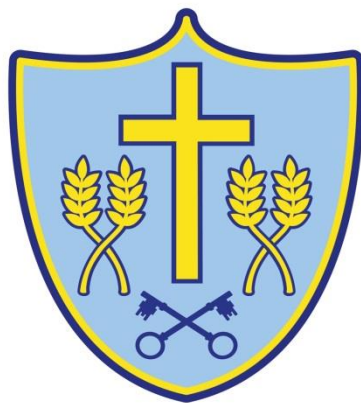


**Federation of St. Peter's Elwick
Church of England
Voluntary Aided
Primary School & Hart Community Primary School**



POLICY FOR ASSESSMENT AND FEEDBACK

Prepared by: J. Heaton (Headteacher)

Discussed with: Governing Body

Agreed on: February 2018

To be reviewed on: February 2019

Signed by the Chair of Governors:

A handwritten signature in black ink, appearing to be 'J. Heaton', written over a white rectangular box.

Federation of St. Peter's Elwick Church of England Voluntary Aided Primary School & Hart Primary School Policy for Assessment and Feedback

Our Shared Values

St. Peter's Elwick is a community with a strong Christian foundation and all values are based on Christian principles and teachings.

Hart Community Primary School also shares these values and bases the foundation of the school on these values in a non-Christian context.

We respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment.

We enable all members of the school community to experience success, grow in confidence, and develop skills, attitudes and talents in personal, spiritual, social and academic fields.

We share a common set of values that underpin all that we do in our work in our Federation.

These values are:

- Friendship and Trust
- Always our Best (Service)
- Thankfulness
- Compassion

Both schools have a strong sense of community and draw on the real partnerships that exist between school, Church and village. Our mission is now to ensure to continue the schools' reputations for excellence by raising further the academic, social, emotional and spiritual development of all our pupils.

To achieve this we aim to:

- *Provide a safe, secure and stimulating learning environment;*
- *Motivate, inspire and enthuse all members of the school community;*
- *Ensure all members of our learning community always try their best*
- *Teach children how to learn independently, to ensure they are ready for the next stage of their education;*
- *Achieve the best possible academic attainments;*
- *Have an excellent ethos and positive relationships;*
- *Promote a healthy lifestyle;*
- *Develop and nurture talent;*
- *Help pupils be confident, happy and have high expectations of themselves;*
- *Set a high value on spiritual, moral, social and cultural education;*
- *Develop international connections;*
- *Be a school that parents, pupils, staff and the wider community are proud of;*
- *Constantly seek ways to improve teaching and learning through the process of School Self Evaluation and Review.*

