

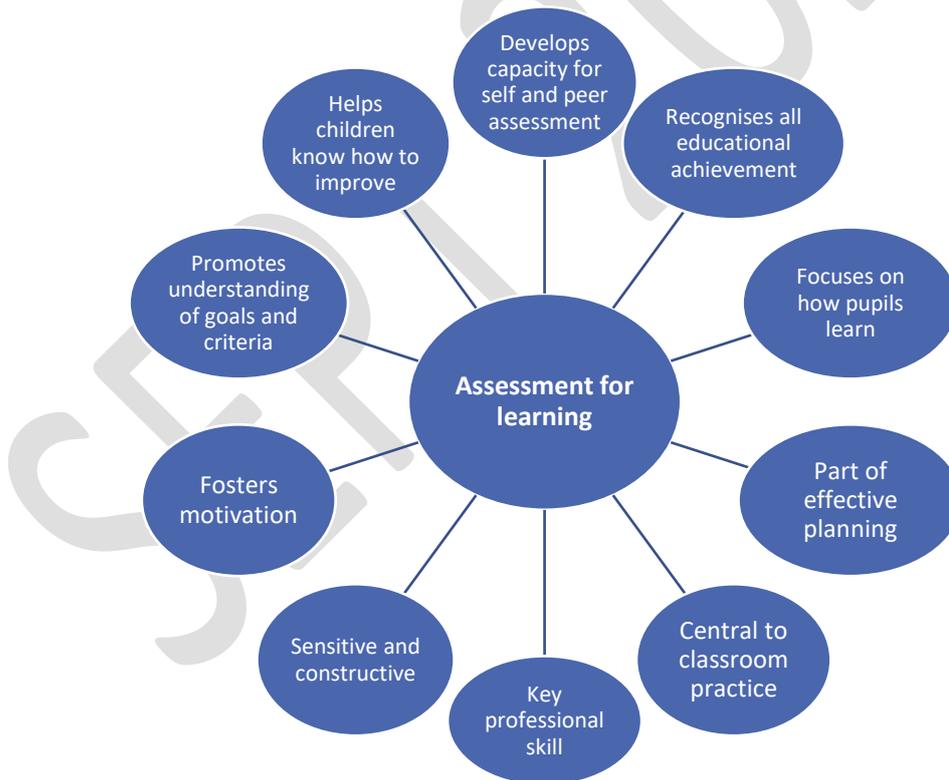
Assessment and Feedback Policy

Effective assessment is fundamental for quality and impactful teaching and learning. Assessment of and for learning are critical tools for staff to help ensure that classroom provision is precisely focused on group and individual need in order to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Regular and focused **assessment for learning** practice therefore should inform lesson planning to secure its relevance and to identify the learning steps and strategies necessary to address gaps or barriers, deal with misconceptions and secure rapid progress for all.

Assessment of learning periodically reviews pupils learning achievements and trajectory; it informs teachers’ understanding of pupils’ learning styles, habits, attainment, progress and next steps. This informs reporting to parents as well as termly data submissions, enabling all stakeholders (teachers, school leaders and families) to work together to raise standards for all Windmill children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying strengths and areas for development at individual, group, class, year group and whole school level. This information then guides strategic planning at each of these levels. This analysis is also essential for NET leads and school governors to have a clear understanding of the performance of the school.



NET Principles of Assessment

- **Ongoing:** includes live marking, verbal feedback and formative written feedback
- **Planned:** key assessment questioning and foci should be included in planning
- **Purposeful:** assessment informs class and phase development plans + future teaching
- **Informs regular judgment:** summative, standardised assessment of attainment
- **Assessment informs termly pupil progress meeting and the review of actions taken to improve pupil outcomes.**

Purposes of assessment:

