Three Bridges Primary School
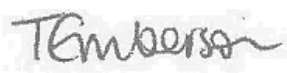
Assessment & Feedback Policy

Approval Date: December 2019

Review Date: July 2024

Headteacher: ....

Rationale
At TBPS, we believe that if a teacher and pupil understand what has been achieved, it is easier to plan the next steps. As learning continues, further formative assessment indicates whether teaching needs to be amended to consolidate or extend learning.

Aims
This policy aims to:
- ✓ Provide clear guidelines on our approach to formative and summative assessment
- ✓ Establish a consistent and coherent approach to recording summative assessment
- ✓ Clearly set out how and when assessment will be monitored and evaluated
- ✓ Provide clear guidelines on our approach to feedback and marking
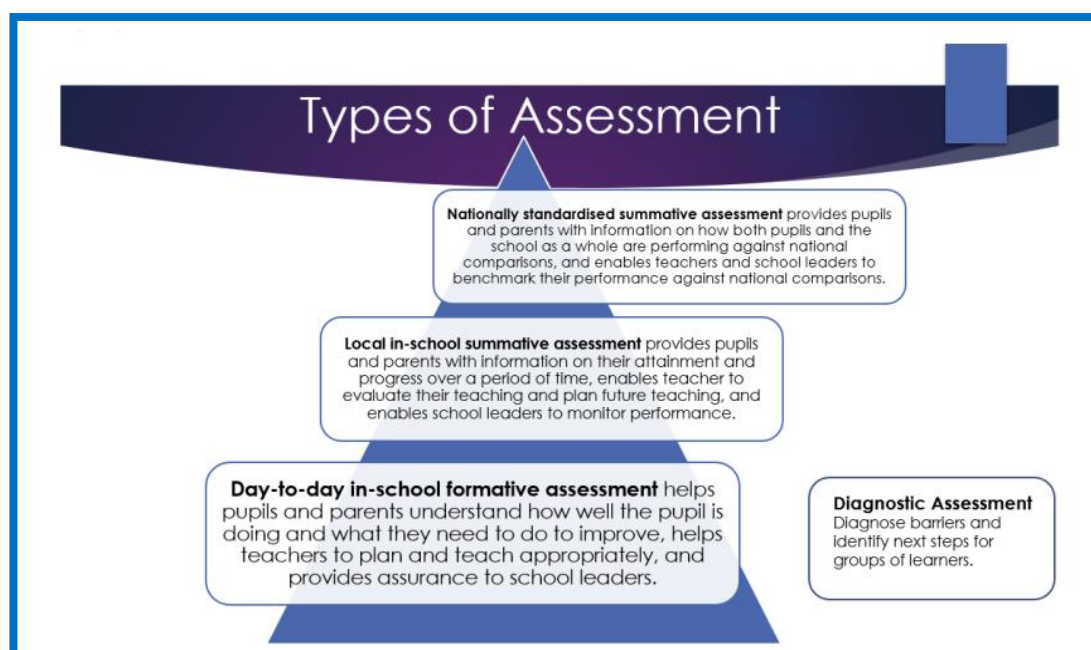
Principles of Assessment
"Formative assessment is the process used by teachers and students to recognise and respond to student learning in order to enhance that learning during the learning". Cowie and Bell 1999

If pupils are to achieve highly and learn deeply, it is vital that teachers are confident in using a range of assessment techniques to assess learning and plan next steps. We expect teachers to use the following basic principles to ensure high expectations of rapid progress and success in learning:
- ✓ Start from a learner's existing understanding (Assessment for Learning - AfL) and adjust teaching to take assessment information into account
- ✓ Use a range of carefully planned assessment techniques to assess understanding and plan next steps
- ✓ Provide clear and effective feedback that moves learning forward (verbal and written)
- ✓ Maximise opportunities to use technology to streamline and improve the assessment and feedback process
- ✓ Clarify, understand, and share learning objectives and success criteria with pupils
- ✓ Use a variety of feedback forms as well as written comments. Some examples include: verbal feedback and modelling, the use of technology for feedback, questioning strategies, use of talk partners and peer assessment and/or self-assessment
- ✓ Actively involve pupils in their own learning; pupils should be able to assess themselves and each other, and communicate how to improve.