Definition and Aims

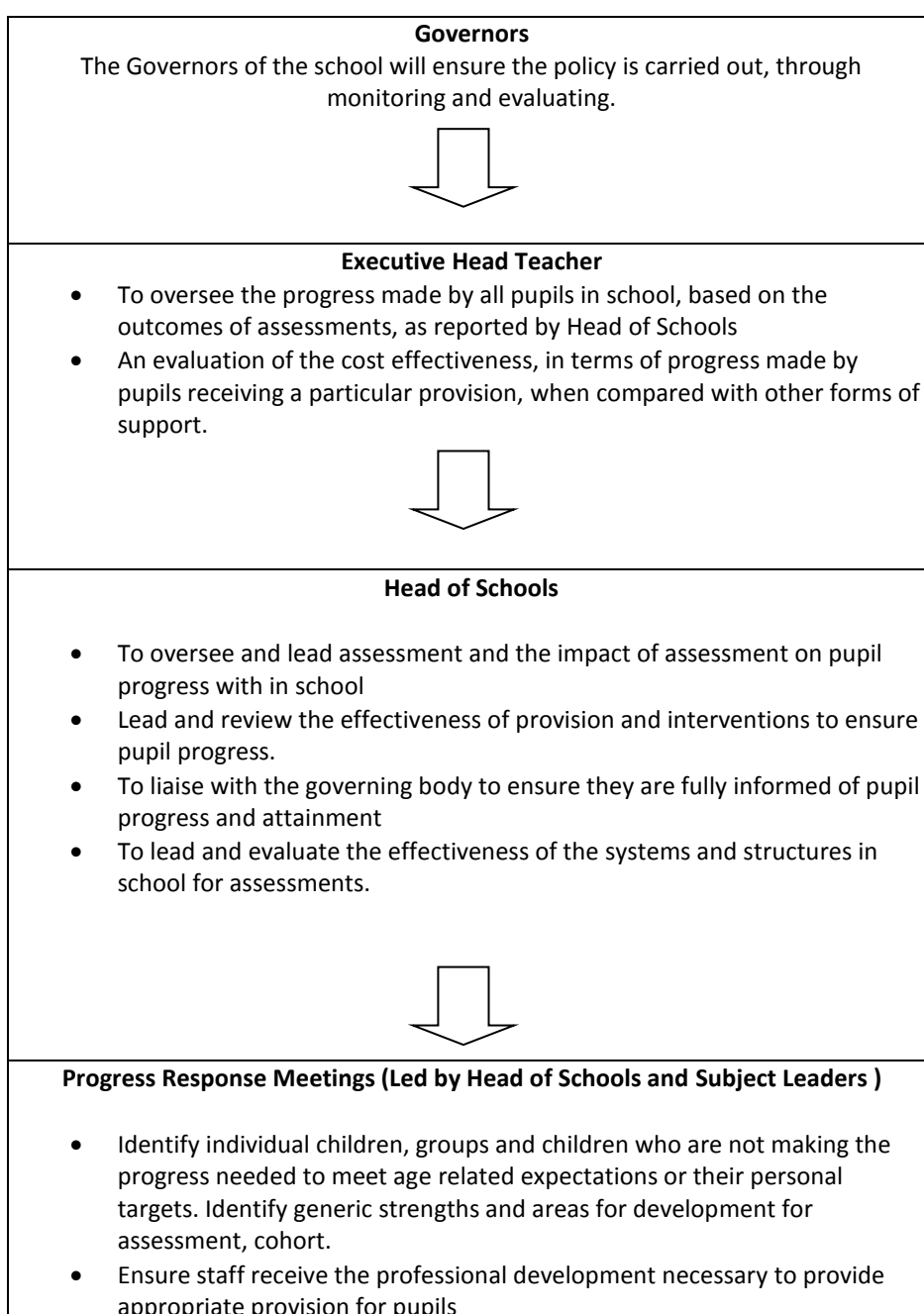
At St Peter's Elwick Church of England Primary School and Hart Community Primary School, we have a duty to ensure that all children are regularly assessed, both formally and informally, and regular feedback is provided to pupils to ensure that they understand the next steps to make progress in their learning. Formative assessment is an intrinsic part of daily practice and is used daily to monitor progress and inform planning. This is supported by summative assessments at key times of the academic calendar. These all contribute to summative assessment levels across the academic year, which is used by the school to track progress, along with the progress response meetings. We are also keen to ensure that staff have a manageable workload in relation to marking and feedback and that only the best practices are used that have maximum impact alongside manageable workloads for staff.

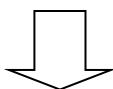
Principles

As a Federation all staff understand;

- **Why pupils are being assessed**
- **The things which the assessment is intended to measure**
- **What the assessment is intended to achieve**
- **How the assessment information will be used**
- **Teaching and learning opportunities meet the needs of all our pupils**
- **We ensure that appropriate assessment and feedback is provided to all pupils**
- **We make certain that all assessment is moderated, to ensure accuracy**

