



Name of School	St Edward's Catholic Primary School
Policy review date	September 2024
Date of next review	September 2026
Who reviewed this policy?	Natasha Casely (Deputy Head Teacher) Paul Underwood (Head Teacher)

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Feedback Policy

The purpose of assessment at St Edward's is to provide information: -

- To help children understand how well they are doing and what they need to do next to improve
- To involve children in their own assessment
- 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 thus informing future planning
- To provide the pupils' next teacher with information that will ensure smooth transition and promote continuity and progression
- To provide leaders of the school with information which allows them to monitor and make judgements about the effectiveness of provision, and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning
- To ensure pupils who attract pupil premium funding are making better than expected progress and any gaps in attainment are being closed
- To provide phase leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their phase
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area
- To provide governors with information on the school's performance to aid their monitoring procedures
- To provide regular information for parents to enable them to support their child's learning
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress

Responsibilities SLT and Assessment Lead:

- To maintain an overview of assessment in the school
- To monitor and develop consistency across the school
- To collate and analyse assessment data using SIMs and utilise the information to support school improvement, raising standards at whole school level
- To ensure that statutory requirements are met
- To manage the whole school data systems
- To keep up to date and inform staff on latest information and requirements
- To develop the procedures for pupil progress meetings
- To ensure that pupil progress meetings are led consistently and effectively



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- To inform governors about the school's performance on a termly basis
- 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 whole school level
- To know and understand the impact of mobility on standards
- To review and update the policy
- To monitor and evaluate the policy in practice

Assistant Headteacher for Inclusion

- To ensure progress is traced showing all levels of achievement using B2 and M scales where necessary
- To have a clear and detailed understanding of what the assessment information means about the performance of all pupils with an identified SEN and the impact of all interventions
- To monitor progress and attainment of pupils with EAL and high attaining pupils
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Phase/Inclusion Leader and Assessment leader

- To lead pupil progress meetings
- To identify pupils who are not making expected progress and challenge and support the teacher/s in the phase to improve attainment and progress
- To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards
- To liaise with subject leaders regarding standards in their phase
- **Subject Leaders**
- To ensure plans include clearly defined learning intentions and identify and record assessment.
- 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 use this information to inform subject action plans and raise standards within their subject area
- To liaise with phase leaders regarding standards in their subject
- **Class Teachers**
- To identify learning intentions to be assessed on medium/short term plans.
- To provide clear success criteria to ensure every child understands how to achieve the learning intention
- To carry out ongoing formative assessment in accordance with this policy.

- To carry out summative assessments on a termly basis in accordance with this policy and input this onto Arbor (PIRA/PUMA).
- To use steps reports in Arbor to show progress across each term
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Inclusion Leader are carried out for pupils with SEND and that records are maintained and regularly reviewed in accordance with the school's SEND Policy.
- To put specific interventions in place to support the progress of children identified as underachieving

AfL

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. Parents are informed of their child's progress at parent meetings, in school reports, and mid-term when the class teacher has concerns about achievement.

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 objective and success criteria for each lesson
- Questioning throughout the lesson in order to judge pupil understanding
- Challenging children to take risks, aim high and learn from their mistakes

- Providing regular opportunities to review learning against the success criteria throughout the lesson (mini-plenaries)
- 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



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- Celebrating achievement, progress and good examples of work on displays and working walls
- Using assessments and information from marking to inform the next stages of learning and planning
- In the foundation stage daily observations are made against typical behaviour expectations in the prime and specific areas. (See appendix 2)
- Daily annotations – The plans which are displayed in the classroom are used to record next steps and regroupings for subsequent lessons
- Adult Response to Marking – Teachers give TA direction on plans where applicable. TA's lead group activities with the use of whiteboards/paper flipcharts.
- Observation – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or TA
- Discussion/Questioning – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers should use a range of questioning techniques to prompt thinking and assess children's misconceptions