Assessment Approaches
We consider three broad overarching forms of assessment:

Types of Assessment

Nationally standardised summative assessment provides pupils and parents with information on how both pupils and the school as a whole are performing against national comparisons, and enables teachers and school leaders to benchmark their performance against national comparisons.

Local in-school summative assessment provides pupils and parents with information on their attainment and progress over a period of time, enables teacher to evaluate their teaching and plan future teaching, and enables school leaders to monitor performance.

Day-to-day in-school formative assessment helps pupils and parents understand how well the pupil is doing and what they need to do to improve, helps teachers to plan and teach appropriately, and provides assurance to school leaders.

Diagnostic Assessment Diagnose barriers and identify next steps for groups of learners.

In addition, day-to-day formative assessment and in-school summative assessments are used to identify groups of children who require interventions or SEND support (diagnostic assessment).

Those identified as having gaps in understanding receive Quality First Teaching (QFT), followed by a short, sharp burst of 'catch-up' booster time with an adult. If further support is required then there is a move to a more formal intervention programme.

Day-to-Day In-School Formative Assessment

Assessment for Learning (AfL) is at the heart of good assessment practice in our school. Assessment should be used to shape teaching, as well as to provide clear and effective feedback that moves learning forward. Most assessment of this type will happen informally in the classroom, and feedback will often be communicated to the child verbally rather than through written marking.

Recording

Early Years Foundation Stage

At Three Bridges Primary School, ongoing assessment is an integral part of the learning and development processes in the EYFS. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations shared by parents and/or carers. In EYFS, these assessments are completed using Tapestry, which creates an online journal for each child.

Assessment in the EYFS is primarily through verbal feedback during focus sessions or interactions between an adult and a child/group of children. Successes and next steps are identified through 'in the moment' observations and will have an impact on the planning of subsequent learning.

Baseline Testing

Within the first six weeks that a child starts in Reception, staff will administer the Reception Baseline Assessment (RBA). At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
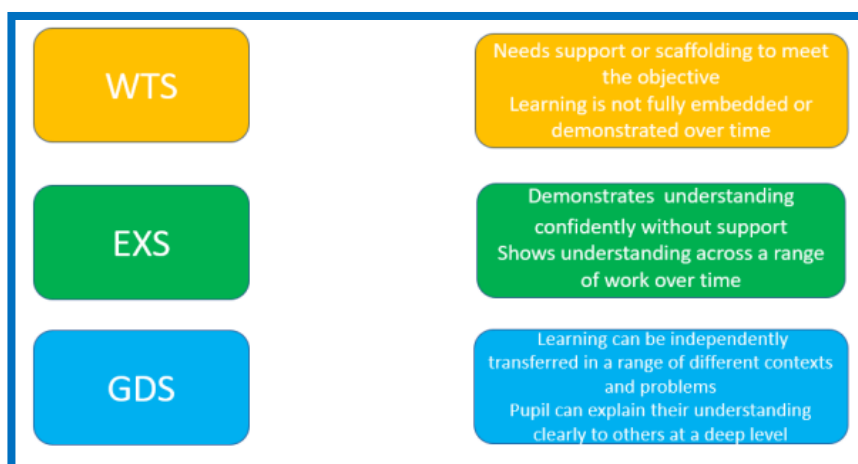
- ✓ Meeting expected levels of development (expected)
- ✓ Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent assessment judgments. EYFS profile data is submitted to the Local Authority.

Key Stage 1 and 2

The National Curriculum is used to support teachers when making a summative judgment about a child's understanding of the objective. This is indicated using one of four judgments:

- ✓ Below (B)
- ✓ Working Towards (WTS)
- ✓ Expected Standard (EXS)
- ✓ Greater Depth (GDS)

| WTS | Needs support or scaffolding to meet the objective |
| | Learning is not fully embedded or demonstrated over time |

| EXS | Demonstrates understanding confidently without support |
| | Shows understanding across a range of work over time |

| GDS | Learning can be independently transferred in a range of different contexts and problems |
| | Pupil can explain their understanding clearly to others at a deep level |

In-School Summative Assessment

To support teachers and senior leaders' understanding of attainment across the school, and to identify any specific gaps in learning for groups of pupils, including those vulnerable groups, we make use of summative assessment judgments (teacher assessment) each term for reading, writing and mathematics. This data is analysed by senior leaders to provide insights into attainment and progress across the school.

