



Rationale:

We believe that all children have the potential to learn and make progress. Children have strengths and find difficulty in different aspects of learning, sometimes within one subject. Together with effective feedback, assessment is integral to the learning and teaching process so that children of all strengths and abilities recognise their progress and know what their next steps are. Children develop an awareness of themselves as learners, through their explicit involvement in the process.

Assessment is for learning and teaching purposes. However, the outcomes of assessment also provide information to inform parents, school leaders, governors and the Local Authority.

Tracking children's progress and the collection and reporting of assessment information will be wholly relevant to learning and teaching and will not detract from that core purpose.

This policy should be read in conjunction with the:

- Learning and Teaching Policy
- Policy for Special Educational Needs and Disabilities (SEND)

Purposes and Principles of Feedback:

Feedback is the information provided to children as a direct result of the assessment and evaluation of their learning.

The **purpose** of feedback is to enable children to develop self-reflection and resilience, further develop their learning, make good progress and to feel successful.

Feedback is given based on the following principles:

- Feedback is most effective when it is immediate.
- Feedback has the greatest impact on learning when children are able to act on it immediately and improve their learning, at the time of learning.
- Within a growth mindset ethos, feedback is given so that it builds resilience, independence and children's ability to reflect and improve.
- Feedback should be sufficient to enable teachers to plan future provision to meet children's learning needs.

Purposes and Principles of Assessment

The **purpose** of assessment is primarily to enable children to gain a thorough and deep understanding of the curriculum and to make best progress.

The primary **principle** of assessment is that it promotes children's education. Assessment lies at the heart of learning and teaching: is appropriate for the children being assessed; provides information that is clear, reliable and free from bias.

Assessment is most effective when children receive the feedback and this can impact on their learning immediately, within the lesson.

There are 3 forms of assessment: day to day in-school formative assessment; in-school summative assessment; standardised summative assessment. The purposes and principles for each type of assessment are listed below.

Day to Day In-School Formative Assessment

Purposes:

- Linked integrally to effective feedback, formative assessment lets children know what they have learnt and what their next steps are.
- Informs teachers' planning and provision for children's learning; support, consolidation or extension.
- Allows misconceptions to be quickly addressed.
- Enables teachers to evaluate and develop their teaching of topics or concepts.
- Provides a broad picture of where children's strengths and weaknesses lie and what they need to do to improve, which may be communicated to parents.
- Is used by teachers to track children's progress through the curriculum.
- Assures school leaders that difficulties experienced by individual children are identified and addressed immediately so that they are supported to make progress and achieve expected outcomes within and across lessons.

Principles:

- Formative assessment is appropriate to the age and ability of the child. Therefore it may vary throughout the school.
- Formative assessment may be evident in marking and feedback on children's work or annotated planning but there is no requirement to otherwise record day to day formative assessments, with the exception of reading.
- Staff assessments of children's progress towards reading targets and their reading ability are recorded when a child reads to them.
- Teachers can talk about changes made to their teaching and the impact on children's learning, as a result of their formative assessment.
- Children with individual needs or disabilities have the right to continued good progress through effective formative assessment and feedback.
- Teachers have the autonomy to decide the best means of assessment for an aspect of learning, so that assessment is fair and accessible for every child, including those with SEND.

- Teachers plan opportunities to assess children's knowledge, skills and understanding throughout each lesson. Methods include: targeted questioning, observation, guided work, review of work produced.
- Teachers and teaching assistants have the mental agility to support, reinforce or extend learning e.g. through scaffolding, modelling, quality questioning, deeper subject knowledge, opportunity for children to apply their learning to new contexts or to solve problems.
- Children know what will be assessed, what their learning will look like if they are successful and are able to evaluate their learning through the use of 'Steps to Success'.
- Children receive appropriate feedback within lessons so they can recognise their success and progress and know how to improve their learning.
- Children have time to reflect and respond to feedback within the lesson, and to make improvements to their work.

In-School Summative Assessment

Purposes:

- Provides an opportunity for children to demonstrate and reflect on their learning over a period of time.
- Enables teachers to evaluate the effectiveness of their teaching, and children's progress, through a unit of work or over the term/ year and to make improvements.
- Informs parents, through termly reviews, about their child's learning and progress over a period of time and the ways in which they might support their child's progress.
- Enables school leaders to monitor the performance of cohorts and to work with teachers to ensure children are supported to achieve good progress and expected attainment.