Guided Group Feedback – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning intentions are addressed and progress against them is made

Termly Summative Assessments

Assessments of pupils' attainment judged against the age related expectations are carried out on a termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support/interventions and to set the focus of discussions in pupil progress meetings. In the Foundation Stage the Development Matters document is used to support judgements made, indicating typical behaviours within the relevant months bandings. The Foundation Stage Profile (ELGs) is also utilised to assess pupils in Reception. In KS1 and KS2, RWI and Rising stars assessments and National Curriculum year group expectations are used to judge if a child is meeting the age related expectations in reading, writing, maths and science



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In years R, 1, 2 half termly assessments are undertaken in phonics using past national test materials. This information is used to re-set groupings to ensure the children are in the correct phonic group and on track to achieve statutory expectations.

In year 1-6 tests are used each term to give evidence for teacher assessment. Class teachers ensure that assessment information is recorded on Arbor each term.

Data Analysis

The SLT utilises the assessment data on Arbor to carry out an analysis each term.

This information is utilised to inform the :-

Pupil progress meeting discussions

School Self Evaluation

Termly refocusing of the school improvement plan

Termly headteacher report to governors

Termly data report to the Chair and Vice Chair of Governors

Pupil Progress Forums

Pupil Progress Forums Agenda (Individual each term)

Attainment and progress

Books and planning scrutiny for pupils making slow progress

Identify barriers to progress and next steps

Review of actions / Interventions / SEND referrals

Review progress of groups identified (girls, boys, PP, SEND etc.)

Review progress made by intervention groups and make changes as needed

Agree actions for accelerated progress of groups causing concern (curriculum adaptation, intervention, moderation etc.)

End of Year Assessments

A summative assessment is made at the end of each year in speaking and listening, reading, writing, maths and science and the parent reports indicate how well each pupil is attaining in core and foundation subjects compared to the age related expectations:

All pupils are expected to reach age related expectations for the year group they are in. This is recorded as EXS (Expected Standard) on the school's data management system. Children who exceed expectations are recorded as GDS (Greater Depth Standard)

Assessment data is reported annually to the Local Authority/DFE at the end of:-

- Reception
- Year 1 (Phonics Screening Test)
- Year 4 (Multiplication Timetables Screening)
- Year 6 (SATS)



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- **Recording**
- A variety of recording systems are used which are manageable and purposeful.
- Assessment data is recorded centrally on the EYFS and on the Arbor systems. (Evidence Me is used to inform assessment in EYFS)
- **Assessment Moderation**
- Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.
- Assessment moderation is also carried out with other schools in order to ensure consistency and against the standards materials both LA and Trust.

Monitoring and evaluation

- The headteacher will ensure this policy is implemented consistently throughout the school through strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling of teachers' planning.
- All subject leaders will carry out monitoring on a termly basis which involves assessment moderation, book scrutinies and planning scrutinies.

Reporting to Parents

- Reports to parents are given verbally at parents' evenings twice a year along with an end of year report on the children's attainment and their targets. 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 national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Whether the child is happy, settled and behaving well.
- An open afternoon is held at the end of the school year when parents can request a meeting with the class teacher to discuss the report if needed. Parents can request an appointment at any time during the year and teachers will contact parents if there are concerns.

Transition and Transfer

- Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling between classes, key stages and schools. This ensures that children have the maximum opportunities to achieve.
- Transition meetings are held between class teachers and with secondary schools at the end of year 6.

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.



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Marking at St Edward's

We recognise that marking is an important part of the teaching, learning, planning cycle and has an important part to play. We want it to have a greater impact on progress than on workload. For this reason we have taken away the requirement for teachers to write lengthy feedback in children's books. The procedures below outline the marking that takes place and how it feeds into planning.