To support our summative judgments, we use a number of approaches:

- ✓ Each term, data is collated from teachers' on-going judgments on the FFT tracking software using the **assessment tracker** function
- ✓ Teacher judgments are regularly moderated through in school moderation sessions, lesson visits, book looks, planning looks, and pupil progress meetings. We will utilise links within the locality for moderation activities
- ✓ White Rose End Of Unit assessments (EOUs) are used to support teacher judgments in mathematics
- ✓ White Rose End Of Term assessments (EOTs) are used to support teacher judgments in mathematics
- ✓ **FFT reading assessments** are used to support teacher judgments in reading, with a focus on reading fluency
- ✓ **Curriculum tracker** is used to track children who are WTS in reading, writing or mathematics
- ✓ Reading test papers are used in KS2 to support teacher judgments: summer 2 in Year 3; spring 2 and summer 2 in Year 4; autumn 2, spring 2 and summer 2 in Years 5 and 6
- ✓ Handwriting assessments are used termly across all Year groups.

FFT Reading Assessments

f·ft | Reading★ Assessment Programme   Assessment content summary: Reception, Year 1 and Year 2

Assessment	Term	Description	Focus	Reinforcement	WCPM Target
1	Reception Autumn 1	Steps 1 to 3	GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r		10
2	Reception Autumn 2	Steps 4 to 8	GPCs: h, b, f, ff, l, ll, ss, j, v, w, x, y, z		15
3	Reception Spring 1	Steps 9 to 12	GPCs: zz, qu, ch, sh, th, ng	GPCs: v, w, x, y, z	20
4	Reception Spring 2	Steps 13 to 20	GPCs: ai (train), ee (tree), igh (light), oa (goat), oo (zoo), oo (book), ar (car)	GPCs: ch, sh, th, ng	25
5	Reception Summer 1	Steps 21 to 26	GPCs: or (corn), ur (purple), ow (cow), oi (boil), ear (clear)	GPCs: ai, ee, igh, oa, oo (zoo), oo (book), ar	30
6	Reception Summer 2	Steps 27 to 32	GPCs: air (hair), ure (pure), er (term)	GPCs: or, ur, ow, oi, ear	35
7	Reception (Summative assessment)	Steps 1 to 32	All previous GPCs from Steps 1 to 32		35
8	Year 1 Autumn 1	Steps 33 to 39	GPCs: ay (play), ou (cloud), ie (dried), ea (cream), oy (boy)	GPCs: air, ure, er	40
9	Year 1 Autumn 2	Steps 40 to 44	GPCs: ir (girl), ue (blue), aw (jaw), ew (new)	GPCs: ay, ou, ie, ea, oy	45
10	Year 1 Spring 1	Steps 45 to 50	GPCs: a-e (cake), e-e (delete), i-e (crocodile), o-e (bone), u-e (flute)	GPCs: ir, ue, aw, ew	50
11	Year 1 Spring 2	Steps 51 to 56	GPCs: -y (happy), -y (fly), ow (snow), soft c (ice), soft g (gem)	GPCs: a-e, e-e, i-e, o-e, u-e	55
12	Year 1 Summer 1	Steps 57 to 62	GPCs: ire (fire), are (care), tch (watch), oe (toe), ph (phone)	GPCs: -y, (happy), -y (fly), ow, c (ice), g (gem)	60
13	Year 1 Summer 2	Steps 63 to 68		GPCs: ire, are, tch, oe, ph	65
14	Year 1 (Summative assessment)	Steps 33 to 68	All previous GPCs from steps 33 to 68		65
15	Year 2 Autumn			Selection of harder/tricky GPCs	73
16	Year 2 Spring			Selection of harder/tricky GPCs	82
17	Year 2 Summer			Selection of harder/tricky GPCs	90