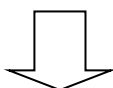
Assessment Accountability





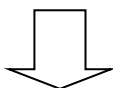
Maths and English Subject Leads

- Using data collected and collated by Assessment leads, complete pupil interviews and pupil work scrutinies to moderate assessment and examine closely pupils not making the progress needed to ensure rapid catch up.
- Examine progress of groups of pupils in their subjects to feed back to Head of Schools and class teachers, including MA, EAL and pupils in receipt of Pupil Premium.
- Identify areas of strength and areas for development and appropriately support teachers and support staff. Impact and monitor planning as appropriate.
- Liaise with SENDCO as necessary.
- To lead and facilitate moderation in their subject in school and outside of school.
- Subject Leaders are responsible for collating and analyzing the data in terms of cohorts and groups/individuals in preparation for Progress Response Meetings (see Progress Response Meeting)
- It is the responsibility of the English and Maths Leads to maintain and update assessments to reflect National Changes.
- English Lead to ensure that staff use the Writing Exemplification File



All Subject Leaders

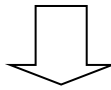
- Using data collected and collated complete pupil interviews and pupil work scrutinies to moderate assessment and identify pupil progress.
- Monitor and evaluate attainment in Knowledge and Skills in their subject area using the Termly Foundation Assessment Summary Grids) and the Curriculum Coverage and Skills documents
- Identify areas of strength and areas for development and appropriate support teacher. Impact and monitor planning as appropriate.
- Liaise and support class teachers.
- Ensure the curriculum meets the needs of the pupils in their subject, liaising with the curriculum leader
- To lead and facilitate moderation in their subject in school and outside of school.



Classroom Teachers

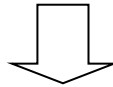
- Assessments impact all future planning.
- Liaise with subject leads regarding progress towards areas for development.
- Complete formative and summative assessments as per school assessment policy
- Assess and mark all work before the following teaching session
- Complete pupil progress actions
- Meet half termly with Provision Map Leader/SENDCo to evaluate the effectiveness of interventions and adapt appropriately and update provision map

- Liaise closely with TAs to use their assessments to impact planning
- Provide opportunities for 1:1 feedback with children towards targets (e.g. Target Cards, written responses, pupil responses, Last Night I Noticed ...)
- Self and peer review is used as appropriate, for example "123 kapow!" .
- Share targets with parents termly and liaise when necessary.
- Follow SEND Policy for IEPs.
- The English and Maths subject leader will also moderate samples of work regularly. This assessment will be signed by the leaders.
- All teachers are expected to moderate both Literacy and Numeracy in their partner year group in the partner primary school. Moderation is for a sample from each ability group and the partner teacher must sign in the margin of the book so that staff are aware of moderation.
- It is the responsibility of the class teacher to use the detailed class Writing Exemplification File



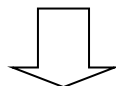
Teaching Assistants

- Meet half termly with Provision Map Leader/ Head of Schools/SENDCo to evaluate the effectiveness of interventions and adapt appropriately and update provision map
- Liaise closely with TAs to use their assessments to impact planning
- Log all interventions as per School Handbook



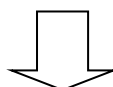
Pupils

- Work alongside the teacher, to understand oral and written feedback and respond to challenges
- Respond honestly to opportunities and both verbal and written feedback and challenge
- Policy for SEND IEP Targets and the Voice of the Pupil'.



Parents (with a particular emphasis in Early Years)

- EYFS use parental information to form Nursery and Baseline Assessments. These are photographed and uploaded to 2Simple.
- When possible, attend parents consultations to discuss and work towards pupil targets and attend parent forums to learn ways to support children outside of school, working in partnership with school
- Work closely with school to ensure pupils achieve expected standards.



External Moderation

- All teachers are expected to moderate both English and Maths in their partner year group in the partner primary school. Moderation is for a sample from each ability group and the partner teacher must sign the

assessment/ tracker sheets

- Whole school moderation takes place, to ensure consistency across the school. The Literacy and Numeracy subject leader will also moderate samples of work regularly. This assessment will be signed by the leaders.
- School attends Cluster moderation sessions
- School leads on wider moderation with a range of schools.
- Use LA advisors to moderate work.
- Work alongside schools both within and beyond Hartlepool to moderate work

Feedback

All pupils will be assessed, both formatively and summatively, and these assessments used to provide next steps in learning, for the teacher to plan effectively and to allow the school to track progress of pupils. The assessments inform and impact on future planning and provision for whole class, specific groups and individual children.