- For children to demonstrate what they know, understand and can do in their work
- To help children understand how well they are doing and what they need to know next to improve their work
- To allow teachers to plan work that accurately addresses the needs of each child
- To track the attainment and progress of individual pupils, groups and cohorts of children and thus inform future planning
- To provide pupils' future teacher with information that will ensure smooth transition and promote continuity and progression across the school
- To provide receiving schools (year 6 to 7) with information to ensure the child's swift transfer and continuing progress
- To provide senior leaders with information that allows them to monitor and make accurate judgements about the effectiveness of the school, identify strengths and weaknesses in the curriculum and to utilise this information to develop strategic school planning and CPD
- To provide phase and subject leaders with information that enables them to track progress and make judgements about the effectiveness of practice within their phase/ subject area in order to inform curriculum development and professional learning / support for colleagues
- To provide Trust and LAB governors with information on school / staff performance to aid and inform decision making in relation to the school
- To provide regular and detailed information to parents and carers about the achievement and progress of their child(ren) in relation to expected standards and to enable them to support their child's learning
- To provide parents, carers and external bodies with information about the performance of the school.

Responsibilities

Principal

- Maintain an overview of assessment across the school, in relation to accuracy and consistency as well as the impact of assessment on pupil progress
- Work with leaders to collate and analyse data using PIXL and utilise the information to support school improvement in order to raise standards at whole school level
- Ensure that statutory requirements in relation to assessment are met
- Keep up to date and inform staff of latest developments and requirements with regard to assessment
- Keep policy and practice under review
- Inform LAB governors and NET CEO about school's performance on a termly basis.

SLT (Vice Principals / SENDCo / Phase leaders)

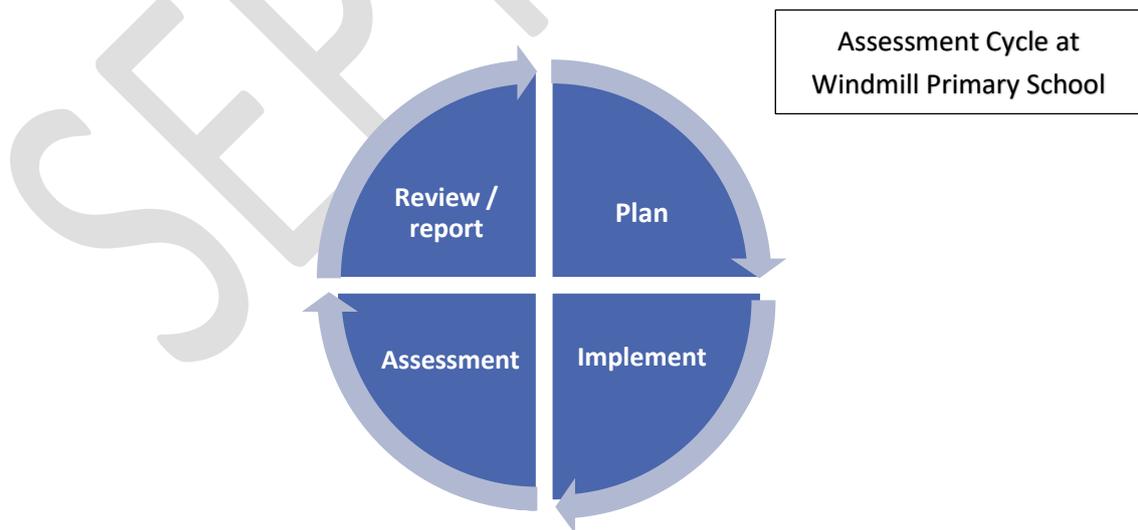
- Have a clear and detailed understanding of what the assessment information over time means in relation to school performance
- To utilise assessment information to raise standards at whole school, group, phase level
- To inform Pupil Progress discussions with phase teachers on half termly basis

Subject Leaders

- Ensure curriculum plans have clearly defined learning intentions and core assessment activities (key questions / assessment activities / assessment criteria or ladders to baseline pupil performance on a consistent basis) and are flexed according to assessment data
- To advise and support staff on assessment and recording in their subject areas

