

North Hinksey C E Primary School



Assessment and Feedback Policy

Values

We are a Church of England School and all our work is underpinned by core Christian values of faith, hope and love.

Vision

To provide a high quality, holistic education, enabling everyone to flourish and achieve through developing their intellectual, spiritual, physical and emotional wellbeing.

Aims

Create a safe, enjoyable and nurturing learning environment
Provide outstanding pastoral care for everyone
Value, encourage and equip every member of the school team in their respective roles
Create a culture of high expectations through all areas of school life
Create a motivating learning environment through inspirational teaching
Support all children to engage fully in their own learning and promote a love of learning
Encourage each child to develop self-confidence, practise care and respect for others
Welcome difference and celebrate all that we can learn from each other

The main purpose of assessment is to enhance and enable learning, across the school and for classes, groups and individuals. Thorough assessment of progress in key skills allows us to raise our learning standards and expectations, whilst differentiated feedback, whole class and group targets and personalised feedback provide a framework for each child to achieve their full potential. By involving the children in dialogue about their learning, we can equip them with the tools to become more confident and independent learners, able to evaluate and assess their own progress and to identify for themselves how to make further improvements.

- Assessment is firmly embedded into our practice and is both summative and formative.
- Assessment of learning (summative assessment e.g. statutory assessment tests, teacher assessment in assessment weeks, SEN assessments) provides a snapshot of what has been learned.
- Assessment for learning (formative assessment e.g. marking of work, questioning, conversations, verbal feedback) informs the next stage of learning.
- Assessment procedures are ongoing and inclusive.

Aims of our Assessment Practice

- To ensure that teaching is informed by appropriate assessments.
- To make accurate judgements about how children achieve in relation to end of year expectations.
- To create a positive learning environment where children can see the steps necessary for their own success
- To allow parents, staff and governors to keep track of the children's progress and, where appropriate, to compare this with national standards.

The person responsible for assessment is the Deputy Head Teacher.

Day to Day Formative Assessment - Assessment for Learning

Before the lesson

Teachers set clear learning objectives for each lesson in their short term planning. These objectives are shared with the children using the acronym WALT (We Are Learning To). The WALT is recorded on any written work. As part of our daily planning cycle, we review each child's learning and attainment every day.

Within the lesson

The WALT is clearly shared with the children, and the learning is placed in context (for example by linking it to previous learning or explaining how the children will be using it in the future).

Staff adapt their teaching within the lesson to maximise progress for every child.

Staff guide the children to assess their own work (self-assessment) and that of others (peer assessment), when relevant and in an age-appropriate manner.

After the lesson

Teachers check outcomes and provide feedback to children.

If written, feedback comments are written neatly and legibly in green and pink.

Children are given time to read and respond to written comments, for example by making a short, focused improvement to their work, or by referring back to their next step as a reminder in the next lesson. All responses are in purple pen.

Summative Assessments

Summative assessments are carried out periodically to help us track the children's overall progress in each subject and compare their achievements to national standards. It also allows teachers to evaluate learning against end of year outcomes and adjust planning/teaching to meet the children's needs.

In Year 2 and Year 6, children sit national end-of-key-stage tests. These are administered by the class teacher following national guidelines.

Children are assessed at 3 key points in the year (Autumn, Spring, Summer). Progress is measured from the previous assessment point (eg. Reception for KS1 or year 2 for KS2). Data is recorded onto Target Tracker using the codes provided by the product- B, W, S etc There are additional Pupil Progress Meetings at Baseline.

Teachers use professional judgements to predict outcomes for summer attainment. These predictions are used to inform judgements around expected attainment and progress for each child.

During Assessment weeks

At baseline, children complete review activities against end of the previous year's key performance indicators in reading, writing and maths.

In Autumn, Spring and Summer the following procedures are followed.

- Teachers plan activities for the week which means there is a reduced marking workload so that time can be carefully spent on assessments.
- Reading- Teachers can use reading notes, English books, small group work and 1:1 reading with children. Teachers use the North Hinksey Reading Assessment grids to guide their assessment before being placed on Target Tracker.
- Maths- Teachers use work in books and notes to assess children, based on maths taught up to the assessment point. They can choose to do further assessment activities during the week to assess the children, using the White Rose document and NCETM mastery document as guidance. They record assessments on the North Hinksey Assessment checklist looking at the mastery that child has before the result being placed on Target Tracker.
- Writing- teachers use the North Hinksey Writing Criteria for their year group and assess using several pieces of work the children have completed, ideally in a few genres.