All pupils will receive feedback on their learning, both written or verbal.

Verbal Feedback

'In lesson' assessments enable the teacher to understand if a child has understood a concept or have mastered a skill. Assessments should allow the pupil to experience a range of question types and scenarios to ensure that a child 'truly understands' the skill/concept. Once this is evident, the pupil must be moved onto the next small step of learning.

For example, in standard addition of TU + TU 34
+ 14

If a child correctly answers this type of question repeatedly, they should be moved onto the next small step, whether it be a missing digit and the answer or crossing the tens barrier. On the other hand, if a significant number of questions are answered incorrectly, input is necessary and would be evident through verbal feedback, Last Night I Noticed or AFL 1:1 or small group. AFL will be written in the book to show this.

When assessing work at the end of a session the teacher completes the 'Last Night I Noticed...' proforma which celebrates strengths, '*I am really pleased with..*', '*Subsequent Teaching Points*', '*Verbal Feedback*' and *TA and T support*. This may be followed by opportunities to edit work with particular focus or practice a concept. This must be completed at the end of every session. It can be completed electronically or on paper. All copies need to be kept in the Class Planning File.

Written feedback in pupil books

All pupil work will be marked in accordance with the marking symbols of the school. These are also located in the front page of the school exercise books. For Early Years, Key Stage 1 and LA pupils in Key Stage 2, the picture symbols will be used where appropriate. If a pupil has worked with a teacher or a teaching assistant, then this will be recorded accordingly in the pupil's book.

All adult written feedback is to be in green pen.

Objective Marking

In an attempt to reduce teacher workload and to prevent lengthy written feedback, teachers objective mark for all written documented work (e.g. piece of Art) Teachers use their professional judgement to write sentence comments if they feel it will have a greater impact for a particular child or area.

For all written and documented work (e.g. art work), and in an attempt to reduce teacher workload, when the pupils are capable the children write their differentiated, well matched for progress objectives at the

beginning of their work. This must be the objective of the lesson rather than the activity. This then can be ticked if met or commented on positively by the teacher with a 'nearly there' or 'not yet' or 'well done' comment. Pupils with a slow writing speed or fine motor skill difficulties must not spend their time writing the objectives. The objectives must be written by an adult or prepared in advance .

Alongside 'Objective Marking' secretarial, key spellings/spelling strings and presentation must be commented assessed. Spellings should be corrected when they are expected to be learnt by the appropriate level of the pupil. Care must be taken not to over correct learning which could demotivate learners. All National Curriculum 2014 year group spellings must be assessed in all writing (appropriate to ability).

Written Challenges

Written challenges are intended to challenge and extend learning . They must not be 'more of the same'. Suggested Maths Written Challenges would be; corrections, further challenge Suggested English Written Challenges would be; correcting underlined sections for a specific purpose, re-writing a sentence/s to improve for a specific purpose, or extending a section of writing.es, e.g. larger numbers, or explanations of patterns spotted. Marking may include modelling this.

Evidence of Written Pen challenges must be evident within all books but not for every piece of work. This pupil response must be then marked appropriately with a tick, appropriate comment or corrected with the pupil if necessary, to clarify misconceptions.

Pupils' Written Responses

Pupils are assured that the most important part of the feedback is the next step, for them to respond to. From year 1, pupils respond in Purple Pen. It is the class teacher's responsibility to ensure that these are readily available. If the work is more than a short phrase or calculation, it should be written at the end of the piece of work in pencil or pen.

Children are expected to respond to Pen Challenges and expected to complete corrections but not when it is evident that they need additional support and guidance to understand. When this is the case, support must be evidenced via AFL, verbal feedback or Last Night I Noticed or Intervention.....