Assessment	Term	Description	Focus	Reinforcement	WCPM Target
18	Year 3 Autumn		NC Year 3 & 4 Word List + Tier 2 Vocabulary Words		98
19	Year 3 Spring		NC Year 3 & 4 Word List + Tier 2 Vocabulary Words		107
20	Year 3 Summer		NC Year 3 & 4 Word List + Tier 2 Vocabulary Words		115
21	Year 4 Autumn		NC Year 3 & 4 Word List + Tier 2 Vocabulary Words		121
22	Year 4 Spring		NC Year 3 & 4 Word List + Tier 2 Vocabulary Words		128
23	Year 4 Summer		NC Year 3 & 4 Word List + Tier 2 Vocabulary Words		135
24	Year 5 Autumn		NC Year 5 & 6 Word List + Tier 2 Vocabulary Words		138
25	Year 5 Spring		NC Year 5 & 6 Word List + Tier 2 Vocabulary Words		142
26	Year 5 Summer		NC Year 5 & 6 Word List + Tier 2 Vocabulary Words		145
27	Year 6 Autumn		NC Year 5 & 6 Word List + Tier 2 Vocabulary Words		148
28	Year 6 Spring		NC Year 5 & 6 Word List + Tier 2 Vocabulary Words		152
29	Year 6 Summer		NC Year 5 & 6 Word List + Tier 2 Vocabulary Words		155

✓ Using the combination of assessments and on-going teacher assessment, at the end of each term, teachers make a single summative judgment whether pupils are on-track to meet (EXS) or exceed (GDS) age-related expectations **at the end of the academic year**.

Pupils Working Below ARE

The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks. The pre-key stage standards focus on certain key aspects of English reading, English writing and mathematics for the specific purpose of statutory end-of-key stage assessment. Each subject framework has six standards of attainment containing 'pupil can' statements upon which teachers will base their judgments. Teachers should follow the specific guidance for each subject.

Pre-key stage standards are not a best fit. Children must meet all of the statements within the standard for reading and mathematics. However, in writing teachers can use their discretion for a particular weakness.

Children working at pre-key stage, will be recorded in the following way: PK1, PK2, PK3, PK4, PK5, or PK6.
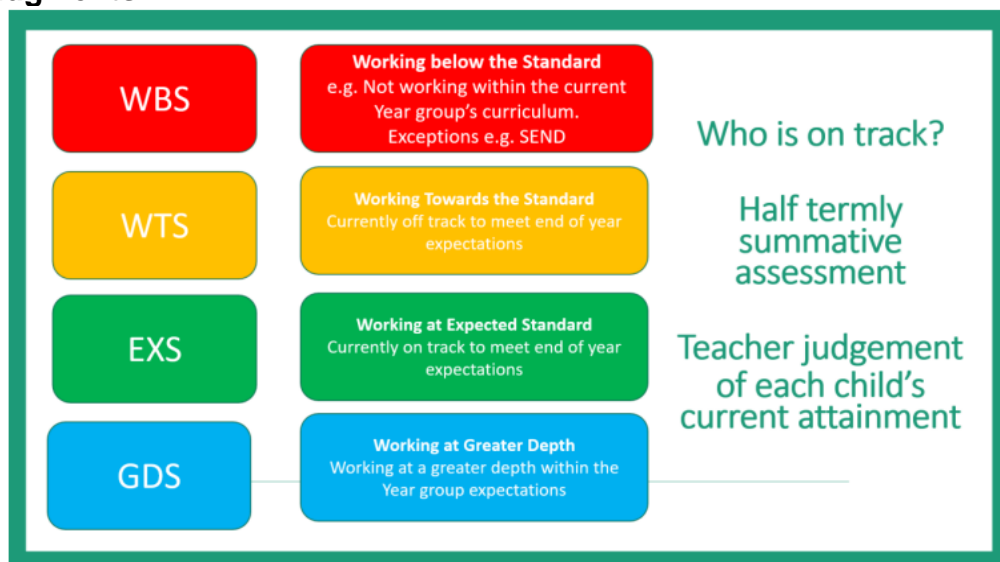
Assessment Tracker

