



Wootton Community Primary School

Assessment and Feedback Policy

Approved on: 23rd November 2020

To be reviewed: November 2023

Headteacher: 

Chair of Governors: 

Wootton Community Primary School Assessment and Feedback Policy

Rationale:

Through the implementation of this policy, assessment and feedback centred on quality interactions between teacher and pupil will drive pupil progress and good outcomes, and develop self-esteem and self-confidence in pupils.

The effective use of teachers' assessment will drive and inform next steps for all pupils, interventions and subsequent planning for high quality inclusive learning.

A range of assessment approaches will be used as a measure of progress at different points in the school year. Formative assessment will take place throughout the week using a range of strategies to give all staff an ongoing view of children's current understanding. This is an ongoing, flexible, and more informal diagnostic tool to inform next steps. Summative assessment will also be completed at the end of each learning journey. This is a more formal and structured approach to enable staff and leaders to measure and compare progress.

Aims:

1. To promote higher standards of learning across the school through a consistent whole school approach.
2. To improve pupil progress and good outcomes, and promote greater depth in learning.
3. To enable pupils to reflect on and improve their work, correct mistakes, and develop deeper knowledge and understanding of the subjects and skills taught.
4. To provide opportunities for pupils to review and respond to prior learning, and develop their self-confidence and independence, taking ownership of their own work and learning.
5. To use formative assessment, feedback and pupil conferencing to inform daily planning and task design, phase assessment updates and overall teacher judgements of progress and pupil outcomes.
6. To use summative assessment as a measure of progress as a strand of triangulation (data, work and pupil voice) to inform final judgement.

Procedures for effective feedback

- All staff must use the *Wootton Community Primary School Feedback Guidance* (Appendix 1).
- Wherever possible, feedback will be delivered in the lesson with the pupil.
- Some feedback will provide a constructive "next step" for the pupil to complete.
- Pupils will be encouraged to review and edit their own work, and that of their peers (using purple pen).

Procedures for effective assessment

- Day to day assessment will inform daily planning and task design for different groups.
- Use of internal data will inform medium and short term plans to ensure skills and concepts are embedded.
- Opportunities will be given for parents to develop a clear understanding of assessment and feedback procedures, and how these move their child's learning forward through parent consultations.
- Summative assessment will take place at the end of each Milestone (January, April and end of year) and will be used to measure whether a child is on track for the end of year expectations. Data analysis will identify gaps in learning to inform individual next steps and support progress.
- Teachers will be expected to use SIMS assessment against different domains as an on-going tool to contribute to the final judgment made at the end of each Milestone.
- Data review and pupil progress meetings at the end of each Milestone will validate teacher assessments and ensure that outcomes are linked closely to curriculum content and expectation. This will include moderation of work to support judgments. Staff will be expected to present data using the Wootton Community Primary School assessment formats and Venn diagrams.
- Pupil progress meetings will provide teachers with the opportunity to complete a forensic analysis of data, identifying focus domains and strands to subsequently plan for whole class teaching and interventions. The

identification of individual and groups of pupils who require bespoke intervention/support will be agreed at these meetings.

- Core Subject leaders will be expected to monitor their subject areas to inform their termly action plan and identify any key areas of concern. This will include forensic data analysis at the point of data submission as well as weekly book and planning scrutiny to identify common difficulties across domains to be able to support staff.
- Foundation Subject leaders will be expected to monitor coverage and progress during their half-termly release time, including book scrutiny to inform their action plan and ensure coverage meets the National Curriculum expectation.
- At the start of the year teachers will be asked to set end of year targets for their class based on prior attainment, in particular outcomes for Statutory Testing (EYFS and Key Stage 1). Leaders will support staff to use the information found within FFT (Fischer Family Trust) to track progress and attainment.
- Data outcomes, analysis and intervention overviews will be shared with Governors so that they can monitor progress and the impact of work.

Monitoring and Evaluation

This policy will be monitored by all teachers and leadership team members through learning walks, pupil conferencing and work sampling. Governors will also be required to monitor the implementation of this policy.

The performance indicators will be:

1. Consistency in teachers' feedback and assessment across the school
2. An improvement in pupil progress and attainment
3. A deeper understanding of subjects and skills for pupils
4. An increasingly high level of awareness on the part of the pupils, acknowledging the high standard expected of them and how they need to move forward in their learning, developing greater independence, resilience and ownership of their work
5. Lessons and tasks which are closely matched to pupils' prior knowledge and current needs
6. Greater accuracy in assessment updates and overall teacher judgements of progress and pupil outcomes

Key Dates 2020-2021




Week commencing 05.10.2020	Assessment week
Week commencing 12.10.2020	Data review
Week commencing 02.11.2020	Pupil progress
Friday 15 th January 2021	End of Milestone 1 data submission
Week commencing 11.01.2021	Data review
Week commencing 25.01.2021	Pupil Progress
Week commencing 19.04.2021	Data review
Friday 23 rd April 2021	End of Milestone 2 data submission
Week commencing 03.05.2021	Pupil Progress
Week commencing 21.06.2021	Data review
Friday 2 nd July 2021	End of year data submission
Week commencing 12.07.2021	Pupil Progress/handover

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Feedback Guidance

How we will give you feedback to help you improve and deepen your understanding:

Green for **Great!** Pink for **Think!**

Symbol	Meaning
√√	Good understanding/application of objectives/targets
√	Working towards objectives/targets
ⓔ	Great effort – well done, you’ve earned a House Point!
➡	Try this to move your understanding forward What if? Can you...? Prove it!
.	Have a think / Check
VF	Verbal feedback – talked about or questioned to move learning on
PC	Pupil conference – in depth questioning and intervention to move learning on
purple	This is your colour to use to review, edit and correct your work
<p>Self-evaluation:</p> <div>    </div> <div> <p>Understood completely Understood most things Need more help</p> </div>	

Marking and Feedback – Guidance for staff

Ensure children in receipt of Pupil Premium funding are the first children you ask questions of, support in class and mark work.

Wherever possible, use verbal feedback whilst the child is working – marking when you're with a child and talking to them about their work whilst it is happening – moving them on to the next stage of their learning.

Mark for impact and rapid improvement, to inform next steps (for the child and for the next lesson) **so if appropriate**, in pink use an arrow and give one or two things for children to do to move that specific learning forward/tackle any misconceptions.

When marking writing, focus on part of the text to improve/upgrade – use edit flaps as well as purple pen, use editing as a form of marking as much as possible.

When marking Maths, focus on any misconceptions and stretch those that have 'got it' with a challenge/problem arising from the objective.

'Pupil conferencing' sessions – take time where possible to guide children to reflect on their work and how they are responding to your marking.

Annotate plans to show how marking/findings will be used to shape learning the next day to ensure that the next lesson moves learning forward effectively for all children and flexible groups organised from this information.

Support staff to initial any marking they have completed.

Where feedback in lessons has been used it must be clear within children's books how learning has moved on as a result from this.