



St Mary's C of E Primary School Chessington

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Assessment & Feedback Policy 2019

Committee responsible	Pupil Progress
Approval required by	Committee
Statutory or Recommended	Recommended
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Link with other policies	Learning & Teaching

Signed Headteacher

Dated / /

Signed Chair of Governing Body

Dated / /



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This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment Without Levels (September 2015).

Assessment is imperative to high quality teaching and learning at St Mary's C of E Primary School. It helps us to ensure that our teaching is pitched appropriately and that children are making expected progress in their learning. Assessment is inclusive of all abilities at St Mary's. We celebrate achievements across the broad and balanced curriculum that we provide for children.

Aims of Assessment at St Mary's C of E Primary School

- To ensure that all children make identifiable progress in lessons, against specific learning objectives, enabled by quality, constructive feedback and marking and self-assessment.
- To help children to understand what they need to do next to improve their work.
- To use continuous assessment of pupils during a lesson to evaluate and inform future planning and teaching.
- To enable our children to demonstrate what they know, understand and can do in a variety of ways.
- To enable effective feedback so that our children recognise the standards to aim for, understand what they need to do next to improve their work, and also to boost self-esteem and motivation.
- To identify specific difficulties or strengths;
- To provide regular information for parents/carers that enables them to support their child's learning;
- To provide information for the next teacher on transition;
- To provide the school leaders, governors, Local Authority, Government and other stakeholders with information about attainment and progress in our school.

Forms of assessment:

'There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account'. Ref: *Final Report of the Commission on Assessment Without Levels (September 2015)*.

Day- to-day in school formative assessment (Assessment for learning AFL):

Assessment for learning is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Teachers at St Mary's C of E Primary school ensure that they provide opportunity for AFL strategies to be an integral part of their day-to-day teaching.



St Mary's C of E Primary School Chessington

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Examples of this in practice could include:

- Provide pupils of all ages and abilities the opportunity to ask questions, learn, make progress and reach their full potential;
- Ensure questioning stretches the thinking of all pupils and provides opportunity for thought and challenge;
- Identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons;
- Adjust plans to meet the needs of all pupils, differentiating learning objectives where appropriate;
- Ensure pupils are aware of the learning objectives and encourage them to evaluate their progress so that they understand the next steps they need to make;
- Encourage pupils to self-assess their own work against their own individual targets and learning objectives;
- Mark work so that it is constructive and informative in accordance with the marking policy;
- Make observations against the 17 areas of development in the EYFS to assess the progress of each child in comparison to their earliest Baseline assessment .
- Providing rich question and answer sessions / conversations which include good questioning as outlined in Bloom's Taxonomy.

We believe that there is no intrinsic value in recording all formative assessment; what matters is that it is acted upon and has a subsequent impact on learning.

The primary purposes of day-to-day in-school formative assessment:

For pupils:

- In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

- When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting children's education.

For teachers:

- In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate



St Mary's C of E Primary School Chessington



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their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

- In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

In-school summative assessment:

- End of topic assessments to provide an indication of what knowledge has been acquired.
- Weekly tests – this might be used in areas such as spelling or mental maths.
- Pre and Post-tests in foundation subject areas.

Nationally standardised summative assessment:

- Children will undergo a baseline test in Reception.
- The Phonics Screening Check in Year 1
- The end-of-Key-Stage test in Year 2 (End of Key Stage one assessment)
- The end-of-Key-Stage test in Year 6 (End of Key Stage two assessment)

The primary purposes of in-school summative assessment:

For pupils:

- In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:

- In-school summative assessment can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period of time, often a term, half-year or year.

For teachers:

- In-school summative assessment enables teachers to evaluate both pupil learning at the end of a unit or period of time (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For school leaders:

- In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with



St Mary's C of E Primary School Chessington



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teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

The primary purposes of nationally standardised summative assessment:

For pupils and parents:

- Nationally standardised summative assessment provides information on how pupils are performing in comparison to all other pupils nationally.

For parents:

- Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to other schools nationally.
- Nationally standardised summative assessment provides parents with information on how their child is achieving in comparison to other children nationally.

For teachers:

- Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

- Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

The role of senior leadership:

Members of the senior leadership team and subject leaders are responsible for monitoring the effectiveness of assessment practices at St Mary's. Observations made of staff monitor the effectiveness of teacher's use of assessment during lessons.

The role of governors:

Governors have a crucial role in ensuring the school has accurate assessment information for all children. It is essential that governors are aware of how groups of children are performing and the progress they are making. The school will report to the governors termly on progress made in each year group and for each identifiable group of children.