Principles:

- In-school summative assessment is largely teacher assessment based on learning over time and may be supplemented by other resources, published materials and examples of moderated work to ensure equity and non-bias.
- In-school summative assessments are quality assured internally by school leaders.
- Teachers use in-school summative assessments for their 'gap analysis' at the end of a unit of work/ end of term or year to inform future teaching and provision for individual children and groups of children.
- Subject leaders may use in-school summative assessments to inform their strategic planning for the curriculum.
- School leaders use in-school summative assessment to track and monitor the provision for, and the progress of, individual children, pupil groups and cohorts.
- In School Summative Assessment informs reports to governors, enabling them to monitor the school's performance over time and to plan strategically (finance and resources) for the education of children in the school.
- In School Summative Assessment provides termly information for parents and carers about their child's strengths, areas for further development, next steps and progress.
- Prior to a change of class, teachers use in-school summative assessments alongside other information from the current teacher, to build a broad and accurate picture of each child's learning from which to plan.

- Termly pupil conferencing means children understand their successes, progress and next steps at the end of each term.
- Annual written reports for parents and carers are based on in-school summative assessments alongside the teacher's view of their child's learning and progress over time, in order to give an accurate and fair overview of their learning. These state clearly where a child is in relation to Age related expectations.

Nationally Standardised Summative Assessment (E.g. EY Baseline, Y1/2 Phonics, End of KS1 Assessment)

Purposes:

- Provides information on how children in our school are performing compared with other children nationally.
- Helps teachers to understand age related expectations and to assess their own performance in the broader, national context.
- Enables school leaders and governors to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Principles:

- The school adheres to all statutory assessment and reporting requirements.
- Standardised assessments are carried out in accordance with related guidance or statutory requirements.
- Children are prepared for standardised assessments through appropriate curriculum coverage, opportunities to answer mock questions and by developing their ability to work independently.
- Standardised summative assessments are reported to the Local Authority or the DFE as required.
- When evaluating children's progress and learning, standardised assessment outcomes are considered alongside other teacher assessment information so that an accurate picture of the child's overall progress and learning is recorded and communicated to the child and their parents.
- Where possible, aggregated standardised summative assessment information is used by school leaders and the governing body to monitor and evaluate school performance and to benchmark this against other schools nationally.

An inclusive approach to assessment:

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

- Teachers use formative assessment to evaluate and plan learning for children with SEND, appropriately for their age, ability and developmental stage.
- All steps are taken to make assessments accessible to children with individual needs. This includes requesting standardised summative assessment papers in appropriate formats or making other adaptations in line with statutory guidance.
- Children with SEND, who are working below expectations, may have their progress assessed using P-Scales, Pivats or against Pre Key Stage Standards according to their needs.

Training for staff:

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the systems used will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. System providers will ensure that the school remains up-to-date with new developments and that systems remain fit for purpose. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

School staff will be involved in moderation of their assessments on pupils in the following ways:

- The school's assessments of pupils will be moderated within school and between the local cluster of schools which feeds into Robert Bloomfield Academy (Middle School) on a half-termly basis.
- The school's assessments of pupils will also be moderated by the Local Authority, when instructed.

Recording and reporting:

- Children's coverage and grasp of the curriculum is tracked using the school's electronic system.
- Curriculum tracking is triangulated with samples of children's work to evaluate and analyse the progress and learning of individuals, groups and cohorts of children. This informs termly reports to the Headteacher and to governors.
- Summative data is collated from this system at the end of the year and reported to the Local Authority as required.
- School Leaders report end of year summative data to the governing body.
- End of year summative data and teacher assessment information is evaluated and used to inform school priorities and development plans.
- There are 2 consultation evenings a year when parents/carers are informed of their child's strengths, areas to work on and the ways in which they can support their child.
- Through pupil conferencing with classroom staff, children write a termly review of their learning which is sent to parents/ carers.
- In the summer term, a summative report is sent to parents/ carers which gives the outcomes for the year in relation to Age Related Expectations.

Assessment Quality Assurance

The school ensures, through its own internal procedures and through working with other professionals, that its assessments are fair, accurate and free from bias.

