

Twyford St Mary's C of E Primary School

Assessment and Feedback Policy 2021/2022

Rationale:

Assessment lies at the heart of the process of promoting children's learning. It provides a framework for setting educational objectives and for monitoring and communicating children's progress. At TSM, assessment is a part of all teaching strategies, to help identify areas for development and track progress. It helps us to strengthen our learning across the curriculum.

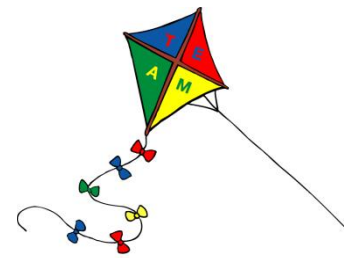
Assessment for Learning is a key part of our teaching approach at TSM. Our teaching includes clear 'WALTs' and challenges. Our daily lessons include opportunities for peer and self-assessment to involve children in reflecting on their learning and identifying their next steps. AfL opportunities are identified in our planning and subsequent lessons are adjusted in the light of a teacher's assessment of children's understanding during a lesson.

Aims and Objectives:

- To gather information about individual children, groups and classes;
- To provide information for planning and teaching as well as interventions and IEP's;
- To allow children to understand their current level of knowledge and skills and to help them understand what to do to improve;
- To inform the school's strategic planning and curriculum intent and implementation.
- To inform TSM's performance management system for teachers and leaders;

Role and Responsibilities:

- The overall responsibility for assessment at TSM lies with the Headteacher.
- Class teachers are responsible for giving regular verbal feedback to pupils consistent with their levels of attainment and next steps.
- Class teachers are responsible for termly assessment of children in their care and the timely recording of their data at key milestones through Windscreen assessments and pupil progress conversations.
- Subject leaders are responsible for monitoring assessment and progress in their subject.
- Governors are responsible for holding the school to account regarding standards of attainment and progress.



National Statutory Assessments:

Pupil progress is tracked from Foundation Stage to Y6, however, the school engages with the following statutory national assessments:

- YR EYFS Baseline Profiles for all children in YR.
- Year 1 Phonics Screening.
- KS1 End of KS1 SATS.
- Year 4 Times Tables Screening.
- KS2 End of KS2 SATS are used to assess children's attainment in Maths and English and their progress from KS1 to KS2.

The aim of this policy is to ensure that the feedback children receive of their work consistently enables them to make progress with their learning.

At Twyford St Mary's C of E Primary School, feedback is:

- ✓ An important assessment tool to influence lessons and subsequent planning.
- ✓ One of the most common features of successful teaching and learning.
- ✓ A process which involves children in the assessment of their own work and progress.
- ✓ Relative to three levels which coincide with our assessment model: from apprentice; through competent; to expert.
- ✓ Consistent but age related and relevant to its phase.

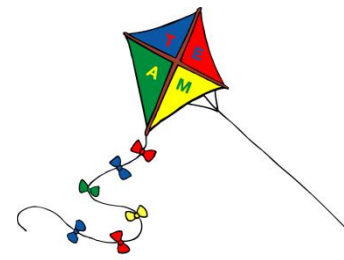
Our Teaching team will:

- ✓ Use children's self-assessment strategies, such as: peer reflections, writers toolkits, success criteria and Year group 'I cans'.
- ✓ Give pupils the opportunity to enter into a dialogue about their progress and respond to feedback.
- ✓ Ensure that feedback visibly influences live teaching and subsequent planning.
- ✓ Use the symbol "VF" to show that the teacher or LSA has discussed the work with the child.
- ✓ Ensure that our marking is in response to the WALT and Success Criteria.
- ✓ Indicate next steps for a pupils linked to the success criteria or their learning task.
- ✓ Ensure that persistent basic skills difficulties will be supported through subsequent skills lessons or interventions.
- ✓ Allow time for pupils to effectively edit and reflect upon extended writing opportunities.
- ✓ Annotate the level of support the pupil has received for moderation.
- ✓ Respond accordingly if steps have not been taken to adhere to our Pride in Presentation guidelines.
- ✓ Coach children in how to effectively peer mark alongside a range of members of their class.