Extended Writing Pieces

For extended piece of writing , the text type should be the title e.g. 'A Recount of Our Visit To The Beach' 'A Formal letter to Macbeth'. The children will then select an individual target from their personalised target card . For this to be effective targets must be revised constantly by teachers and ensure progress . The system for managing this is at the discretion of the class teacher.

2 pieces of Extended writing to be carried out each fortnight week across a range of subjects. The pupils must have at least 2 experiences of the same text type to allow opportunities for progress. This may involve a build up for a week and 2 pieces of extended writing in the 2nd week.. It is expected that progress will be evident . It expected at the marked in accordance with the above system.

Spelling records are kept for individuals in the assessment file. These spellings are assessed during writing, as well as in a weekly spelling test. The assessment of the Common Exception Words, Word lists and Contractions (Y1/Y2)

Termly, the English Coordinator provides a presentational analysis of handwriting across the school. In EYFS and Y1, Y1 and Y2 pupils have personalised handwriting target sheets monitoring the progress of formation and orientation. In KS2, if necessary, pupils will have individual handwriting targets on their target cards, focusing on particular joins.

For those who are left handed or struggle specific interventions are put in place. For example, left handed writers, 'Dough Disco', 1:1 handwriting and 'keyboard' intervention.

Phonics assessments are to be carried out regularly in order to ensure pupils are making progress and to ensure that they are receiving the appropriate phonics provision. This ensures effective use of adults in the

teaching of phonics. These records are to be kept in the assessment file for both reading and writing of phonemes.

Assessment in other subjects

All other subjects will be assessed continuously for skills progression and content knowledge and understanding. A summative assessment will be made at the end of each unit and recorded termly and passed to subject and assessment leads. This will determine whether children are below at age expected or exceeding age related expectations. This then ensures that appropriate support and provision can be made in specific subjects.

Assessment in Early Years

Pupils are base-lined upon entry to Early Years (Nursery and Reception). This is done by careful observation and liaison with the parents/carers and any previous providers. Reception pupils also sit a Reception Baseline assessment within the first 6 weeks of starting in Reception. This provides a score that can then be used to track progress throughout the school. Early Years are part of a cluster of moderation group, which rotates the area of the profile being moderated. Practitioners from Early Years in both Federation schools regularly plan and moderate together. Assessments are retained in Learning Journeys electronically. These assessments always contain next steps as well as being clear where in the profile the evidence is provided for. All assessments are used to inform future planning, as well as ensuring planning leads from the pupil interests and needs. School will participate in the Baseline Assessments, using the most appropriate provider. This score will contribute to tracking pupils.

Tracking System: Attainment and Progress

School collates data in a number of ways. All data is stored securely, in line with recommended guidelines. This data tracks pupil progress and allows for close analysis of pupils and groups of pupils. Any pupils not making the required progress or attaining age related expectations are picked up quickly and the flow chart of accountability tracks this.

The school has used the National Curriculum 2014, advice of best practice from STA, the Commission report, interim assessment documents, the LA and other sources to determine the Federation of Expectation documents.

Reading, Writing and Maths Tracker Sheets are used to collate the data .

Progress

↑↑	Through additional targeted focus these pupils are meeting more than the appropriately pitched objectives covered in the medium term plan.
↑	These pupils have understood the appropriately pitched objectives covered in the medium term plan.
↔	These pupils have understood some of the appropriately pitched objectives covered in the medium term plan but will be targeted through enhanced provision
↓	These pupils have not understood the majority the appropriately pitched objectives covered in the medium term plan but will be targeted through intense support and focus
Attainment	
BR	Working in Reception - Below their Age Expected Programme of Study
B1	Working in Year 1 – Below their Age Expected Programme of Study
B2	Working in Year 2 – Below their Age Expected Programme of Study
B3	Working in Year 3 – Below their Age Expected Programme of Study
B4	Working in Year 4 – Below their Age Expected Programme of Study
B5	Working in Year 5 – Below their Age Expected Programme of Study
T	Working within the Programme of Study but progressing towards the expected objectives