- Staff are given training on assessment and this is a continued focus throughout the work of the school.
- All reasonable steps are taken to ensure children of differing abilities can access assessments

- All statutory requirements are adhered to, including those for confidentiality and the storage of assessment papers prior to administration.
- In-school, teachers moderate samples of children's work to gain agreement on Age Related Expectations.
- With other local schools, teachers moderate samples of children's work to gain agreement on Age Related Expectations.
- Key staff work with the Local Authority moderation teams to further increase the school's understanding and accurate assessment of Age Related Expectations.
- School leaders moderate a sample of summative assessments from each class.
- The school's School Improvement Advisor takes a view of learning, teaching and assessment during visits to the school.
- Periodically, externally commissioned audits of learning, teaching and assessment contribute to school self-evaluation.
- The Local authority moderates the school's assessments periodically.
- The Governing Body monitors the implementation of this policy.

Equality statement

The governors and staff are committed to ensuring that everyone is treated fairly in accordance with the school's values. We are committed to providing the full range of opportunities for all individuals, regardless of gender, disability, ethnicity, social, cultural or religious background, and to overcoming any barriers to that access. We believe all individuals have the right to an environment, which dispels ignorance, prejudice or stereotyping, in which to learn and develop.

Monitoring and review

The implementation of this policy will be monitored by the Deputy Headteacher.
This policy will be reviewed by the School Leadership and the Governing Body annually.

Date reviewed	October 2018
Date of next review	October 2019
Deputy Headteacher	Polly Ross
Headteacher	Tracey Callender
Chair of Governors	Val Thompson

Calendar of Assessment Activity

When	What	Outcomes	Recording/ reporting
Day to day	Formative assessment of children's learning.	Adjustments made within and between lessons to further support, consolidate or extend learning.	No formal recording but this is evident in feedback and marking. Evident in teachers' annotations.
Day to day	Formative assessment of children's reading.	Children's targets reviewed. Children progress through the reading scheme and develop their skills and comprehension.	Recorded in children's reading records and on teachers' reading record sheets. Guided reading observations noted for each child in the group.
Oct/Dec/ Feb/Apr/ June	In school summative writing assessments	NFER writing assessments for years 1 to 4 (in June for years 1,3 and 4).	Outcomes updated on the school's system. Writing and outcomes communicated with parents.
October	Parent Consultation Evenings	Parents know their child's targets, their strengths and areas to further improve and make progress.	
December	Internal pupil progress meetings	Teachers and KS leaders review learning and teaching and plan accordingly to ensure individual children have appropriate support and challenge.	Updated progress against the curriculum statements on the school's system.
December	Children's autumn term learning review	Conferencing informs children of their progress and next steps. Parents receive their child's view of their learning and effort alongside the teacher's view.	Written learning review which is sent home.
January	KS Leader reports to HT	School Leadership make any checks and revisions to resourcing in order that they are focussed appropriately.	Written report to HT.
January	KS Leader reports to governors	The governing body understands the overview of progress and evaluates whether there are any biases (e.g. pupil groups) that need to be addressed and that the school is implementing its policies effectively.	Report for the HT is anonymised and shared with the governing body.
February	Internal pupil progress meetings	Teachers and KS leaders review learning and teaching and plan accordingly to ensure individual children have appropriate support and challenge.	Updated progress against the curriculum statements on the school's system.
February	Parent consultation meetings	Parents know their child's targets, their strengths and areas to further improve and make progress.	
End of spring term	Internal pupil progress meetings	Teachers and KS leaders review learning and teaching and plan accordingly to ensure individual children have appropriate support and challenge.	Updated progress against the curriculum statements on the school's system.
March	Children's autumn term learning review	Conferencing informs children of their progress and next steps. Parents receive their child's view of their learning and effort alongside the teacher's view.	Written learning review which is sent home.
May	Standardised summative assessments Y2 and in-school summative teacher assessments Years 1, 3 and 4.	Results are collated and compared with teacher assessments for each child.	School's system updated and analysis completed. Results reported to LA/ shared RBA/ next schools accordingly.
June	Y1 Phonics check	Check administered	Results analysed and reported to LA.
July	School self-evaluation and analysis. KS leader reports to HT and to governors.	School performance analysed and priorities identified for individuals/ groups and cohorts.	KS leaders reports to HT. Aggregated and anonymised reports to governors.
July	Individual pupil targets set	Teachers set targets for the end of next year.	Updated on the system.
July	Summative reports to parents	Parents are informed of their child's progress and attainment in relation to ARE.	Written report for each child.