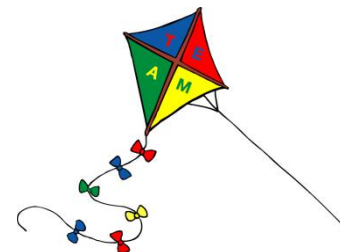
Date of Policy Approval: Spring 2021

Date of Next Review: Spring 2024



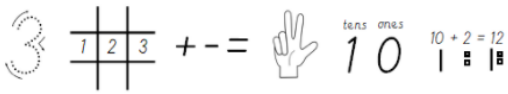


Appendix 1: Annual Assessment Cycle



Class Teachers			
Autumn 1 (Sept)	Autumn 2 (Nov)	Spring 2 (March)	Summer 2 (June)
<p>Initial projections</p> <ul style="list-style-type: none"> -Set initial targets for children based on previous end of year and initial return to school -Pupil progress initial conversations -EYFS baseline assessments carried out -Specific baseline assessments for vulnerable and pupils with SEND needs. -Progress checks for Key St 	<ul style="list-style-type: none"> -NFER reading and PUMA maths assessments Y2-5 -KS2 practice assessments -Specific progress assessments for pupils with SEND -Internal moderation -Phase windscreen analysis and data collection -Pupil progress meetings 	<ul style="list-style-type: none"> -NFER reading and PUMA maths assessments Y2-5 -KS2 practice assessments -Specific assessments for pupils with SEND - External moderation -Phase windscreen analysis and data collection -Pupil progress meetings 	<p>Final assessments</p> <ul style="list-style-type: none"> -NFER reading and PUMA maths assessments Y1-5 -KS2 End of Year assessments (SATS) -KS1 End of Year assessments (SATS) -Specific assessments for pupils with SEND -Internal moderation - Review of end of Year windscreen analysis and data collection -Final Teacher assessments shared on reports to parents -Final pupil progress meetings -Pupil transition meetings for all staff
<p>AfL ongoing daily in interactions, planning, marking and feedback</p> <p>Preparation for and completion of national assessments and screenings in: Phonics, KS1 Reading, Writing and Maths, Times tables, KS2 Reading, Writing and Maths.</p>			
Headteacher and Core leadership			
Autumn 1	Autumn 2	Spring 2	Summer 2
<ul style="list-style-type: none"> -Staff PM objective setting -Review YR, KS1 and KS2 outcomes (ASP data) -Review SIP in the light of previous year outcomes and progress 	<ul style="list-style-type: none"> -Pupil progress analysis -Vulnerable pupils support planning -Share outcomes with Governors 	<ul style="list-style-type: none"> -Pupil progress analysis -Vulnerable pupils support planning -Share outcomes with Governors 	<ul style="list-style-type: none"> -Review of pupil achievement PM targets -KS1 and KS2 SATS results -End of year Teacher Assessments YrR, KS1 and KS2 data submitted to STA -Initial SIP priorities identified
<p>Reporting to Governing body and external inspectors</p> <p>Monitoring of national assessments and screenings in: Phonics, KS1 Reading, Writing and Maths, Times tables, KS2 Reading, Writing and Maths.</p>			



Appendix 2: Feedback Coding Key

Green Pen	Green is for great- highlights the positive in our pupils work, either within the learning journey, on the WALT or on the writers toolkit. .	
Pink Pen	Pink is for think- highlights next step, misconceptions or reflection points in our pupils work. This is more detailed in the apprentice stage of our assessment cycle.	
Purple pen	Pupil marking- used for self-checking, editing or peer assessment.	
Writing Stamper 1		Reminders to pupils about the key skills for writing. Pink and green feedback for pupils to check their personal goals.
Writing Stamper 2		Reminders to pupils about the key skills for writing. Pink and green feedback for pupils to check their personal goals.
Maths Stamper 1		Reminders to pupils about the key skills for maths. Pink and green feedback for pupils to check their personal goals.
Maths stamper 2	<p>Year 2</p> 	Reminders to pupils about the key skills for maths. Pink and green feedback for pupils to check their personal goals.
Next steps		Indicates the pupils next step on their WALT or within their learning tasks.
Supported work	S	Work support 1:1 or in a group by an adult.
Group or peer work	G	Work carried out with a partner or in a group of peers.
Independent work	I	Fully independent work.
'Teach it' work	T	Confident work that they could 'teach' to another.
Verbal feedback	VF	Live/spoken feedback given to a pupil to impact their learning.
Team points	TP	School rewards for effort and celebration of success.
Initials	TSM	If the books have not been marked by the class teacher, an initial is next to the feedback/WALT.