Mathematics		Reading		Writing	
Teacher Assessment Code ▾		Teacher Assessment Code ▾		Teacher Assessment Code ▾	
Maths TA	**Scaled Score** (automatically calculated)	**Reading TA**	**Scaled Score** (automatically calculated)	**Writing TA**	**Scaled Score** (automatically calculated)
EXS ▾	106	EXS ▾	105	EXS ▾	107
WTS ▾	96	WTS ▾	94	WTS ▾	97

Curriculum Tracker

		TA Choose	TA Choose	TA Choose	TA Choose	TA Choose	TA Choose
% objectives met	65%	100%	44%	100%	56%	0%	100%
Average score	1.9	2.0	1.4	2.8	1.6	0.8	2.2
		↓	↓	↓	↓	↓	↓
Transcription - spelling		ⓘ Hover over a box to see when an assessment was last updated and by who Information may not appear on older assessments until they are updated.					
spell correctly most words from the year5/year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	64% →	2	2	3	1	1	3
Transcription - handwriting							
maintain legibility in joined handwriting when writing at speed	64% →	2	1	2	2	0	2
Composition							

Teacher Judgments

Nationally Standardised Summative Assessment Statutory Tests
Nationally standardised summative assessment enables:
- ✓ School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- ✓ Teachers to understand national expectations and assess pupils' performance in the broader national context
- ✓ Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

The National Statutory assessments are:
- ✓ 'Good level of development' (GLD) attainment measure for pupils in the EYFS
- ✓ Year 1 phonics screening test
- ✓ End of KS2 SATs in English (reading, writing, and GPS), mathematics and science (end of Year 6).

Collecting and Using Data
Using the FFT data tracking software, data will be gathered and presented online for each pupil. This will be analysed each term in a variety of ways to gain a clear picture of the attainment of both individuals and different groups of pupils at each point in the year, and the progress made since the last assessment, and from the beginning of the school year. It is a

cyclical process which informs interventions and reviews of interventions. In addition to providing detailed assessment information about the individual child, the tracking system will enable analysis for a range of pupil groups including:
- ✓ Whole school
- ✓ Year group
- ✓ Class
- ✓ Gender (B / G)
- ✓ Prior attainment
- ✓ Ethnic group (all represented in the school)
- ✓ Language (EAL/ non-EAL/ EAL Codes)
- ✓ Disadvantage (FSM or pupil premium/ non-FSM or non-pupil premium/ Pupil Premium Plus/ LAC)
- ✓ Special Educational Needs (non-SEND, SEND–support, SEND–statement / EHC plan).

Reporting to Parents/Carers
We aim for information regarding their child's progress to be transparent for parents and carers. Parents and carers will have access to the following:
- ✓ Termly Learning Conferences – TLCs (autumn and spring)
- ✓ Written report (summer)
- ✓ Learning Showcases (autumn, spring, and summer).

Inclusion
The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (please refer to separate SEND Policy). Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' Special Educational Needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Feedback and Marking
"Achievement in schools is maximised when teachers see learning through the eyes of the students, and when students see learning through the eyes of themselves as pupils".
Hattie and Yates 2014
Our system of marking has been agreed with all staff to ensure that quality marking and verbal and written feedback is given to children in a meaningful way for them to understand. Clear strategies and marking symbols have been agreed which include pictorial representations for children who require them.

Marking Toolkit for Everyday Marking
Maths
- ✓ Correct answers are acknowledged with a tick/ green highlighting
- ✓ Incorrect answers are identified with a dot/ orange highlighting
- ✓ Green/ orange highlighting to be used to indicate if the learning objective has been met during the lesson
- ✓ Purple polishing pens will be used to self-correct/ improve their work
- ✓ Purple polishing pens will be used to address next steps
- ✓ Next steps will be given using: true or false; prove it; a challenge; to consolidate; to explain; pattern spotting. Next steps can be written or verbal. If using verbal feedback, indicate 'VF' in the child's book, their response will be recorded in purple polishing pen.

- ✓ Informally group your children using an assessment of the work from that lesson to inform the next day's learning/same day intervention groups.

