



**RIVERLEY**  
PRIMARY

## Assessment and Feedback Policy

Date: September 2020  
Review Due: September 2021

Reviewed Annually

## Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school 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. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils’ learning styles, attainment, progress and the next steps in their learning. Reporting to parents at parent’s evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children. In some cases additional meetings are necessary.

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



## Purposes

The purpose of assessment in our school is:

- 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 do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' future teacher with information which will ensure smooth transition and to 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 continuous progress.
- To provide the headteacher and SLT with information, which allows them to monitor and make judgements about the effectiveness of the school, identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide phase leaders with information which allows them to track progress and make judgements about the effectiveness of practice within their phase.
- To provide subject leaders with information which allows them to track progress and attainment and make judgements about the effectiveness of practice within their subject area.
- To provide Governors with information on the school's performance to aid decision making as a board of Governors.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

## Responsibilities

### Head

- To maintain an overview of assessment in the school.
- To develop and maintain consistency across the school.
- To collate and analyse assessment data using Target Tracker and utilise the information to support school improvement and thus raise standards at a whole school level.
- To ensure that statutory requirements are met.
- To review and update the policy and handbook.
- To evaluate the policy in practice.

- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements with regard to assessment.
- To develop the procedures for Raising Achievement meetings.
- To inform Governors about the school's performance on a half- termly basis.

### SLT

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a phase and whole school level.
- To schedule Raising Achievement meetings on a half-termly basis for teachers and year groups.
- To lead Raising Achievement meetings.

### Subject Leaders

- To ensure plans include clearly defined learning intentions and identify and record assessment (Questions, Activities, AFL).
- To advise colleagues on assessment and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to inform subject action plans and raise standards within their subject area.

### Class Teachers

- Identify learning intentions to be assessed on medium term plans.
- To set individual targets, communicate them to the children and monitor them regularly.
- To carry out ongoing formative assessment in accordance with this handbook/policy.
- To carry assessments on a half-termly basis in accordance with this policy and input this onto Target Tracker.
- To prepare and write reports for parents, colleagues and other agencies (if necessary).
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure records are kept within a class profile folder.
- To ensure that the specific assessments requested by the Special Educational Needs Disabilities (S.E.N.D) Coordinator are carried out for pupils with S.E.N.D and that Individual Provision Maps are maintained and regularly reviewed in accordance with the school's S.E.N.D policy.

## Principles

The principles of assessment at Riverley Primary School are:

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To involve children in their own assessment and ensure they have time to respond in green pen.
- To keep accurate, manageable and up to date records.
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.
- To keep Governors informed about what the assessment information says about the performance of the school.

## Process



## Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:

- Informing pupils of the learning intentions and success criteria (how to be successful) for each lesson and use these to inform feedback.
- Questioning throughout the lesson in order to judge pupil understanding (AFL).
- Using observations – often by Teaching Assistants either focussed or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson. Ask children to explain their thinking and help others understand.
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.

- Planning assessment against learning intentions in medium/short term planning.
- Creating working walls and displays, which celebrate achievement and progress.
- Feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Sampling pupils' work.
- Carrying out diagnostic assessments e.g. analysis of tests to identify the gaps in learning, which will inform targeted interventions.
- Using assessments and feedback to inform the next stages of learning and planning.

## Half-termly Summative Assessments

Assessments of pupils' learning are carried out on a half-termly basis in order to track attainment and progress at an individual, group, class, year group, phase and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

- In KS1 and KS2, National Curriculum assessments are carried out in Reading, Writing and Mathematics (and sample Science).
- Class teachers ensure that assessment information is recorded on Target Tracker each half term (Usernames and Passwords are updated by the School Office).
- Through Raising Achievement meetings, class teachers report on assessment information for their class focusing on how well the pupils are attaining and progressing, the factors that have contributed to this attainment and progress and which pupils will need targeted support.
  - See appendix 1 for assessment in EYFS

## Data Analysis

- The headteacher and SLT use the information from pupil progress meetings and Target Tracker to carry out additional analysis of the data each half term. This information informs:
  - Further Pupil Progress meeting discussions,
  - The School Self Evaluation,
  - Termly headteacher report to Governors,
  - Half-termly data report for the GST through progress board meetings,
  - And the School Development Plan.
- The headteacher uses all information to generate a half-termly whole school data report.

## Raising Achievement Meetings

- These are held each half term and are attended by the class teacher and a phase leader as follows:

Year Group	Phase leader
EYFS	Arzu Emin/Kathy O'Dwyer
Year 1 and 2	Kay Boussetta
Year 3 and 4	Kiran Soor
Year 5 and 6	Kirsty Fletcher

- Prior to the meeting, the phase leader will meet with the headteacher to go through the data and to discuss areas to focus on within the meeting.
- The focus of the Raising Achievement meetings is:
  - To discuss attainment and progress generally within the class using the half-termly Target Tracker data to provide context and any additional information gained from the data analysis by the headteacher.
  - To set targets for any pupils who require additional support (SEND, PP) and devise plans for how these targets will be achieved.
  - To discuss interventions and the progress made within these.

## End of Year Assessments

- A teacher assessment is made at the end of each year in Reading, Writing, Mathematics and Science and the Parent reports indicate how well each pupil is attaining compared to the expected level using the following terminology:
  - Working Towards age-related expectations
  - Working within age-related expectations
  - Exceeding age-related expectations
- Each child is also given an age-related assessment level in the Foundation Stage subjects at the end of each year and this is entered into Target Tracker.
- Assessment data at the end of each year is reported annually to the GST.

## Feedback

Feedback is used to raise achievement, set targets and help pupils to improve. Feedback should inform pupils about what they have done well specifically and the next steps to take. In English, teachers highlight elements that indicate the pupil has achieved the learning intentions (Pink) and areas to improve (Yellow).

