



# Cringleford Church of England VA Primary School

## Assessment, Feedback and Reporting Policy

<b>Policy Type:</b>	School Policy
<b>Approved by:</b>	School Staff
<b>Date Adopted by LGB:</b>	<i>November 2022</i>
<b>Review Date:</b>	<i>November 2023</i>
<b>Person Responsible:</b>	The Headteacher

## OUR VISION

Cringleford CE VA Primary School aims to celebrate its diverse community by providing an inclusive education of the highest quality through the Christian beliefs of compassion and courage.

John 10.10 That you will have life in all its fullness

## 1. ASSESSMENT

### Aims of Assessment

*“Assessment is a good servant, but a terrible master. Too often, we start out with the idea of making the important measurable, and end up making the measurable important. By sticking clearly to a set of principles for the design of an assessment system, schools can ensure that the assessment system supports learning, rather than gets in its way.” (Dylan Williams)*

Assessment forms an integral part of our teaching and learning at Cringleford. Our assessment helps us to:

- Identify children requiring additional support
- Identify next steps for all children
- Target resources and staff appropriately to support teaching and learning
- Enable children to achieve their best possible outcomes

### TYPES OF ASSESSMENT

#### Formative Assessment

Formative assessments are made during the teaching and learning process, allowing teachers to be responsive to the needs of the children and adapt teaching and next steps accordingly.

Through responsive teaching, we aim to have engaged and reflective children who are able to talk about their learning and understand what they need to do next to improve the quality of their work and further develop their understanding.

Where does formative assessment fit in with learning and our teaching approaches?

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	

#### Summative Assessment

Summative assessment takes place at the end of a block of work or specific time. It is usually in written form and also includes the Statutory Assessments children have to take. These assessments are used to help teachers make informed judgements about children’s attainment, plan their next steps and to track children’s progress over time and to report on these to parents.

## Cringleford CE VA Primary Summative assessment timetable

	Autumn	Spring	Summer
<b>EYFS</b>	<b>Reception Baseline</b> 6 weekly phonics check	End of term review 6 weekly phonics check	<b>DfE Assessment return</b> 6 weekly phonics check
<b>Year 1</b>	6 weekly phonics check	6 weekly phonics check	<b>Year 1 Phonics Test</b>
<b>Year 2</b>	6 weekly phonics check	6 weekly phonics check	<b>Year 2 English Reading and Mathematics SATs Writing and Science assessment</b>
<b>Year 3</b>	Writing moderation	NFER Reading and Mathematics Tests Writing moderation	NFER Reading and Mathematics Tests
<b>Year 4</b>	Writing moderation	NFER Reading and Mathematics Tests Writing moderation	<b>Multiplication Tables check</b> NFER Reading and Mathematics Tests Writing moderation
<b>Year 5</b>	Writing moderation	NFER Reading and Mathematics tests Writing moderation	NFER Reading and Mathematics Tests Writing moderation
<b>Year 6</b>	Past SATS papers and Writing moderation	Past SATs papers Writing moderation	<b>Year 6 English Reading, SPAG and Mathematics SATs Writing assessments</b>

*\*Statutory assessments are in bold type*

Staff teaching Statutory Assessment year groups will undertake annual training through the LA and participate in school, cluster and LA moderation meetings.

All Staff will analyse and use test information to inform planning, timetables and staff deployment.

## 2. FEEDBACK

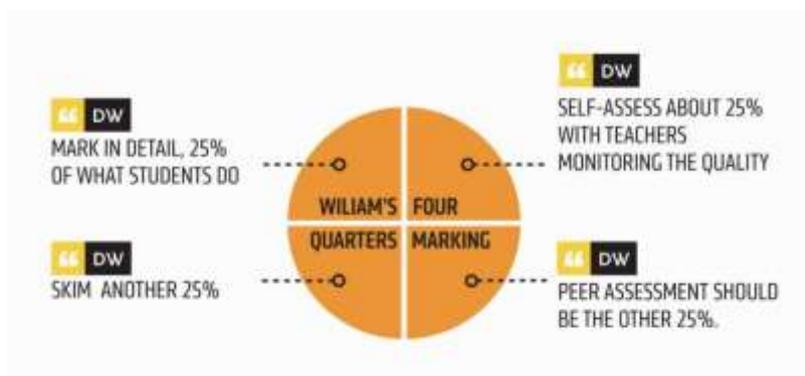
Feedback is often thought of as the response to children's work, however its main role is to improve the learner, not the work and is a crucial component of effective teaching.