A	Working within the Programme of Study and achieving expected objectives
G	Working within the Programme of Study or above and achieving a greater number of objectives than expected
M	Applying achieved objectives across a range of subjects

Coverage of objectives will be through subject specific lessons and application will be across the curriculum. Pupils with specific Special Educational Needs will use the smaller steps where appropriate to demonstrate progress. Expectations and targets will remain aspirational for these pupils.

Below Age Related Expectations

Some children may be below age related expectations. Work and intervention will be pitched to maximize progress.

Pupil progress meetings & mid-term progress reviews

Pupil progress is intrinsic to daily life within school. Progress Response Meetings are quality time set aside in the school day to have quality conversations about pupil progress and evaluate or set responses to pupil attainment and progress. Where possible, these are additional release time to support work balance. SLT, SENDCos and subject leaders meet with individual teachers to discuss progress of pupils in Reading, Writing and Maths, along with progress in other subjects. Pupil work is shared, along with any other evidence that demonstrates progress and impact of interventions if they are currently in place

The assessment information used is:

- Pupil books/pupil work
- Pupil Interviews
- Formal assessments
- Staff professional judgement
- School Age Related Expectation documents
- standardized Assessments (Maths '*White Rose Mixed Age Group Assessments*' and Reading '*Pira Reading Assessments*' which give a Reading and Comprehension Age See Staff Handbook)

Discussions are held on how to provide support for pupils not making the progress needed to meet age related expectations/personal targets, along with challenge and aspiration. Records are kept of additional support required, actions to be taken and progress being made. These are logged in school.

Pupil progress discussions also occur on an informal basis regularly when planning in PPA time or discussing pupils on a daily/weekly basis.

To ensure the quality of the output of the meetings there are 3 Reading and Writing and 3 Maths linked to the data drops.

Term	Data
Autumn 1	Reading and Writing (Plus any concerns raised by other subject leaders)
Autumn 2	Maths (Plus any concerns raised by other subject leaders)
Spring 1	Reading and Writing (Plus any concerns raised by other subject leaders)
Spring 2	Maths (Plus any concerns raised by other subject leaders)
Summer 1	Reading and Writing (Plus any concerns raised by other subject leaders)
Summer 2	Maths(Plus any concerns raised by other subject leaders)
Summer 2	Reading , Writing, Science , RE and Foundation Subjects

There are data drops for EYFS (see EYFS Handbook)

Foundations Assessments are completed Termly and monitored by Subject Leaders

Assessment File

Each class has a coloured assessment file which includes:

- 1 Assessment and Feedback Policy
- 2 National curriculum for your Key stage
- 3 Medium term plans: cycle A and B (highlighted for coverage same as KS document, see below)
- 4 Key Skills documents (highlighted when taught)
- Cycle A highlighted Autumn Spring Summer
- Cycle B highlighted Autumn Spring Summer
- 5 Individual Pupil ARE sheets (Maths, Reading, Writing , Tables Test) : highlighted in the following colours: Autumn term- yellow Spring- orange Summer- pink
- 6 Tracker Sheets
- 7 Progress Response Forms
- 8 Science assessment sheets (highlighted in same colours as ARE)
- 9 PE assessment sheets
- 8 RE assessment sheets (St. Peter's Elwick only) RAG rating for each half term
- 10 Foundation subject assessments RAG rating for each term
- 11 Test Rag Rating Sheets

(‘Last Night I Noticed Sheets’ will be kept in the class teacher planning file)

These will in use from Summer 2

The Federation of St Peter's and Hart Primary school constantly reviews and evaluates practice in its strive for school improvement. The academic year 2017 to 2018 has introduced new systems and structures for assessment and the policy will be reviewed and updated in light of the effectiveness and impact of these systems .