Class teachers

- Identify learning intentions and assessment activities on medium term plans (see above)
- Ensure assessment of and for learning is personalised and informed by an accurate understanding of pupils’ prior attainment as well as any learning need
- Set individual targets, share these with children and monitor regularly
- Use “**green for go**” to indicate successes in pupils’ work and “**pink for think**” to identify areas for further consideration; record ongoing data in a manageable, purposeful format
- Ensure all written comments relate specifically to the learning goal, avoiding bland generalisations: what has the child done well + why / what are the next steps
- Never to use written feedback in a manner that would shame or undermine a child
- Provide children with planned time in class to self and peer assess as well as to respond to teacher feedback (purple pen)
- Carry out ongoing formative assessment at the point of delivery, adjusting learning as required for individual / groups of pupils
- Using assessment data diagnostically to tailor planning and provide targeted intervention and support, including pre-teaching as well as same day catch up
- Conduct formal termly PIXL assessments and input data as required
- Prepare and write reports for parents / conduct face to face or e-consultations to discuss pupil achievement and progress over time and in relation to expected standards
- Prepare and write reports for senior leaders, external agencies as required
- Provide examples of assessment to subject leaders for assessment moderation
- Participate in regular standardisation and moderation activities within and across school(s)
- Maintain clear, coherent records of assessment and pupil progress in core subject areas
- Ensure that specific assessments requested by SENDCo are carried out and/ or adjustments required in response to SEND assessment are implemented in class and recorded on Provision Map.



Assessment is an integral part of teaching. It needs to be planned for and the outcome of the assessment needs to inform the next stages in teaching. Work sampling, lesson planning and lesson observation should always be able to evidence how assessment has shaped classroom provision. The cycle above demonstrates this critical connectivity of process.



Ongoing Formative Assessment (Assessment at the point of delivery)

At Windmill we believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they need to do next to make progress.

We aim to achieve this by:

- Informing pupils of the learning intentions (“**we are learning today...**”) and success features for each lesson (“**how you will know you have been successful**”)
- Using these intentions and success criteria to inform feedback
- Using questioning in a targeted way throughout the lesson to judge pupil understanding avoiding “hands up” approaches in favour of “**no hands**”, lolly sticks / targeted questioning
- Using observations of pupils – asking ATs to focus on target pupils or lead short sessions with groups to gauge understanding and feedback before end of lesson
- Providing regular opportunities in a lesson to “**press pause**” to review the learning against the success criteria / to give teacher / pupils an opportunity to explore misconceptions and / or to explain their thinking / reasoning to help others understand
- Providing pupils with meaningful time and quiet working conditions to self and peer assess; helping pupils to understand their goals and targets within lessons and over time
- Ensuring working walls are up to date and capture key learning successes and points to remember
- **Differentiated handing in of books using a traffic light system** to indicate level of pupil confidence to support targeted marking and feedback
- Regular sampling of pupils’ work
- Using PIXL and other formative tests in a diagnostic way to identify gaps in learning and inform targeted teaching in class and/or within carefully selected intervention groups

Termly Summative Assessments

Formal, unsupported assessment activities are carried out on a termly basis to assess what children can achieve independently and what learning gains have been secured that term. This informs the tracking of pupil progress at individual, group, class, year group, phase and whole school level. This information is used to evaluate the impact of the planned curriculum, to identify pupils who need to be targeted for additional support and to set the focus for discussion in Pupil Progress meetings.

- IN KS1 and 2 NC assessments are drawn from the PIXL suite of materials
- Data is submitted into PIXL by CTs and ATs
- Leaders analyse data to evaluate school performance, which is shared with NET CEO.

Pupil Progress Meetings

These are half termly as follows:

Terms 1, 3 and 5: Pupil progress discussion between phase lead and class teachers, to discuss engagement and performance of pupils as well as impact of action / intervention taken to date. Meeting will also focus on priority groups including SEND, Pupil Premium and high prior attainers.

Terms 2, 4 and 6: discussion will focus on pupil achievement data and focus on pupils who are not achieving at expected and / or making less than expected progress, those not on track in RWM in order to agree a class raising achievement plan (RAP) for targeted pupils.

	Term 1, 3 and 5	Term 2, 4 and 6
Reception	Phase lead + class teacher / LG + BK	SE + LG with BK & EL
KS1	Phase lead (RC) + class teachers	SE + RC with class teachers
KS2	Phase lead (JC) + class teachers	SE + JC with class teachers



End of Year Assessments

- A teacher assessment is made at the end of each year in reading, writing, maths and science
- The report to parents details both teacher assessment and national assessment data where relevant
- Teacher assessment should be informed by and align with each child's assessment history across the year
- The report must also state (KS1 and 2) how well the pupil is attaining compared to the expected level nationally by using the following terminology: working towards the expected standard for the age range; working within age related expected standard, exceeding age-related expectations.
- Children in reception will also be given an age-related assessment in relation to the "expected standard of development."
- Written commentary should be personalised and detail strengths, learning gains / achievements and behaviours as well as next steps for each pupil. Additional comments will address attendance, whether the child is settled, happy and behaving well.

