. These are a teacher judgement identifying where children are working, who is on track and those that need extra support to reach age related expectations.

Red and orange - working below national standards

Yellow - working towards national standards

Light green/dark green - working at national standards

Blue - working above national standards

### PITA Descriptors

Number	Descriptor
1	Is working on P-Scales
2	Is not accessing the curriculum without heavily personalised support and <u>scaffolding</u> , which may be due to having EAL or barriers to learning. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention.
3	Is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.
4	Is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning.
5	Is on track to meet end of year expectations. They are usually successful learners, at that year group level, showing good understanding of over 80% of the objectives taught. They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.
6	Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors. Can often explain or justify their ideas.
7	As above, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range of contexts and can synthesise and evaluate other's ideas and their own effectively.

## Appendix 3- Assessment Flow Chart

ALL

SLT

Ongoing formative assessment through marking (see marking policy), observation, work scrutiny discussion, and questioning.

Baseline Formative Assessments, Teacher Assessments to start the year - Reading, Writing, Maths, SPaG, Phonics

Performance Management Review and Target Setting

**Autumn Term 1**  
5As Maths Assessment Test 1  
Independent writing (away from point of teaching)  
Year 1 - Phase 5 initial assessment after week 5

**Autumn Term 2**  
White Rose Autumn Assessments  
5As Science Assessment Test 1  
Data Screen Shot  
Pupil Progress discussions and completed grids  
Reception Phase 2 Assessments  
Year 1 - Phonic Screen

**Spring Term 1**  
5As Maths Assessment Test 3  
Independent writing (away from point of teaching)  
Year 1 - Phase 5 graphemes covered so far

**Spring Term 2**  
White Rose Spring Assessments  
5As Science Assessment Test 2  
Data Screen Shot  
Pupil Progress discussions and completed grids  
Reception Phase 3 Assessment  
Year 1 Phonic Screen

**Summer Term 1**  
5As Maths Assessment Test 5  
Independent writing (away from point of teaching)  
Year 1 - Phase 5 assessment

**Summer Term 2**  
White Rose Summer Assessments  
5As Science Assessment Test 3  
Data Screen Shot  
Pupil Progress discussions and completed grids  
National Assessments for year 2 & year 6  
Transition  
Reception phase 4 assessment  
Year 1 phonics test

**Autumn Term**  
National Data Analysis  
School Improvement Planning & Target Setting  
Performance Management Targets  
Monitoring / Moderation of Assessment / PPM  
Whole School Data Analysis  
Present to Governors

**Spring Term**  
Performance Management Review  
Monitoring / Moderation of Assessment / PPM  
Whole School Data Analysis

**Summer Term**  
National Test Results Analysis  
School Improvement Planning & Target Setting  
Monitoring / Moderation of Assessments / PPM  
Transition PPM  
Whole School Data Analysis  
Present to Governors