English

- ✓ Highlight green the words/phrases/punctuation, in relation to the objective or objectives being taught that day
- ✓ Highlight orange where improvements need to be made (spelling, grammar, punctuation or sentence structure) in relation to the objective or objectives being taught that day
- ✓ At least 3 high-frequency words should be corrected and each week
- ✓ Purple polishing pen will be used to self-correct/ improve their work
- ✓ Purple polishing pen will be used to address next steps
- ✓ Next steps will be given using: prove it; challenge; edit & improve. Next steps can be written or verbal. If using verbal feedback, indicate 'VF' in the child's book, their response will be recorded in purple polishing pen
- ✓ All next steps should be related to the Teacher Assessment Framework for the stage the child is working within.

Learning Objectives

- ✓ Solid green: learning achieved
- ✓ Hashed green: almost there
- ✓ Orange: not there yet, will need additional scaffolding/same day intervention/next day focus group.
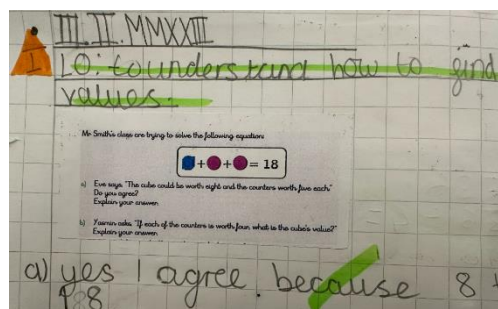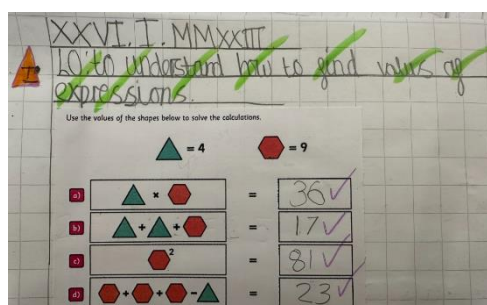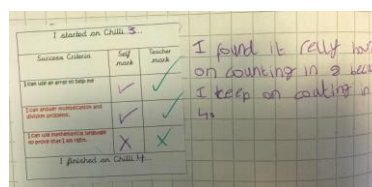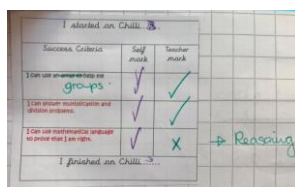

Foundation Subjects

- ✓ LO highlighted green/orange to indicate whether a learning objective has been met during the lesson.
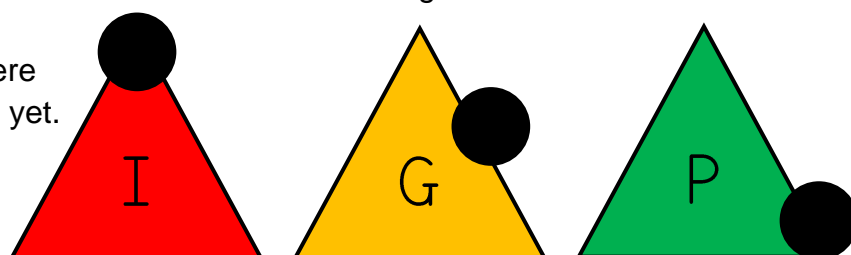
Peer/Self-Assessment

- ✓ Success criteria to be used for the child and teacher to assess against
- ✓ Children colour the assessment mountain to show the success criteria achieved
- ✓ Check-lists can be used to self and peer assess.

The position of the dot shows how the children found the learning:

- ✓ Top – I am confident
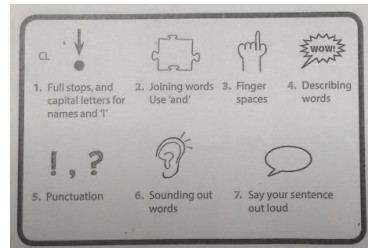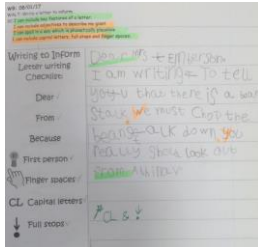- ✓ Middle – I am nearly there
- ✓ Bottom – I am not there yet.

Level of support indicated inside the assessment mountain:
- ✓ I: Independent
- ✓ P: Worked with a peer
- ✓ G: Guided work

Other:
- ✓ Stage appropriate marking code to be used.

