



Two Rivers Federation Assessment and Feedback Policy

We believe that effective assessment provides information to improve learning and teaching. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of the needs of the pupils.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of the children;
- to provide regular information for parents that enables them to support their child's learning;

Planning for assessment

We use our school's curriculum plan to guide our teaching. In this plan we give details of what is to be taught to each year group. In our medium term plan we identify objectives for assessment within each unit of work. To support our flexible, thematic curriculum we use the National Curriculum for English and Maths and the foundation subjects. We use the assessment guidance to help us identify each child's level of attainment. We plan our lessons with clear learning intentions based upon the teacher's detailed knowledge of the children and prior assessment. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our plans make clear the expected learning outcomes for each sequence or lesson.

Target setting

Targets are set within each planned sequence of work or topic. Age related expectations are made clear for each year group and are sometimes displayed in classrooms and pupil's books. We set individual targets for children with specific learning needs; these form the basis of Provision maps and are reviewed by the SENCO. Quality adaptive teaching ensures the specific needs of all children, including the most able, are identified and met.

Statutory Assessment

A baseline assessment is carried out in the autumn term of the Reception year

A phonics screening test is carried out in Year 1

A multiplication test is carried out in Year 4

Standard Assessments Tasks (SATs) are carried out in Year 6 (Reading, Grammar, Maths and Teacher assessment for writing and Science)

Working beyond ARE (Age Related Expectations) or below

At the end of key stage 1 (Y2) a detailed and robust teacher assessment of pupil progress and attainment in the core subjects will provide a baseline for expectations to be met at the end of Key Stage 2 (Y6). In lower key stage 2 (Y4), teachers will use focused summative and formative assessment to identify key groups of children who are working beyond ARE or those who are not on track to meet expectations. These groups will continue to be monitored to ensure they are meeting their full potential. These children are highlighted in **blue** (exceeding) or **orange** (not on track) on the PAG (previous attainment groups).

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

Annotated planning serves as a record of progress for groups and individuals measured against learning intentions in English, maths and the foundation subjects. Next steps in learning are identified for each lesson or block of work. Teachers' plans are adapted to reflect assessment outcomes, lessons alter to meet the needs of the class, group and individuals (formative)

A rolling curriculum programme ensures a broad balance with end of sequence or block assessments (summative)

Guided reading, writing and maths record sheets are evidence of progress made in specific groups towards English objectives, this information informs ongoing assessments (formative) Writing assessment records are kept in the back of the pupil book (age related expectations) Any specific targets will be found in the front or at the beginning of a sequence of work.

Maths assessments are carried out for each year group at the end of a block/key objective; these are analysed by the teacher, notes are made about the progress of groups or individuals and next steps identified and planned for. (formative/summative)

Science Children are assessed against age related expectations for each block of work. Teachers begin with a 'mind map' of knowledge and understanding which is reviewed at the end.

R.E Blocks of work are assessed for the whole class once a term.

Data: ASP (Analysing School Performance - DFE) and IDSR (Inspection Data Summary Report – DFE) are used to analyse whole school performance compared to other schools nationally and locally.

Mini Reports provide information each term about pupil progress as well as effort, these are shared at consultation meetings in the **Autumn** and **Summer** term.

Annual Reports issued in the Spring term provide information about the level at which pupils are performing and areas for improvement. (summative)

Previous Attainment Group trackers (PAG) are used to monitor progress from starting points and are updated each term. They identify children who are at risk of not meeting ARE (Age Related Expectations) which informs teaching and intervention groups for the next term. English and Maths tracker sheets relate directly to National Curriculum expectations and are completed routinely as part of the planning, assessment and teaching cycle.

Foundation subject assessments

Foundation subject attainment is assessed at the end of each unit of work. This informs future targeted group work and review and revisit opportunities.

Reporting to parents

We encourage parents to contact the school and make an appointment with class teachers if they have concerns about any aspect of their child's work and progress.

An open evening early in the Autumn term is used to provide information, outline routines and curriculum areas. A formal consultation takes place later in the term, mini reports and provision maps (if appropriate) are shared at this point.

During the spring term we give all parents a written report of their child's progress in all subjects of the National Curriculum and on Religious Education. This includes comments on age related progress. Children offer their own evaluation of their performance.

In the summer term a formal consultation is held to evaluate progress as measured against current targets, (target getting) we discuss transition to new year groups or school. A further mini report is shared at this time along with provision maps if appropriate. Parents will receive the results of Year 6 SATS in the Summer term.

A collection of pupil's work samples will be given out for families to keep (i.e topic books, art work, final pieces)

Feedback and Marking

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for feedback, as this ensures consistency.

We give children verbal feedback on their work whenever possible, individually, during guided sessions or as a class.

When lesson time does not allow for verbal feedback, we write encouraging comments on the children's work during marking. (Closing the gap, scaffolding prompts) In English these are written on the blank page.

All English and Maths are marked at least once a week. A green (for growth) pen is used by the teacher and purple (for progress) for the pupil to respond.

When we give feedback to a child, we relate this to the learning intention for the lesson. (short or long term) By so doing we make clear whether the intention has been met and we produce evidence to support the judgement. If we consider that the intention has not been met we identify what the child needs to do next in order to improve future work.

We use a positive system that always provides a praise comment along with a development point (i.e. * and a wish, green for growth, even better if). We encourage the children to talk about their own learning and the learning of fellow pupils on a regular basis. We encourage children in Years 5 and 6 to adopt the '* and wish' process when peer marking or feeding back.

We allow guided, paired or independent time to review their progress. Children in all year groups refer to the W.A.L.T (We are learning to..) and have success criteria for end of unit assessments tailored to suit the age and ability.

In the foundation stage notes are made by adults that demonstrate progress made in all areas of the EYFS. This is collated and informs assessment at the end of the year (Early Learning Goals)

Reporting to Governors

Pupil attainment and progress is reported to Governors termly through data headline summaries. These identify different groups, such as SEND and pupil premium. The outcomes inform the SDP

Consistency and standards

All subject leaders monitor standards in their subject by gathering information in different ways for example: pupil dialogue, samples of work, classroom environments (learning walks) lesson observations, planning scrutiny, book scrutiny and data analysis. Standardisation and moderation meetings ensure a consistent level is assessed.

Glossary:

PAG – Prior Attainment Groups

ASP- Analyse School Performance

SDP- School Development Plan