Information about how assessment outcomes will be collected and used:

When is it necessary to record assessment data?

It is necessary for teachers to record assessment data on Target Tracker in order to track pupil attainment and progress at the end of each half term. Not all formative assessment data is recorded. Teachers are encouraged at St Mary's to engage in professional dialogue during pupil progress meetings about individual pupils in relation to their progress or



St Mary's C of E Primary School Chessington



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attainment. End of key stage one and two assessment data is collected by the school and reported to the DFE, school governors and parents, as is data at the end of the Early Years Foundation Stage.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently:

Moderation takes place both internally and externally at St Mary's C of E Primary school to maintain consistency and accuracy across the school. It also ensures that teachers have a shared understanding of the standards that the children are expected to achieve.

Opportunity to share good practice at cross moderation events with other schools further ensures that assessments made by teaching staff are consistent with other schools in the Kingston borough. External moderation undertaken by the borough at the end of EYFS, KS1 and KS2 also ensures that assessments made by teaching staff are consistent with borough expectations.

All teachers have access to the Kingston AFC online site which advertises opportunities for professional development in all areas of teaching and learning including assessment. NQT mentors, Key Stage Phase Leaders and subject leaders will also make staff aware of any assessment opportunities coming up that will be relevant for staff. Good practice is shared during staff meetings and at borough events which staff attend.

Detail about the approach to different forms of assessment:

- **Day to day in- school formative assessment.**

At St Mary's, formative assessment is used to assess knowledge, skills and understanding and to identify gaps in children's learning. Formative assessment is a vital part of daily teaching and learning at our school. Teachers use many different methods in class (as mentioned in the 'Forms of Assessment' section of this policy) in order to enable children to move forward in their learning and achieve their next steps. Formative assessment is also used to help teachers plan future lessons according to the needs and strengths of their class.

We expect the children to play an increasing role in their assessment as they progress through each year group. Children are expected to self-assess their learning at the end of each lesson, considering how they feel about their work. Children use a pink pen to self-evaluate and write a comment at the end of the lesson. A dialogue between the pupil and the teacher is encouraged particularly in the latter year groups in KS2. We value the children's feedback and work together with them during pupil conferencing to find out how they feel about their learning.

Individual support plans are created and reviewed alongside the guidance of the SENCO to ensure that teachers can accurately assess the progress, attainment and wider outcomes of SEN pupils and those with complex needs.

- **In-school summative assessment:**

Assessment outcomes at the end of the EYFS, KS1 and KS2 are reported to parents. Where necessary, teachers may communicate outcomes of summative assessment to enable them to better support their child's learning at home. Assessment information produced is based



St Mary's C of E Primary School Chessington



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on a variety of evidence and is targeted and appropriate for informing teaching and learning.

- **Nationally standardised summative assessment:**

Teachers are trained when necessary by the borough to ensure that statutory assessment requirements for the school are covered. Information is shared by senior leaders to members of staff when changes in assessment happen. Teachers attend training to ensure that they stay abreast of any changes of nationally standardised summative assessments.

Communication with Parents:

Children's attainment and progress will be discussed at parent evening meetings which take place during the school year. Teachers are also available for informal consultation if parents wish to discuss their child's learning at other points in the school year.

Training for Staff:

All teachers will be provided with a copy of this policy and it will form part of a teacher's induction program when commencing employment at St Mary's. There will be opportunities throughout the academic year at staff meetings and INSET training where there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school ensures to make significant use of technology to assess and in order to support staff training.

External Assessment System:

Teachers use Target Tracker to track pupil progress and attainment in Reading, Writing, Mathematics and Science. Teachers are expected to complete end of half term assessments for each of the above named curriculum areas. Pupil progress meetings with senior leaders ensure that assessments are fair and accurate. The assessment judgements demanded by the database provide an accurate and meaningful reflection of pupils' knowledge and understanding.

Assessment should be inclusive of all abilities:

Assessment needs to be holistic and consider long term wider outcomes. We should consider meaningful ways of measuring all aspects of progress including communication, social skills, physical development and independence. Assessment should reflect the extent to which a pupil can apply their learning in a wider range of contexts and enable teachers to determine what they need to do to ensure that the intervention and support provided enable children to progress in all areas of their learning and development.

High Expectations:

High expectations apply equally to pupils with SEN and disabilities. When assessing those with SEN and/or disabilities, we recognise that their effort applied to learning is significant, and we maintain high aspirations and expectations for them. We also consider progress



St Mary's C of E Primary School Chessington



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relative to starting points for pupils working below expected levels as well as the nature of pupils' learning difficulties.