Assessments for Year 2 and Year 6

Year 6- In Autumn and Spring, all children complete 3 maths papers (Arithmetic, Reasoning 1, Reasoning 2), a reading paper, a Spelling, Punctuation and Grammar (SPaG) paper and a spelling test. Writing is assessed using the Assessment Framework.

Year 2- In Autumn, year 2 follow the same assessment procedures as the rest of the school. In Spring, children will complete 2 maths assessments (arithmetic, reasoning), a SPaG test, a spelling test and 2 reading tests. Writing will be assessed using the Assessment Framework.

Phonics Assessments

Phonics in Reception and Year 1- Children's phonics are assessed regularly after Read Write Inc teaching blocks. Children are then regrouped based on their phonics assessments. The children read sounds and words on the Ruth Miskin assessment sheet. Assessments are carried out in a 1:1 capacity by adults who are familiar with the children. In January and April, a trial phonics screen is completed with each child in Year 1 and those children in Year 2 who did not meet the expected standard in the phonics test in Year 1.

Multiplication Tables Check

Children in year 4 will complete an online multiplication check in June. During the year children will practise their tables as part of lessons and using Times Tables Rock Stars. 3 times during the year (November, February and April) children will complete a trial check so they become familiar with the format of the test including the time limit. The test will be completed on an ipad with an adult who is familiar to the child. The trial checks will inform interventions and support for pupils.

Reception Assessments

When children enter the Reception class, they are all assessed during the first 2 weeks to form the school's baseline data. In Reception, children are assessed against each of the 3 prime and 4 specific areas of the EYFS using observational evidence and then the Early Learning Goals. They are assessed again in Spring and Summer. The children are assessed using Development Matters and progress is measured using Target Tracker steps over the year. The teacher attends additional baseline meetings in September.

Children with Special Education Needs

All children are assessed against their current year's objectives unless the child is working significantly below their age group (defined as more than a year). In this situation, children are assessed against the age expectations which are the closest match to their ability.

Moderation of Assessments

Assessments are moderated within staff meetings at least 3 times a year and across ODST where relevant. This is in reading, writing and maths and in other subject areas such as science where necessary. Early Years teachers attend Oxfordshire County Council external moderation, unless the school is being moderated. In years 2 and 6, external moderation of Teacher Assessments by the Local Authority is seen as a positive way to clarify judgements. Teachers present the work they used for assessments as part of the discussion.

Interventions

Several interventions are in place across the school. Before an intervention starts, an assessment is made using an appropriate measure. At the end of the assessment, a repeat assessment is made to identify impact. Interventions are tracked using the whole school Provision Map, set up and monitored by the SENCo.

Progress

School Leaders and governors create end of year targets for assessment based on the children's end of Foundation Stage assessments and KS1 assessments. Progress is measured from the previous external assessment point and for

annual reports to parents we measure from summer to summer. Progress is tracked for all the class, but also for groups (boys, girls, SEN, G and T, PP, LAC, EAL, FSM). These results are compared against National and Oxfordshire data.

How we analyse data

All attainment data is tracked using Target tracker and is held centrally.

End of year predictions are tracked from children's outcomes at their previous national assessment points at end of Reception or Year 2.

Progress

Progress is described as 'expected' if the following is evident:

End of Reception	End of Year 1	End of Year 2
Children achieve Good Level of Development.	Children achieve the national expected standard	Children achieve the national expected standard

End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Children achieved the national expected standard.	Children achieve the national expected standard	Children achieve the national expected standard	Children achieve the national expected standard	Children achieve the national expected standard

Progress is described as accelerated if the following is evident:

End of Reception	End of Year 1	End of Year 2
Children achieve below the Good Level of Development.	Children achieve the national expected standard, or above	Children achieve the national expected standard, or above

End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Children achieved lower than the national expected standard.	Children achieve the national expected standard, or above	Children achieve the national expected standard, or above	Children achieve the national expected standard, or above	Children achieve the national expected standard, or above

Or

End of Reception	End of Year 1	End of Year 2
Children achieve Good Level of Development.	Children achieve above the national expected standard	Children achieve above the national expected standard

End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Children achieved the national expected standard.	Children achieve above the national expected standard	Children achieve above the national expected standard	Children achieve above the national expected standard	Children achieve above the national expected standard

Target Tracker measures 6 steps of progress over a year as expected. More than 6 steps is described as accelerated progress and less is described as not enough progress.