## Recording

- A variety of recording systems are used which are manageable and purposeful.
- Assessment data is recorded centrally on Target Tracker.

## Assessment Moderation

- Subject meetings are used for assessment moderation to ensure that all teachers have a shared and accurate understanding of assessment practices.
- Assessment moderation is also carried out by subject leaders with subject leaders of other schools in order to ensure consistency and against the standard materials.

## Monitoring and evaluation

- The headteacher and phase leaders will ensure this policy is implemented consistently throughout the school using strategies such as: discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.
- English and Mathematics subject leaders will, on a half-termly basis, carry out assessment moderation as well as book and planning evaluations as part of this process.
- Foundation subject leaders (Curriculum) will look at assessment practices within their subject as part of their leadership of their subject.

## Reporting to Parents

Reports to parents are given verbally at parents' evenings twice a year along with written information on the children's attainment and their targets. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:

- How their child is performing in relation to their past achievements and to age-related expectations.
- Their child's strengths and any particular achievements.
- Their child's areas for development and improvement.
- How they can help their child in future.
- Whether the child is happy, settled and behaving well.

Parents are welcome in the school regularly. Open afternoons are held throughout the year to enable parents to see their child's work and discuss learning with the class teacher. In



addition, meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

## S.E.N.D

Early identification of children with special educational needs is essential. The school's S.E.N.D policy gives details of the procedures for identification and assessment.

## Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (Between classes, phases and schools). This ensures that children have the maximum opportunities to achieve and that learning and progress does not plateau.
- Transition meetings are held between class teachers and with the secondary school at the end of year 6.
- When children move schools, information is sent through in a timely fashion.

## Equal Opportunities

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

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.

## Marking Policy

The aim of the following document is to maintain a consistent approach to the way pupil's work is marked at Riverley so that pupils 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.

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 already and analyse gaps in learning,
- To establish what they have learned within a lesson and inform future planning,
- To evaluate the achievement of success criteria and raise expectations,
- To raise challenge for pupils by setting targets and providing next steps,
- And to maintain effort and enthusiasm of pupils and high expectations.
- To clarify misconceptions and scaffold learning for under-achieving pupils.

Assessment for learning (AFL) is an effective way of seeking and interpreting evidence within lessons to evaluate pupils' understanding, the achievement of their targets and determine how best to push learning forward through challenge activities. It is also an outstanding way to clarify misconceptions.

Marking should:

- Provide information for assessment and inform planning,
- Encourage, motivate, support and promote positive attitudes,
- Maintain high standards,
- Identify errors and clarify misunderstandings and misconceptions,
- Recognise achievement, presentation and effort,
- Provide constructive feedback,
- Show pupils that their work is valued,
- And allow pupils to reflect on their past performances and set new targets with class teacher.

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. This dialogue should focus on strengths, areas for development and next steps for future learning.

When oral feedback is used, it is important to note in the margin what was suggested and the work following the comment **should** show progression and improvement. It is useful to write **OF** followed by brief notes.

Learning Intentions:

This should reflect what the children are going *to learn* and not just what they are doing.

Success Criteria:

This is a clear statement about what the pupils are to do, to show that they have understood the learning intention. (Have they learnt what was intended?) It is very important that there is a clear link between the Learning Intention and the success criteria (Otherwise – the task should be done in a different lesson!).

Example:

English Year 2

**Learning Intention:** To learn how to write instructions.

Process Success Criteria

- To write an introduction
- To write everything in order
- To use bullet points
- Use a verb to start each sentence

Outcome Success Criteria

- To write a clear set of instructions in order
- To use clear and concise language
- To incorporate different features of texts including sub-headings and bullet points





Success criteria should be shared with pupils at the beginning and end of the each lesson either verbally or in written form. It should be clear to pupils what they need to do to achieve in the lesson.

## Our Marking Process

- Mark against learning intentions
- Every piece of work marked with a comment
- Detailed marking for all children at least three times per week
- Children given time to act upon the next step marking
- Next step stickers used to challenge thinking and extend understanding



## Marking Policy Visual Symbols

What does my marking mean?	
SP 	Check spelling in a dictionary
	Word missed (Omission)
	More detail needed
P	Punctuation mark needed
	Next step marking indicated by a step
OF	Oral Feedback given (with a brief comment)

**Have you read my comments?  
How will you respond?**

*Responding to feedback and marking supports our learning*

Comments are to be made on what the child has done well and what they must do to improve- Highlight up to 3 examples of where the child has met the learning intention and clearly indicate a focused comment linked to this, which will help the child improve their future learning.

- Next step marking indicated by a step.



Pupils must be given time to respond to teachers feedback with green pens.

Green pen comment – e.g. How can you add more detail to each step of the instructions?  
What type of word could you use (Adverb/Adjective)?

## Strategies that develop Pupils Voice

- Support children to annotate, assess and evaluate their learning by checking against targets or next step marking
- I contributed to discussion ... times.
- I was able to predict...
- I could see the pattern...
- I can now...
- I have begun to ...
- Next time I need to...
- Traffic light system can be used at times to indicate how pupils feel about their understanding though should not be used to indicate whether they have achieved the Learning Intention.
- Peer assessment must also be used within lessons through peer-evaluation.
- Children can respond to general marking and next step marking at the start of the following lesson.
- Teachers must also mark over pupils' shoulders during lessons (where possible) to encourage dialogue and support progress during the lesson. This does NOT mean mark a different set of books.



## Tracking and Evaluation

The SLT will rigorously evaluate samples of work from each class to ensure that the marking policy is adhered to and standards are maintained. An analysis will be made and feedback will be given to staff. The desired outcome is to improve pupil's learning and clarify their achievements and progress.