Draft Feedback Guidelines – June 2018

N.B. – important to refer to Handwriting Policy and to the presentation guidelines within the staff handbook.

Adults identify the focus groups for feedback within the lesson. This does not deter them from providing feedback to other children within the lesson. Feedback within the lesson should aid assessment for learning and further teaching points/ support/ additional challenge for children.

Within English and Maths, all children should receive feedback within the lesson from an employed adult (teacher or teaching assistant) at least twice during the week. At least once during the week this should be the teacher. Children are taught self and peer assessment and these are used regularly from the summer term of year 1 through to year 4.

The blue/ orange indicators (dots) on children's work accompany verbal feedback, which will vary from child to child to encourage children's independence in improving their work:

- Adult to put a blue dot under/next to aspects that meet the learning intention/success criteria N.B. for a long sentence a dot can just be placed in the middle of the sentence.
- As work is completed, pupils to be encouraged to make self-initiated/independent improvements to their work, linked to the learning intention/success criteria using a *purple polishing pencil*.
- Adult to put an orange dot where they have suggested an improvement.
- An orange dot must only be given where the child has the opportunity to make the improvement within that lesson.
- Improvements can then be blue dotted if they then meet the learning intention/success criteria.
- If a child achieves the learning intention/success criteria fully, the adult may use an orange arrow to provide the child with a "next step" that needs to be actioned during the lesson.
- If a child moves on to a further challenge independently, a blue arrow should be used.
- At the end of the session/after the session the adult must highlight the WALT blue for achieved or orange for partially achieved (with or without support).
- After the session, the Class Teacher to check all other groups work, highlighting the WALTs of any non-adult supported groups work.

For non-core subjects:

- The Class Teacher will move around the class adding blue dots, orange dots and orange arrows to work as appropriate (with pupils being given the opportunity to action the orange dots and arrows). All WALTS on work will be highlighted.

For all subjects:

- Age-appropriate spellings must be marked across all subject areas. These can either be completed during or after the lesson (if after the lesson the pupil must be given time to address the spelling

comments). The adult will either put an “sp” in the margin and a wiggly line under the inaccurate spelling or put an “sp” above the word that is spelt incorrectly. The adult will write the correct spelling of the word underneath the child’s work and the child will need to write out the spelling three times accurately (using the look, cover, write, check method). Not every spelling error will be identified. The teacher will use their professional judgement to mark the most prominent words for that individual child.

Peer and self-assessment opportunities:

At least one non-adult supported group to be asked to either peer or self-assess their work on a daily basis (this can be completed during the mini-plenary and/or the final plenary)

- Peer and self-assessing groups should be rotated on a daily or weekly basis e.g. week/ day one – one group a day asked to peer-assess, week/ day two – one group a day asked to self-assess etc. during a lesson
- Peer and self-assessed work must be identified as “peer-assessed” or “self-assessed”
 - The peer must initial the work to show who has marked it
 - The peer should be encouraged to put blue dots where they feel the other pupil has met the learning intention (N.B. this should be age-appropriate with the peer being given clear, specific aspects from the learning intention/success criteria to blue dot)
 - The peer should be encourage to put orange dots where they feel an improvement can be made (N.B. this again should be age-appropriate with the peer being given clear, specific aspects from the learning intention/success criteria to identify as a possible orange dot)
 - Orange dots should only be given when they can be actioned during the lesson
- Self-assessed work:
 - The pupil should put blue dots where they feel they have achieved the learning objective/success criteria (N.B. this should be age-appropriate with the pupil being given clear, specific aspects from the learning intention/success criteria to blue dot)
 - Orange dots should not be used as the pupil will be given the opportunity to improve their work through the use of the purple polishing pencils.

General comments:

- Adults must circle the room sufficiently to identify and address any common misconceptions within the lesson. Further misconceptions identified after the lesson will be addressed as soon as possible, for example, at the beginning of the next lesson in that subject, as a group or to individuals.
- A ‘mini-plenary’ should still be in place as an opportunity to check work, revisit any teaching points etc.
- The final plenary should still be in place as an opportunity to check work, revisit any teaching points and move learning on.
- Non-adult supported groups to complete work linked to learning intention but at a level that can be achieved unsupported. Further challenges should be available to the children. A blue arrow indicates if a child has progressed to these without prompting and an orange arrow if the teacher has directed them to the challenge.