Pupil Progress Meetings

Pupil Progress meetings take place after each assessment point, with additional meetings arranged if necessary. There are additional meetings held at Baseline. During the meeting, teachers, the head teacher and deputy discuss which children are on track to be expected and if further intervention can be placed to support children. Groups of children are discussed. Further interventions are planned as appropriate.

Assessment in Other Subjects

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Assessment in science. At the start of a unit, teachers do assessment activities to determine where the children are within the topic. At the end of the topic, teachers complete assessment to check progress during the topic. They assess ongoing specific 'working scientifically' skills.

Assessment in RE and the foundation subjects (geography, history, art, DT, music) is closely tied to our curriculum and teachers moderate with subject leaders and colleagues. Teachers use the curriculum document to assess. This is passed to the next teacher.

Communicating Assessments with Parents

Parents meetings- Once a year there are assessment meetings for parents in year 2 and 6. In the meetings, assessment arrangements for the statutory assessments are shared as well as ways parents can help at home. Parents have time to browse the test papers.

At parents' evenings (Autumn and Spring), parents are given advice on how to help at home. A week prior to the meeting, parents receive an Interim document outlining each child's learning outcomes for teaching covered so far are shared for reading, writing and maths for Years 1 to 6. For children in Reception, learning outcomes for teaching covered so far in Read Write Inc, Maths, fine motor skills and Personal, Social, Emotional Development are shared. Additional interim documents are sent home in terms when there is not a designated Parent Meeting.

An additional meeting with parents is held in Term 1 and 3 for those children who are not showing appropriate progress for their year group.

Reception learning profiles are shared monthly with parents, and parents can contribute to these by adding information about their child at home.

End of year and statutory assessments are shared with parents in the summer report, and any other optional parents evening meetings arranged by the school.

Annex- Returning to school during the COVID-19 pandemic.

The vision and implementation of the policy will be maintained from September 2020 including systems such as assessment weeks and PPMs. Data will be analysed in the same way. However, due to guidance, some areas of the policy have been adapted.

Marking

As a result of needing to maintain social distancing and teachers covering increased break duty, there will be increased self and peer assessment. Children will be taught how to record increased teacher verbal feedback as a reminder for independent work and the next lesson. Teachers will continue to mark all extended writing and key maths objectives. We acknowledge that there will be less written feedback from teachers in this period.

Baseline

Baseline will continue to be an informal assessment period where teachers assess against key objectives from the previous year (eg. Calculations in maths, conjunctions in writing and inference in reading). As a result of missed education, there will be increased informal assessments at the start of each unit referring back to previous year’s objectives. A prioritization document has been created to acknowledge that some objectives need increased focus to ensure the continued learning journey over year groups. This allows time to allow children can meet age related expectations.

Phonics

As we are required to reduce classes mixing, Phonics will continue to be assessed in a similar way, but children will not be regrouped. The assessments will inform teaching and intervention, and use of the TA with specific children. Children in year 2 did not complete the screen in year 1 so will need to complete a ‘past’ test in November. These results will be shared with the local authority. This assessment will guide interventions during the year and those children who do not meet the expected standard will need to complete a repeat of the screen in June 2021.

Guidance:

- Education and Childcare during Coronavirus: Identifying and addressing gaps in pupils’ understanding 12 June 2020
- Education and Childcare during Coronavirus: Regaining knowledge and improving wellbeing 12 June 2020
- Education and Childcare during Coronavirus: Supporting Staff in curriculum planning for a phased return 12 June 2020

Signed:Head Teacher

Date:

Signed:Chair of Governors

Date:

Date of Policy: August 2020

Date to be reviewed: August 2022