

"Learning Today, Leading Tomorrow"



Bishops Down Primary School

www.bishopsdownprimary.org

Assessment and Feedback Policy

Date Agreed: November 2016

Date for Review: November 2017

Reviewed and updated by: Standards Committee

Aims of the policy:

Introduction

Our policy is rooted in Our School Vision. **“Learning Today, Leading Tomorrow”**

Bishops Down is a fully inclusive community school with **high aspirations** for every pupil. Our children will move on from Bishops Down with a strong sense of:

Achievement *in personal goals and academic attainment*

Self-belief, *to be confident in different situations*

Perseverance, *to be resilient in times of change*

Independence, *to be a life- long learner*

Respect *for each other and the world around them*

Equality *for all*

Assessment for learning

This policy of Bishops Down Primary School is based on a set of aims which reflect our educational philosophy and support the overall vision and aims of the school. Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment, leading to a mastery of key skills and concepts.

Most of our assessment is “formative”, which means children are given continual feedback through such vehicles as dialogue, marking and peer discussion, so that they are very clear about how they are progressing and how they can improve.

Feedback to close the gap

Feedback should:

- be manageable and meaningful
- reflect the lesson’s success criteria and whether it has been achieved
- encourage children to make further improvements
- be read and responded to by the children, who modify their work in response
- encourage children to reflect on their own learning needs
- be shared and evaluated by peers
- be consistent across the school
- inform future lesson planning and goal/target setting
- take place as near as possible to the child’s learning
- All marking must be done prior to the next lesson in that subject
- Have impact on children’s progress

Feedback strategies used at Bishops Down:

Verbal Feedback

The best forms of feedback involve the teacher and pupil sitting together for immediate feedback on learning. Sometimes it may not be appropriate to write words in pupils' books if that pupil is too young to read the words. In those circumstances verbal feedback will be given to ensure that the child is able to make appropriate steps to improve their work. A written record of this feedback may be recorded on the child's work when it would be of benefit for the parents, class teacher, teaching assistants or the school leadership team. All comments should take into account the child's age and (if written) their reading proficiency so that the children can all access their feedback.

Written Feedback

Written Feedback should focus on the learning and effort involved in the task. The emphasis of the feedback should be on both the success against the learning Objective and Success Criteria. A focused written, developmental comment aims to 'close the gap' between what a pupil has achieved and what could be achieved next. Developmental comments take the form of:

- a scaffold prompt (E.G. Tell me more about.....)
- a question (Test Base)
- an example prompt
- effort comments that celebrates developing a Growth Mindset
- Re drafting comment
- Application of skills

Self-Assessment

- where appropriate, children should be encouraged to self-evaluate their work in relation to the Success criteria.
- older children are encouraged to mark their own work when there are few possible outcomes/answers.
- younger children are encouraged to reflect on their own effort and quality of work using Shirley Clarke's 'Two stars and a wish'
- children are encouraged to reflect on their own effort and quality of work using the acronyms WWW and EBI (What Went Well and Even Better If)

Peer Review

It is very meaningful for children to review work with their talk partner, particularly writing. However, it is important to consider the following:

- Children need training in peer feedback and ground rules need to be agreed
- Children should point out what they like first, and only then make suggested improvements relating to the learning objectives/Success criteria.
- Children should aim to improve work via a dialogue and comment appropriately in books.

Organisation

- It is important that time is set aside for feedback to be responded to
- time needs to be allocated for children to edit, redraft and improve their work
- take opportunities to mark as a class or as a group
- to give immediate verbal feedback and evidence if possible

Feedback codes (Appendix Attached)

- Green = 'go'. Comments or highlighted examples where the Success Criteria has been met or effort celebrated
- Pink = 'think'. Guidance on how children can improve their work
- Purple=children's' response to feedback
- Black= peer marking
- Two stars and a wish KS1
- WWW/EBI- Peer marking KS2

Success Criteria

- Teachers agree Success Criteria based on the learning objective and tasks are scaffolded with differentiated support to ensure that children can meet that criteria
- Children are encouraged to choose their appropriate level of support with guidance from the teacher to ensure that the level of support is appropriate to the child
- We seek to develop the children's capacity and confidence to respond to challenging tasks as part of fostering a growth mindset.

Reporting to parents

- Pupils' attainment is reported to parents regularly (During parent's consultations and in biannual reports).
- Reports to parents will communicate pupil's progress in relation to targets and national expectations for their year group
- Parents and pupils are involved in the setting and reviewing of agreed targets based on the expectations of the New National Curriculum (2014)
- Attainment and targets are shared during parents' consultations. Feedback to parents will be based on accumulated assessment information that includes: Target Tracker data, in house test results, evidence of learning in books and National test data. All assessment evidence is shared along with a detailed gap analysis in Reading, Writing, SPAG and Mathematics.

National Tests and Assessments

Baseline

- Each child's progress is very closely tracked and monitored throughout their time at Bishops Down. In their early days in Year R we use the Early Excellence Baseline to assess where children are in their learning and to identify next steps

.Year 1 Phonic check

- Towards the end of Y1 children are expected to know the sounds that make up the English Language (phonics) and will be given a National test, reading words containing these sounds, to ensure that this is the case.

SATS

- Children in Year 2 and Year 6 are currently assessed in summer term 1 using statutory National Tests. The results of these assessments are reported annually to the parents by the governing

body. Non statutory test materials may be used in classes 1, 3, 4 and 5 to assist teacher assessment of pupil progress. The national expectation is that children should aim to achieve secure band two at the end of Year 2 and secure band 6 at the end of Year 6.

Cognitive Abilities Test (CATs)

- Children in year 4 and 5 are assessed on distinct abilities of Verbal, Non Verbal, Quantitative Reasoning and Spatial Ability

Pupil Progress Review Meetings

Bishops Down School holds termly pupil progress meetings. These meetings are chaired by the Headteacher, Deputy Head, SENCO and Phase leaders. The purpose of these meetings is for the group:

- to consider every pupils' progress and attainment relative to their targets
- to identify all vulnerable pupils at risk of not meeting their targets
- to take co-ordinated action to ensure progress is accelerated through specific interventions
- to hold staff to account against the agreed action

Moderation

At Bishops Down we moderate assessment results and samples of children's work both internally and externally with other local schools. We are also moderated by the Local Authority as part of their duty to check schools on an annual basis. These meetings are rigorous and standardised.

Analysis of Assessment Data

Senior leaders, Subject leaders, class teachers and governors will carry out an analysis of progress and attainment data of all children in the school. This data is shared at regular intervals throughout the year and feeds in to the School Development Plan.

Publication

The school has a duty to publish school performance data. Links to DfE performance tables are on the school website.

Date Agreed:

Date of Review:

Signed Chair of Standards Committee:

Date:

Headteacher:

Date: