



## St John's Church of England Primary School

# Assessment, Feedback and Reporting Policy

Date Approved: Autumn 2023

Headteacher: Ms Anna Pyatt

Chair of Governors: Mr Robin Davis

Review Date: Autumn 2026

**Love, Respect, Value**

## **Purpose:**

It is the aim of St John's, through quality assessment procedures, to enable every child to make good or better progress and to experience success.

Good assessment is at the heart of good teaching and is a key part of the learning journey. It informs teachers' planning, it informs pupils about their learning and it measures pupil performance against national standards. St John's recognises the importance of working in partnership therefore parents/carers will be fully informed about progress and achievement and supported in how best to embrace their child's learning journey.

## **Aims:**

St John's assessment procedures will:

- Enable every pupil to reach their full potential through learning experiences that are stimulating, challenging and purposeful
- Ensure high quality teaching and learning through effective assessment
- Help our pupils understand what they need to do to improve their work
- Gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used for teachers to plan work that accurately reflects the needs of each child
- Ensure the assessment and recording is an integral part of the school's performance management system
- Ensure continuity within the school and with national requirements
- Provide the Headteacher and governors with information that allows them to make judgements about the effectiveness of the school
- Provide equal access to the curriculum for all pupils, being sensitive to all issues of equal opportunities relating to gender, ethnic minorities and children with special educational needs
- Provide regular information for parents to enable them to support their child's learning

## **Effective Feedback**

At St John's C of E Primary School, we recognise that feedback has an important place in the teaching and learning cycle and that it has meaningful impact on progress. However, we are mindful of the workload implications of written marking so, using current research, we aim to to maximise the effectiveness of the feedback we provide.

Our policy is therefore underpinned by evidence of best practice from the Education Endowment Foundation (EEF) and other expert organisations.

The EEF research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell pupils when they are wrong

Notably, the Department for Education's (DfE) research into teacher workload has highlighted written marking as a key contributing factor to workload. Along with the EEF's recommendations, staff at St John's have discussed alternatives to onerous written marking in line with the DfE's expert group which outlines that marking should be: meaningful, manageable and motivating.

We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Our policy on feedback has at its core a number of principles:

- The sole focus of feedback and marking should be to further children's learning and enable good progress;
- Evidence of feedback and marking is incidental to the process;
- We do not provide additional evidence for external verification;
- Written comments should only be used where they are accessible to pupils according to age and ability;
- Feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- Feedback is provided both to teachers and pupils as part of assessment processes in the classroom, and takes many forms other than written comments;
- Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning.
- As part of the whole school Growth Mindset ethos, teachers and pupils will establish a learning culture with a high challenge, low threat approach where feedback will embrace mistakes and pupils will openly share learning experiences.
- Steps to success, questioning, discussion, feedback and mini and end of lesson plenaries.

Our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

### **Formative Assessment**

The main purpose of teacher assessment is to support pupils' learning. To support the learning process, assessment for learning (AfL) will be embedded in the teaching and learning at St John's. This ongoing assessment enables children to know where they are going, and what steps need to be taken to get there. It enables them to participate in their learning journey and know what they have to do to improve their work. Formative assessment will be embedded in teaching and learning at St John's as follows:

- Initial assessment is carried out to diagnose what is securely known already, and where there might be gaps in knowledge
- Teaching is planned to consolidate and take learning forward
- Learning intentions are made clear to the children, along with clear success criteria for learning, which enables children to be aware of their own progress
- Learning is checked throughout the lesson or learning process to address misconceptions, and reinforce learning intentions
- Children will be encouraged to assess their own work against the learning objectives and/or success criteria. They will have opportunities to assess the work of their peers, offering positive suggestions for improvements and enabling greater depth of learning
- Constructive feedback will be given to children throughout the learning process, primarily verbally in lessons, and through feedback marking. (see below)
- At an age-appropriate level, children will be made aware of meta-cognitive strategies thus fostering in them an understanding of how they learn as individuals and as a tool of self-improvement
- Marking will focus on the learning intentions. It will celebrate children's success in meeting them, and indicate what children need to do to improve their work
- Time will be allocated in lessons for children to edit, improve and correct their work so that learning is embedded and moved forwards. Planning may be annotated for next steps in future lessons
- There will be a high focus on assessment for learning strategies through lesson observations and staff CPD (appropriate learning intentions, use of steps to success)

## Feedback and Marking in Practice

In achieving 'educational excellence' and 'development of the whole child', feedback and marking within school will be part of the positive learning culture where all strive to improve, take on new challenges and extend learning. It is vital that teachers evaluate the work that children undertake in lessons and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>Takes place in lessons with individuals or small groups</li> <li>Often given verbally to pupils for immediate action</li> <li>May involve use of a teaching assistant to provide support or further challenge</li> <li>May re-direct the focus of teaching or the task</li> <li>May include highlighting/annotations according to the marking code.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations/learning walks/drop ins/professional dialogue</li> <li>Some evidence of annotations or use of marking code/highlighting</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>Takes place at the end of a lesson or activity</li> <li>Often involves whole groups or classes</li> <li>Provides an opportunity for evaluation of learning in the lesson</li> <li>May take form of self- or peer- assessment against an agreed set of criteria in some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations/learning walks/drop ins/professional dialogue</li> <li>Timetabled pre- and post-teaching based on assessment</li> <li>Some evidence of self- and peer assessment</li> <li>May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review (If unable to provide instant feedback during live teaching)</b>	<ul style="list-style-type: none"> <li>Takes place away from the point of teaching</li> <li>May involve written comments/annotations for pupils to read / respond to</li> <li>Provides teachers with opportunities for assessment of understanding</li> <li>Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>May lead to targets being set for pupils' future attention, or immediate action</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledgement of work completed</li> <li>Written comments and appropriate responses/action</li> <li>Adaptations to teaching sequences tasks when compared to planning</li> <li>Use of annotations to indicate future groupings</li> </ul>

The stages are deliberately ordered in priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

## Marking Approaches

All work will be acknowledged in some form by class teachers.

In Foundation Stage, feedback will be verbally given on an individual or group basis.

In Key Stage 1 and Key Stage 2, teaching staff may use the following:

V: verbal feedback given in the moment

T : Teacher Led

TA: Teaching Assistant

S: Supply teacher (initial)

S : With Support

I : Independent

Sc: Self corrected

Squiggly line: spelling

O: error in maths or punctuation for example

//: New paragraph needed here

^ : Missing word

Teaching staff will use green and pink/amber highlighters: green will be used to mark where children have achieved success in relation to the Learning Objective; pink/amber will be used to show where improvement can be made.

In Key Stage 2, written marking and comments should be used where meaningful guidance can be offered (when it has not been possible to provide during the classroom session). In the case of groups of pupils having a common need, it may be appropriate for teachers to adjust planning or grouping rather than providing a written comment. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning, this need not be annotated.

Across the school, teachers will mark in green pen and children will respond to marking and when making improvements using purple pen. This will be adopted by all children in KS2 and will be encouraged as children transition through Year 2.

A significant aim of feedback should be to ensure that children are able to identify how they can improve their work or further their learning. Through a 'Low Threshold High Ceiling' approach to learning, all learners access a starting point where learning outcomes are endless, enabling pupils to take on challenges and next steps through structured, planned and open approaches. Our classrooms embrace learning for all. We encourage children not to erase their errors and embrace a growth mindset where we all make mistakes and strive to improve.

### **Subject Specific Vocabulary**

When marking work in a subject such as science, teachers may concentrate on correction of vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning. Teachers should focus on marking to improve subject specific knowledge.

### **Summative Feedback**

Comments should avoid feedback that implies innate ability e.g 'You are really good at this!'

Feedback should offer comments on effort and engagement with the process e.g:

'I can see that challenging yourself has really helped you to think today.'

'You have applied the embedded clause skills to improve the detail in your writing.'

It is helpful to record if a child shows 'secure' understanding.

### **Summative assessment**

Attainment and progress will be measured against planned learning outcomes and relevant national standards.

AfL will be an essential tool, used daily in every lesson, for ongoing teacher assessment that has a direct impact on next step learning.

In response to the 2017 primary assessment consultation, the government announced plans to introduce a statutory RBA for children entering Reception.

The RBA became statutory in schools in September 2021

For Years 1-6 for Core and Foundation subjects: summative achievement, pupils will be tracked against the school's current assessment system. In Foundation subjects, pupils will be tracked using milestones at the end of Y2, Y4 and Y6 when children are compared to the Curriculum's expectations.

For core subjects, pupils will be tracked at checkpoints throughout the year against curriculum expectations. From this pupils will be tracked as working below/within/above Age Related Expectations. Some children, for example SEN, may be tracked against their own personalised curriculum. RE will be assessed through the Bedfordshire and Understanding Christianity criteria.

The Year 1 Phonics Screening check, Year 2 teacher assessment, Year 4 Multiplication Test, the Year 6 SATS will be carried out to give an indication of pupil performance against national standards, and will be measured against Age Related Expectations (ARE).

Summative assessment will show what has been achieved by children. This may be in the form of outcomes at the end of a unit and evidence in books, written test, a conversation, and observation of a task – appropriate to the learning stage and needs of the children.

At St John's the summative assessment process will be carried out as follows:

### **EYFS**

The RBA is an activity-based assessment of pupils' starting points in:

- language, communication and literacy
- mathematics
- The RBA is a short task-based assessment.

Pupils use practical resources to complete these tasks and teachers record the results on a laptop, computer or tablet. It is not used to label or track individual pupils. Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score is shared and the data will only be used at the end of year 6 to form the school-level progress measure. However, teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

### **KS1 and KS2**

- Teacher assessments in core subjects will be carried out regularly to monitor progress, and ensure that pupils are on track to meet their targets against ARE. Pupil achievement in reading, writing and maths will be assessed in December, March and June. Results of the assessments will be recorded in the school recording system; data will be analysed termly in order to identify underachievement, and plan appropriate interventions.
  - Outcomes of assessments and tracking data will be scrutinised and discussed in Pupil Progress meetings which take place at least once a term. The class teacher, SENCo and Headteacher will contribute to the Pupil Progress meetings.
  - Vulnerable pupils (for example Pupil Premium, SEN, EAL, FSM) who have been identified as being at risk of underachieving will be assessed half-termly, in order that this can be addressed promptly.
  - Accuracy of assessments is crucial to measuring progress. The school will organise moderating sessions both internal and external. External will involve working alongside neighbouring schools and having access to the LA moderation meetings. In the summer term the current class teacher will agree end of year assessment judgements with the receiving teacher for September. These moderated and agreed assessments will form the baseline for the next academic year.

- INSET for staff on assessing and agreeing judgements on children's achievements will be built into the CPD programme, and the school will build up a portfolio of exemplar work to provide benchmarks for teacher assessment.
- National tests: Statutory tests will be administered at the end of Key Stage 2. Teacher assessments in reading, writing and maths will be carried out at the end of KS1. The phonics screening check will be carried out at the end of year 1. This will be carried out by the class teachers. The Year 4 Multiplication Tests will take place in as per government guidance.
- At the end of a theme teachers will use the National Curriculum objectives to make assessments against ARE.
- The appropriate governor committee will have access to termly and end of year depersonalised data to enable them to ask challenging questions. The Headteacher report to Governors will have a data section at each FGB meeting.

It is recognised that summative assessment often provides a 'snapshot' view of a child's performance, and should be seen within the broader context of their achievements. It is crucial that the assessment test or task is designed to give all children the opportunity to demonstrate their learning and that the curriculum is rich to provide children with many opportunities to excel in all areas. Assessments will be adapted for pupils with special educational needs or with English as an additional language. Similarly, pupils who find it difficult to record their learning and understanding in writing will be assessed through other methods e.g. computer, audio, observation.

Assessment outcomes compared to ARE (not the specific numeric result) will be shared with parents through consultations and reports. SEN outcomes will involve smaller steps of progress and the type of reporting will reflect the individual.

### **Tracking Progress**

The primary purpose of tracking is to support pupils' learning and to serve as a tool for teaching. Pupil attainment is tracked by an electronic target tracking program on the school's system. Without the use of national levels, this program reflects pupils' progress and attainment at monitoring phases throughout the year. Pupils may be assessed as 'secure' all year if they are keeping pace with the curriculum; this is seen as making good progress.

If required, a sophisticated filtering system enables different groups of children to be tracked, e.g. gender, date of birth, FSM, EAL etc. If analysis shows that certain groups or individuals are underachieving, early interventions will be put in place to meet the needs of the individual/group.

There will be assessment transition meetings between teachers take place at the end of the summer term when all information is passed forwards. June assessments will be moderated with the receiving class teacher to ensure that assessments are agreed to be accurate, and they will then form a secure baseline for progress in the following year.

Gathering Prior Attainment from other schools:

- Records will be requested of tracking and any statutory results
- Moderation between different systems to attain interpretation of different levelling systems
- Evidence of school work in books
- Conversations with previous teacher
- SEN – all previous paperwork and liaise with involved agencies

Information the school will provide for other institutions when the pupil leaves the school:

- Records of tracking and any statutory results will be forwarded
- Evidence of school work in books will be forwarded
- Invitation for conversation with class teacher
- SEN – all previous paperwork and involvement with agencies

### Statutory Tests:

- Statutory tests will be analysed for cohort and individual achievements and compared in a historic setting, compared to similar schools, Herts and National data.
- Areas for improvement/support will be identified and fed into the SDP

### Termly Assessments

- Core Subjects: The school Assessment Tracking System will be used in EYFS and Years 1-6 to identify pupil progress. At the end of each term judgements are made by class teachers about each pupil and if they are below/on track or exceeding in standards against the National Curriculum expectations. These are tracked and analysed on the assessment system. This then informs teachers' planning.
- Foundation Subjects: the NC objectives will be used for teachers to teach for and assess ARE. These judgements will be made from teacher observations and evidence in books
- In KS1 and 2 exemplar SATS style questions will be used to support learning and for assessment opportunities throughout the academic year
- Years 5 and 6 will experience test type situations to prepare them for end of key stage tests.
- These will be used as learning opportunities and to plan relevant next steps
- The cycle of planning, teaching and assessment from NC based frameworks will enable teachers to assess for ARE on evidence from books and knowledge of the child
- Home Learning will be a tool for a balance of pre learning, over learning, open ended activities, individual and collaborative learning. As appropriate, teachers will be able to use it as a tool for assessment for depth of learning

### Formal Assessment

- National Curriculum tests (SATS) are to be administered in accordance with statutory national policy for Year 2 and 6. The Year 1 phonic screening test and the Year 4 Multiplication Test Checks will be administered in accordance with statutory national policy.

### Responsibility

- The Headteacher has overall responsibility for ensuring effective assessment procedures are having impact on improving teaching and learning
- Governors are responsible for challenging practices and ensuring accountability
- Class teachers will have responsibilities for ensuring their daily practice supports the school policies
- The Assessment Lead works closely with Key Stage Leads and the Head Teacher to ensure procedures throughout whole school are robust and evaluate for further improvements

### Monitoring and evaluation

The Headteacher oversee the Assessment Lead and will take responsibility for all systems and procedures. The Headteacher will report to Governors in the reports and will liaise closely with the governors. Governors will have access to depersonalised data and there will be specific agenda items for the Governors to challenge on target setting and school data.

<b>Signed and date</b>	The policy document must be signed and dated by the head teacher and chair of the governing body. A review date should also be stated.
------------------------	--

### Legislation:



Academies Act 2010

Education Act (2005) Section 5

School Standards and Framework Act 1998

Education Act 1996

Learning and Skills Act 2002

Funding Agreement 2013

### Websites

[www.ofqual.gov.uk](http://www.ofqual.gov.uk)

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

[www.education.gov.uk](http://www.education.gov.uk)

### Statutory guidance

Statutory Framework for the Early Years Foundation Stage 2021

Early Years Foundation Stage Profile 2022 Handbook

Ofsted School Inspection Handbook 2021

2021 Assessment and Reporting Arrangements (annually published) EYFS, KS1, KS2, (as appropriate to age of pupils on roll)

DfE - Reducing School Workload 2018 - and Education Development Trust?