

"Learning Today, Leading Tomorrow"



Bishops Down Primary and Nursery School

www.bishopsdownprimary.org

Assessment and Feedback Policy

Date Agreed: February 2021

Date for Review: January 2022

Written by: Rebecca Bettles

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 adult dialogue, marking and peer discussion, so that they are very clear about how they are progressing and how they can improve. We seek to develop the children’s capacity and confidence to respond to challenging tasks as part of fostering a growth mindset.

Feedback to close the gap

Feedback should:

- be meaningful
- reflect the lesson’s success criteria and whether it has been achieved
- encourage children to make further improvements
- when appropriate, be responded to by the children who modify their work in response
- encourage children to reflect on their own learning needs
- be consistently in line with the Assessment and Feedback Policy but may look different in each class
- inform future lesson planning, goal and/or target setting
- take place as soon as possible to the child’s learning
- must be done prior to the next lesson in that subject (all written marking)
- have impact on children’s progress or understanding of how they can progress

Feedback strategies used at Bishops Down:

Verbal Feedback

The best forms of feedback involve the teacher and pupil sitting together for an immediate discussion about their learning. Verbal feedback will be given to ensure that the child is able to make appropriate steps to improve their work. When verbal feedback or adult intervention has taken place in or after a lesson, the adult will record 'VF' in the child's books to indicate when and where this took place. This is beneficial when assessing childrens' independent learning.

Live Marking

Live marking takes place during the lesson and proves most effective in moving childrens' learning on. When children receive adult intervention within the lesson, they are able to pick up mistakes early and amend these for the remaining learning tasks. Where possible, within maths lessons, adults will move around the classroom giving immediate feedback on the childrens accuracy and competency in that skill. They will be able to provide the children with the confidence to move on to more challenging tasks or intervene where misconceptions have occurred. Although live marking is most likely to take place in maths, it is possible and good practice, where appropriate, to encourage live marking into other areas of the curriculum.

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. Sometimes it may not be appropriate or necessary to write words or comments in pupils' books if that pupil is too young to read the words or alternative methods of feedback will work better to enable the child to progress. All written comments should take into account the child's age and reading proficiency so that the children can access their feedback or have suitable support in order to do so. Where appropriate, a symbol can be used in place of words (see Appendix 1). 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 (Tell me more about.....)
- a question (Test Base, Diagnostic Questions)
- an example prompt
- effort comments that celebrates developing a growth mindset or displaying our school values
- re-drafting comment
- application of skills (for instance a complete maths question by an adult followed by a question for the child to attempt with the example as support)

Self-Assessment

In order for children to feel a sense of ownership in how they are progressing, we regularly encourage children to self-assess their own learning. This could take the form of marking their own spelling test, ticking correct answers in maths or SPaG or being given adequate time to read, edit and improve their work based on the success criteria. We encourage children to link their learning back to our school values regularly using their ASPIRE books.

- Early years and key stage one children are encouraged to reflect on their own effort and quality of work using Shirley Clarke's 'Two stars and a wish'- this can be both verbal and written
- Key stage two 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) - this can be both verbal and written

Peer-Assessment

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

- Children need to be taught how to effectively give and receive peer feedback
- Children should be encouraged to point out what they like first, and only then make suggested improvements relating to the learning objectives/Success criteria.
- Children should aim to improve their learning through dialogue and comment on this when appropriate in books.

Teacher's role

In order for feedback to be effective, time must be set aside within lessons for self/peer assessment. If children are required to re-draft or extend their learning from the previous lesson we must ensure adequate time is allocated to this to enable children to succeed and for the feedback to have value. In teachers' non-contact time, teachers should anticipate which form of feedback may be most appropriate to which lessons and plan accordingly. It is important to remember that the highest quality feedback is immediate and verbal, enabling children to address mistakes and misconceptions and continue their learning on the correct path.

Marking and Feedback Record

Each class has a 'Marking and Feedback Record' book. This is an effective way of recording vital information in order to plan for children to make rapid progress in their learning.

The MFR will be used by teachers after each Maths lesson to enable them to plan effectively for their class the following day. The teachers will be able to record children's misconceptions and amend their planning to cater for addressing this. They will also record children who will need support the following day- this could be via adult intervention, a pre-teach or a differentiated input. There is also room to record good examples of learning that can be shared in class, linked back to our school values and/or displayed as a 'WAGOLL' on the working wall.

The MFR will also be used when verbal feedback (VF) and written comments are less appropriate or have not taken place. This could be across the curriculum, enabling rapid progress and assessment for learning in all subjects as and when appropriate. When MFR has been completed there will be no record left in childrens' books but a record of this can be found in the MFR.

Reporting to parents

- Pupils' progress and attainment is reported to parents regularly (verbally, Target Tracker, Tapestry)
- Reports to parents will communicate pupil's progress in relation to targets and expectations for their year group
- The children's progress is 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, national test data and teacher's professional judgment.

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 Reception we use the Department of Education's Baseline to assess where children are in their learning and to identify next steps

Year 1 Phonic check

Towards the end of Year 1 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 confirm all children have learnt phonic decoding to an age appropriate standard. Any children who have not reached this level will receive additional support to ensure their decoding skills continue to improve.

Year 4 Multiplication Tables Check

In January 2016, the government announced its intention to introduce the MTC during key stage 2. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week check window, usually within the month of June, to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

SATS

Children in Year 2 and Year 6 are currently assessed in the first half of summer term using statutory national tests. The results of these assessments are reported annually to the parents and published on the school's website. 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. These results are shared with parents and followed by a meeting with the Headteacher for children in Year 5.

Quality Assurance

Pupil Progress Review Meetings

Bishops Down School holds termly pupil progress meetings. These meetings are chaired by the Headteacher, Deputy Head or SENCO. 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.

COVID Addendum

All statutory tests, including; KS1 and KS2 SATS, Phonics and Multiplication Tables check have been cancelled for years 2020 and 2021 by the DfE due to implications of the school closure periods. Teacher assessment will replace these test where appropriate.

Date Agreed:

Date of Review:

Signed Chair of Standards Committee:

Date:

Headteacher:

Date:

Appendix 1

Feedback Codes

- 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- childrens' response to feedback, self-editing or marking
- Black- peer marking (responses in someone else's book)
- WWW EBI- What Went Well, Even Better If.
- VF- Verbal Feedback, adult support has been given
- P- Punctuation missing or incorrect
- Sp- Spelling error
- G- Grammatical error
- /- New line needed
- //- New paragraph needed
- . - Incorrect response
- ✓ - Correct response

 - Capital letters

 - Finger spaces

 - Full stops

 - Cursive writing

 - Freed fingers

 - Check your work

 - Perfect presentation

-  - Two stars and a wish

