



Assessment, Marking and Feedback Policy 2023

Mission Statement

We are a Church school and through our distinct Christian values we enrich the lives of our children and create an environment where there is opportunity to "Let Your Light Shine" (Mathew 5:16)

Our values are brought to life through our Love of Learning; our Faith; our Respect and our Partnerships.

Love of Learning - We provide an inclusive, meaningful, enjoyable curriculum to inspire and encourage pupils to reach their full potential. We nurture the social and emotional development of all our pupils and teach them how to stay safe and lead healthy lives. We develop their confidence and independence and encourage them to question and reason rationally.

Faith - We are proud to be a Church of England School. We promote the values and beliefs of the Christian faith whilst respecting and celebrating the beliefs and cultures of others.

Respect - We develop each child's sense of self-worth as well as their sense of responsibility. We encourage children to value diversity and the wonder of creation.

Partnerships - We work together with our families, the Church and the local and wider community, valuing their support.

HEADTEACHER: Mr Chris Burman

CHAIR OF GOVERNORS: Mrs Sue Owen

This policy is reviewed annually by the Local Governing Body (LGB).

Policy reviewed by the LGB

September 2023

Policy Links: SEND; Curriculum; Pupil Premium

AIMS

The aim of the policy is to set out what assessment is and the purpose of assessment (which includes marking and feedback). The policy also includes the school's assessment procedures and calendar for each academic year.

The Purpose of Assessment

'Assessment can affect pupils' motivation to learn. It plays a crucial role in improving learning and raising standards.'

Stiggins, 2008

The term 'assessment' is used to refer to judgements on individual pupil performance and achievement of learning goals. It covers classroom-based assessment as well as large-scale external tests and examinations.

The Principles of Assessment

There are a wide range of assessments used within schools. Here are the principles on which good practice is built.

Staff Development policy & strategy should include assessment:

- All those involved in the assessment of students must be competent to undertake their roles and responsibilities.

Assessment is at the heart of teaching and learning:

- Assessment provides evidence to guide teaching and learning.
- Assessment provides the opportunity for students to demonstrate and review their progress.

Assessment is fair:

- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest:

- Assessment outcomes are used in ways that minimise undesirable effects

- Assessment outcomes are conveyed in open, honest and transparent ways to assist pupils with their learning.
- Assessment judgements are moderated by experienced professionals to ensure their accuracy.

Assessment is ambitious:

- Assessment places achievement in context against nationally standardised criteria and expected standards.
- Assessment embodies through objective criteria, a pathway of progress and development for every child.
- Assessment objective set high expectations for learners.

Assessment is appropriate:

- The purpose of any assessment process should be clearly stated.
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
- Assessment should demand no more procedures of records that are practically required to allow pupils, their parents/carers and teachers to plan future learning.

Assessment is consistent:

- Judgements are formed according to common principle.
- The results are readily understandable by third parties
- a school's results are capable of comparison with other schools, both locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

- Pupils in developing their learning.
- Parents/Carers in supporting children with their learning.
- Teachers in planning, teaching and learning.
- Assessment must provide information that justifies the time spent.
- School leaders and governors in planning and allocating resources
- Government and agents of government

Timely feedback that promotes learning and facilities improvement should be an integral part of the assessment process:

- Pupils are entitled to feedback on submitted formative assessment tasks, and on summative tasks, where appropriate. The nature, extent and timing of feedback for each assessment task should be made clear to pupils in advance.

The Assessment Calendar

There is a cycle of formal assessment for each year group. There are various assessment procedures, as highlighted below, and these may be used as and when the need is seen. Assessment procedures may be amended at any time by the Wessex Learning Trust.