Feedback should support children's progress, build learning, address misunderstandings, and therefore close the gap between where a child is and where they need to be. After feedback, children should know how to improve their work and do better at some point in the future on tasks they have not yet attempted.

Often, feedback can often be confused with marking. Evidence shows that large amounts of time can be spent providing children with written feedback with very little effect on their achievement.

Our policy is informed by Dylan Wiliam's research - 'I once estimated that if you process teacher's time appropriately in England we spend about 2 and a half billion pounds a year on feedback and has almost no effect on student achievement'

We are adopting the principal of Dylan Wiliams' Four Quarters marking to ensure a balance of teacher workload with the impact of quality feedback.



### *Dylan Williams' Four Quarters marking*

We are not going to give **detailed** feedback on more than 25% of what each child does. We could mark everything in detail, but evidence shows that this does not lead to higher quality teaching and as a result, children will learn less.

Teachers (and TAs if working with individuals or groups) should

- mark in detail 25% of recorded learning/work in books do
- skim another 25%

Pupils will

- self-assess about 25% with teachers monitoring the quality
- peer assess the other 25%.

### **Feedback Strategies used:**

#### **Learning Objectives:**

- Are clear and specific.
- They are written in the 'Can I .....?' form.
- Are referred to during teaching and used to ensure children are clear about what they are learning and why.
- In humanities and science books, title pages are used to display the learning objectives for the whole unit.

#### **Success Criteria:**

- Are used to help children be responsible for their learning.
- Are sometimes created in collaboration with the children.
- Are sometimes written as sequenced "Steps to success" to break tasks down and scaffold learning.
- Where possible use dual coding (writing, pictures and actions).
- Include up to 6 criteria and a blank section to allow for personalisation.
- Can be differentiated (e.g. using Bronze, Silver, Gold)
- Are used by children to self-assess and peer assess their work.
- Allow teachers / TAs to provide recorded feedback using green highlighters to show success and pink highlighters (2 maximum) to show areas to work on. (including up to 3 spellings)

**Writing and Maths grids** which display year group key objectives are displayed in each exercise book and used to refer children to during learning or feedback.

#### **Range of feedback**

- Verbal feedback – eg. live feedback and discussions, support, individual and in groups

- Recorded feedback
- Individual feedback
- Whole class feedback (based on common misconceptions)
- Peer feedback
- Self-assess

### Recorded feedback

- Any comments should be written concisely and legibly using purple pen so that children can read them.
- Green and pink highlighters are used to show what is successful and what needs to be improved.
- Highlighters can also be used in “skim marking” to show whether or not an objective has been achieved.

### Response and Reflection Time

Feedback is only effective if children have time to respond to and reflect upon it. This time must be planned appropriately and may take place as independent work or supported within a group or individually.

Children respond to feedback and improve their work using green pen. This could include correcting spellings, checking a calculation, completing a next step or answering a question.

Summary of Use of Feedback Strategies	Clear learning objectives	Success criteria (key ingredients)	Sequenced Steps to success	Individual recorded feedback using highlighters (Deep Marking)	Individual recorded feedback using highlighters (Skim Marking)	Whole class feedback	Individual verbal feedback	Peer Feedback	Self-Assessment	Response and reflection time
Maths	✓		✓			✓	✓		✓	✓
Writing build up	✓	✓			✓		✓	✓	✓	✓
Writing (end of unit)	✓	✓		✓		✓	✓			✓
Phonics	✓					✓	✓			
Spelling	✓					✓	✓	✓	✓	✓
Reading	✓				✓	✓	✓	✓	✓	
Humanities / RE / Science	✓	✓	✓		✓		✓	✓		✓
End of Unit Humanities	✓	✓		✓						✓
RE Express Piece of Work	✓	✓		✓						✓
End of Unit Science	✓	✓		✓						✓
Art	✓		✓		✓	✓	✓	✓	✓	

**Inclusive approach**

Our policy aims to be inclusive of all pupils including low attaining and those with identified special educational needs (SEN) or disabilities.

Our assessment is holistic as it includes the use of teacher assessment alongside summative tests. This allows us to show standards against age related expectations together with the small steps taken through use of the Engagement Model and those within the individual's learning portfolio.

**3. REPORTING**

As is statutorily required, teachers write a formal report for parents in the summer term which includes a RAG rating of learning behaviours, general comment, pupil comment, RAG rated achievement statements taken from the curriculum taught that year and targets for the children to focus on as they begin transition to the next year group.