Praise
At Three Bridges Primary School, all children will receive praise that links to their achievement (however small) the effort they have put in, the mistakes they have revealed and their ability to use a range of strategies to support and extend their learning. By simply praising a child's ability, speed or intelligence, we are sending a fixed mind-set message.

Ability Grouping
"Ability grouping has minimal effects on learning outcomes and profound negative equity effects". Hattie 2009

At Three Bridges Primary School, children are given ownership over their learning. High expectations from all school staff encourage them to challenge themselves.

Groupings are fluid and reviewed during each lesson so that children do not become static.

Challenges should be used to differentiate learning, but 'ceilings' should not be put on activities so that challenge is available for ALL children.

Talk Partners and Maths Buddies
The impact of using this strategy is…

- ✓ All inclusive
- ✓ Improved behaviour
- ✓ New friendships
- ✓ Respectful discussions
- ✓ Support for each other
- ✓ Less teacher – more focused talk
- ✓ Thinking time
- ✓ Peer assessment
- ✓ Higher level of achievement
- ✓ Mixed ability pairings

At Three Bridges Primary School, each child will be allocated a Talk Partner for English (phonics, reading, and writing), and a Maths Buddy for maths. These should be displayed using photographs in every classroom beside the appropriate working wall. Talk Partners and Maths Buddies are reviewed every six weeks.

Purple Polishing Pens

Time should be made available for children to read and respond to comments made on their work. This is a purposeful morning activity/ after break activity/ after lunch activity. Purple Polishing Pens should be used, when developmentally appropriate, for children to respond to peer or teacher marking, to edit and improve their work and to reason in mathematics. Children may wish to respond with a comment such as:

- ✓ My learning today was
- ✓ I have improved my work today by
- ✓ Next time I need

Children's work must be marked in a consistent and developmental way. All assessments made through feedback and marking must impact on the children's progress and on future planning.

Marking should be short, sharp and where possible in the moment. Work should be marked each day with at least one piece of work marked in depth each week. There must be evidence of at least good progress in the children's books.

Feedback and marking should…

- ✓ Be completed using a green pen
- ✓ Relate to what is taught, reinforcing the objective
- ✓ Be positive, including where mistakes have been made
- ✓ Highlight the learning objective/success criteria
- ✓ Indicate an area for further development (not secretarial) for an individual or group (verbal or written)
- ✓ Be precise, including the use of shared technical terms
- ✓ Be realistic in expectations
- ✓ Include the child's response in Purple Polishing Pen

Whole Class Verbal Feedback

This should take place at the end of lessons by going through the work set, talking about processes and answers, discussing and reviewing learning and any misconceptions.

Group Verbal Feedback

To be given as part of a dynamic process either during the lesson or at the end. Work that has simply been ticked and marked with a 'verbal feedback given' or 'we discussed this together' indicates that sufficient oral feedback has been given during the lesson.

Written Feedback

Should be clear in meaning and developmental (children will find out how they are getting on and what their next learning step will be). Where written feedback is given, time should be made available for children to read the comments on their work, or to have an adult read to them.

Self-Marking

On occasions children may self-mark under teacher direction in order to gain instant feedback. Children should also be encouraged to highlight high frequency words, common exception words, or Key Stage words (Year 3 and 4/ Year 5 and 6) in yellow highlighter.

Feedback and Marking – Early Years Foundation Stage (EYFS)

Assessment in the EYFS is primarily through verbal feedback during focus sessions or interactions between an adult and a child/group of children. Successes and next steps are identified through 'in the moment' observations and will have an impact on the planning of subsequent learning. Next steps are written on the focus observation/planning record and are communicated to parents.

Talking about Learning

All children at TBPS will be able to articulate their learning and feedback at a stage-appropriate level. Teachers will constantly revisit the expectations around marking and feedback using the following:

Symbol	Meaning	Symbol	Meaning
I	I worked independently	V. F.	My adult talked to me about my work
P	I worked with a partner	----->	The next step in my learning is…
G	I was part of a guided group	Green highlighting	Shows me what I have done well
~~ SP	Spelling error	Orange highlighting	Shows me what needs to be edited

Previous Policy Approved in April 2018