Identification and provision of special educational needs:

Assessment at St Mary's contributes to the early and accurate identification of special educational needs and any requirements for support and intervention. Our assessment arrangements build in the 'graduated approach' for pupils with SEN and disabilities (Assess, Plan, Do, Review). Teachers provide children identified with SEN an individual support plan (ISP) tailored to their specific needs. These are reviewed regularly and discussed at SEN meetings half termly with the SENCO leads. Teachers work with the SENCO in order to carry out a clear analysis of the pupil's needs, drawing on formative and summative assessment, the views of parents and the pupil and where relevant, information from external specialists. Parents of children with identified SEN are informed of their child's progress regularly, normally half termly, so they can see how their child is progressing with their individual targets.

Assessment should be designed to offer the next steps on each child's learning pathway and ensure a focus on long term outcomes. For some of these pupils we need to consider the most effective methods and tools for formative and summative assessment: adapting the use of questioning, using visual stimuli and alternative means of communication and observation, how we engage them in terms of feedback on their teaching and learning.











Monitoring the Policy:

This policy is designed to ensure that children's needs are reflected in planning and teaching across the school and that whole school improvement is effective.

The policy will be reviewed every two years or sooner in light of changes from the DfE.

Appendix 1: St Mary's Marking and feedback guidance for teaching staff.

St Mary's C of E Primary School – Marking & Feedback Policy.

English, science, topic, R.E	
Symbol	Meaning
_____ sp	Spelling mistake underlined for the child to change or correct. (Y1-Y3)
Sp (written in the margin)	Spelling mistake signalled for pupil to correct using dictionary. (Y5/6 not directed to spelling in margin)
U	Letters wrong way round
P	Punctuation (Punctuation to be added as appropriate or highlighted with a P for the child to insert the correct punctuation)
^	Missing letter
^	Missing word
//	New paragraph
Mathematics	
	A tick to show when an answer is correct
Non subject specific	
	A star to show when a pupil has shown evidence of the success criteria within their work.
	Oops, try again!
	Doesn't make sense
	Supported work (Initial CT/TA)
	Verbal feedback given
S: initial	Supply teacher
	Next steps/challenges
	Achieved (WALT met)
	Nearly there (WALT almost met)
	Beginning (WALT partially met)



St Mary's C of E Primary School Chessington



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- 1, 2 or 3 ticks next to the WALT will show whether the child has met the objective with confidence, partially met or whether they are beginning to meet the objective.
- A star within the child's work will show where they have shown elements of the WILF.
- **When appropriate**, teachers will write a positive comment in relation to the WALT to show the child something that went well.
- **When appropriate**, a next step or a challenge will be written for the child to respond to.
- The children will respond in pink pen to the teacher's comment/next step. (A dialogue between child and teacher will be encouraged; especially in KS2)
- If a child is absent this will be signposted on the relevant page in the child's book. Example: Absent and date.
- If the work is marked by anyone other than the class teacher it will be initialled.
- Corrections for missing capital letters and full stops will be evident where necessary.
- Number/letter reversals will be corrected.
- Upper/lower case letter errors to be signposted to children.
- Spelling patterns/errors specific to year group must be signposted to pupils.

'We are learning to' and 'What I am looking for' (WALT and WILF)

Key Stage One:

Years one and two:

Date: We are learning to: What I am looking for: ☆	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	I think...
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In the summer term, Year two will use this format ready for transition to year three:

Date: We are learning to: What I am looking for: ☆	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="radio"/> I think...	

Pupils to self-reflect at the end of their work each day in **pink pen** in the box indicated.

Key Stage Two – Years three and four:

Date: We are learning to: What I am looking for: ☆	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Pupils to self-reflect at the end of their work each day in **pink pen**. I think... today I..... etc.

Key Stage Two – Years five and six:




Pupils to write the date and WALT into their books.

WILF to be discussed with children.

Pupils to ☆ where they have been successful in their learning according to the WILF.

Pupils to self-reflect at the end of their work each day in **pink pen**. I think. Today I... etc.

Pupil self-evaluation:

Examples of pupil feedback comments:			
KS1	I can do this. I feel confident. I am ready to move on.	I am almost there. Let's practise some more.	I am confused. I would like some help please. I can't do this yet!
Lower KS2	I can do this. I feel confident at.... I have mastered.....	I am almost there. I would like to practise.....	I am confused about..... Please help me to....
Upper KS2	I have shown I can do this by... I have been successful today because...	I am almost there but would like to clarify how to... I would like to practise..... I would like to know more about.....	I am confused about..... Please help me to..... I can't do.....yet!