Monitoring and evaluation of assessment across the school

Assessment is at the heart of great teaching. Accurate, diagnostic assessment that feeds directly into planning is fundamental for pupil progress. Consequently, the frequency, quality and impact of assessment is subject to the same degree of rigour and scrutiny as is classroom teaching.

Assessment is also one of the key teacher standards, and as such will be a focus for discussion in each annual performance management review.

Assessment at Windmill will therefore be monitored through:

- Weekly learning walks and work scrutinies
- Formal lesson observation
- Scrutiny of long and medium term planning
- Scrutiny of short-term planning / teacher powerpoints
- Discussion with teachers and phase leaders
- Phase and subject leader monitoring, including by foundation and non-core subject leads.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender, background or additional / special educational needs. This policy is written for all children and recognises that every child has equal opportunities and entitlements:

- We have high expectations of all pupils and groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils / groups of pupils in a consistent manner and making full use of the data available;
- The evaluation of pupil performance compares their progress in relation to their start point – recognising that children all have different start points, but also compares that performance in relation to **all pupils nationally**
- As a school we are committed to taking swift action where underachievement is recognised; this action should be shared with parents, closely monitored and where this has not led to improvement appropriately escalated for a higher level of support
- All staff recognise and value all forms of achievement – both academically and within the wider life of the school. We recognise that all children can achieve and ensure that we recognise and celebrate achievement in its multiplicity of forms.



APPENDIX A – MARKING POLICY

The aim of this appendix is to maintain a consistent approach to the way in which a pupil's work is marked at Windmill Primary School, so that children have a clear understanding of how well they have done and the next steps they need to take to improve their work. Effective marking will motivate pupils, push learning forward and inform teacher planning and future assessment.

Purposeful marking should be:

- **Formative:** expressed in ways pupil can understand, giving clear next steps
- **Focused:** addresses the key learning goals or targets for that pupil
- **Frequent:** little and often maintains momentum: it should not be onerous or time consuming
- **Fair:** informed by pupil's start point and cognisant of their abilities and challenges

Why do we mark?

For good teaching and learning to happen in the classroom, books need to be marked for the following reasons:

- To establish what the pupils know and can do securely, whilst analysing gaps in learning
- To establish what pupils have learned in a lesson to inform next steps teaching
- To evaluate the achievement of success criteria and to help teachers' review the level of challenge / expectation in the work being set
- To provide feedback that pupils can engage with, reflect and act upon and set challenges for future success
- To clarify misconceptions and scaffold learning for under-achieving pupils.

Marking should:

- Provide information for assessment and inform planning
- Encourage, motivate, support and promote positive attitudes towards learning
- Recognise and reward achievement, effort, resilience, progress and creativity
- Maintain high and consistent standards of work and presentation over time
- Identify errors, clarify misunderstandings and misconceptions
- Allow pupils to reflect on past performances, understand their progress and next steps

Time MUST be given in lessons for pupils to read and respond to written feedback. It is also valuable in some contexts to get pupils to self or peer mark before teacher marking, so they can reflect critically on what has been demonstrated within the piece of work.

Oral feedback and verbal praise:

It is important for all children to receive and respond to oral feedback. In many cases this is the most valuable feedback given because it is immediate and relevant, at the point of teaching. This dialogue should help each child to shape / develop or extend their work. It can complement "live" marking when a note or mark in the book enables a child to adjust their work during the course of the lesson.

There is no need to record when oral feedback is given, but a brief note can help the child to recall what has been said.

And finally.... a word about success criteria

Success criteria should relate directly to the learning goal or intention. They should capture succinctly the knowledge / skill you want a child to secure – i.e. the outcome of the lesson. Success criteria should never be simply the task that has been set: e.g. "write a letter to a friend".



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