- a) Year 1s (and year 2s who did not reach the minimum standard when in Year 1) take part in the national phonics test in June
- b) In May, year 2 pupils take part in the formal standardised tests in Reading; Spelling, Punctuation and Grammar (SPAG) and Maths and are formally assessed by their class teacher/s in Writing.
- c) In May, year 6 pupils take part in the formal standardised tests in Reading, Spelling Punctuation and Grammar (SPAG) and Maths and are formally assessed by their class teacher/s in Writing.
- d) Each term, children take part in assessment tests that complement teachers' own assessments which are based on daily outcomes in the classroom.
- e) Children in years 4 and 5 may take annual assessment tests in Reading and Maths, using tests produced by companies such as GL or Rising Stars (PUMA). These assessments may be amended by the Wessex Learning Trust.
- f) The Year 4s will take the statutory times tables test in the summer term.
- g) Children in Reception are 'baseline' assessed after they have settled into the school.
- h) Teachers produce assessment data each term. The data is entered into the spreadsheets prepared by INSIGHT Tracking as requested by The Wessex Learning Trust.
- i) Data and work is moderated each term, both in staff meetings (school and CLP based) and in PPA time.
- j) Teachers meet the Head up to three times a year in a formal Pupil Progress Meeting (PPM) in which pupils' progress is discussed and recorded. In reality, progress and attainment are discussed on a very regular and on-going basis, informally in classrooms and during weekly staff meetings.
- k) Each term, the subject leads in English and maths monitor data and feedback trends, strengths and weaknesses in each year group.
- l) The Head, with English and maths subject leads, will produce an on-going list of pupils whose progress and attainment has not been consistent and these children will be of particular focus.

- m) The SENDCo will monitor throughout the year the children on the SEND list and will record extra data that may be necessary to ensure these pupils make good progress and their issues are being met.
- n) The Head will monitor and report to staff and governors the progress and attainment of the pupils on the Pupil Premium (PP) register throughout the year, and update termly.

The School's Assessment Procedures (including Marking and Feedback)

- a) All work is dated so that progress over time can be identified
- b) All work is titled in the form of a 'I can...' statement
- c) All work is marked to show whether it is I (Independent); TA (supported by Teaching Assistant); T (teacher).
- d) All work is at least ticked.
- e) Positive comments with guidance on 'next steps' are expected for all pupils in Key Stage 2 at least once a week in Maths and Writing.
- f) Comments written in the work books for pupils in YR and Key Stage 1 depend on the pupil's ability to manage and respond to the comments.
- g) Challenge tasks are usually highlighted.
- h) Pupils will have targets shared in the front of their work books so they can see what they need to achieve, and what they have achieved.
- i) Pupils may be asked to self and peer mark in order to develop their own skills in self-improvement.
- j) Tokens are the school's key reward system as they correspond to the school's ethos and values.
- k) Teachers may establish other rewards on a short or long term basis in order to develop other good habits. Raffle tickets for reading at home would be a good example.
- l) Teachers may use tray systems, or similar, for their classes if they are useful in engaging the children in self-assessment.
- m) Star of the Week certificates and Achievement cards are used to reward good work and other personal goals and achievements.
- n) With the new Ofsted framework, all subject leaders will be given time to share the 3 'I's of Intent, Implementation and Impact of their subjects and will need to be able to discuss how their subject(s) skills and knowledge are developed through the school.

Reporting to parents and carers

- a) Each term, parents and carers are given the opportunity to meet class teachers in a formal meeting. Meeting times are arranged between 2 pm and 6.30 pm, and the dates for the meetings are advertised at least two weeks in advance.
- b) Parents and carers, as well as teacher, may organise other meetings during the year if there is the need to do so. The Head will ensure meetings can be arranged for parents and carers, if there is the need, during the school day.
- c) Parents/carers of children with Personal Learning Plans (PLPs) will have the opportunity of another termly meeting to discuss the details of their child's PLP.
- d) Parents/carers will receive an annual report in July. The annual report outlines attainment and progress in all the subjects taught, with specific attainment information for pupils in year 1 (phonics); year 2 (Key Stage 1 standardised test scores) and year 6 (KS2 standardised test scores).
- e) Parents/carers will be given their child's attendance in the end of year report.
- f) Parents/carers of children in year 6 will have a formal swimming assessment.

Reporting to governors and external partners

- a) The Head reports assessment information to the governors at each meeting,
- b) The Head meets the Chair of the LGB, the school's School Improvement Partner (SIP) and other managers of the WLT at regular intervals to discuss
- c) The subject leaders for Maths and English receive non-contact time each half term to monitor and report on their subjects, including data on progress and attainment.
- d) The Head is responsible for ensuring data is sent to the LA and DfES as and when necessary.