Aims of marking

- Checking and assessing pupil's responses to learning tasks
- Making decisions about what we/they need to do next
- Acknowledging and valuing children's efforts

Organising children

- Adults have an opportunity to work with a guided group throughout the lesson
- Other children work alone, in pairs or in groups, independently
- All good assessment for learning practice remains in place, e.g. self and peer assessment, use of success criteria, mini-plenaries etc.

Checking the books of children who worked independently of an adult, the three possible actions:

1. **Upon checking a child's book you reach the conclusion that they have met the learning intention and the outcome meets your expectation:**

- + Tick answers if relevant
- + KS1 pupils to receive a stamp as recognition for their effort

2. **Upon checking a child's book you reach the conclusion that they have met the learning objective and the outcome meets your expectation but there are some minor errors that require corrections:**

- Make the correction with a stamp, tick answers if relevant then move on to the next book.
- + KS1 pupils to receive a stamp as recognition for their effort and a stamp for corrections

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g, correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.



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- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
 - An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.
- Rule of thumb: A child should see the correction and think, *"ah, I missed that"* rather than, *"oh, I didn't know that"*

3. **Upon checking a child's book you see something you didn't expect and reach the conclusion that they need feedback. Feedback will predominantly involve further teaching, guidance or support. These children will need to be the focus for teacher or TA direction at the start of the next lesson. This is signalled by the following comment/stamp in a child's book:**

Marking: Teacher/TA focus group tomorrow

Only cover teachers or trainee teachers to initial work.

English and RE work have at least a weekly written teacher comment and a daily acknowledgement (ticks, comments etc).

Work in foundation subjects must be acknowledged in each lesson with a minimum of at least 1 detailed comment per unit which moves the children's learning.

Additional ways to praise children

- Children visit the Head Teacher and Deputy Head teacher to show their work
- Children celebrate their work at show assemblies
- Children move up the school's behaviour system e.g. bronze, silver, gold
- Children receive a special St Edward's postcard or golden letter to take home

Self and Peer Assessment

- In writing, children should be given a manageable checklist of things to look for and be given guidance on how to edit their work.
- If teachers are using self / peer assessment for shorter tasks they should give the children a clear focus for the marking and have it on display. It should also be noted on plans to ensure consistency across the year group.
- Peers should make their comments in books- following models from teachers.
 - Peer marking is with a purple pen and self assessment is with a green pen.

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Feedback in BIG Writing:

- In KS1 and KS2, adults deep mark books in BIG Writing e.g. spelling, grammar and punctuation errors.
- Children write a reflective www. (What went well) statement which should refer back to previous lessons and teacher's targets.
- Staff write a relevant comment on the style of children's writing and a EBI (Even better if)



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EYFS and SEND Assessment Procedures

Attainment on Entry

For pupils who are new to St Edward's in Reception in September, teachers will assess them within the first 15 sessions against the Base Line Assessment. Pupils are measured against the ELG's at the end of Reception.

Daily

Observations of children's learning: adult lead and self-initiated. All observations will be recorded on iPads and saved with photographs where relevant.

All work marked and annotated to show independent or supported learning. Staff agree weekly who will observe focus activities and for what purpose. Spontaneous observations are also recorded by all members of staff when necessary.

Observations are tracked each week to ensure all children are assessed.

Codes used in children's books are as follows:

CI – Child initiated

AI – Adult initiated

S – Support

NR – Not regulated

These codes are also used for SEND pupils. SEND pupils are also given a stamp for effort, the same as KS1 pupils.

Weekly

Observations are moderated to ensure evidence for achieving a statement is consistent and agreed across EYFS. Evidence is gathered for the Characteristics of Learning and this is stored in pupils' individual files.

Termly

Moderation of 7 areas. Steps statements and steps attainment to be completed in all areas. This information is stored on Evidence Me.

Data reports produced and summarised by each class teacher for pupil forums.

Data reports produced for all PP children so teacher knows progress being made by this group and can also focus NNEB input for progress

Assessment procedures for reporting follow the FS and KS2 data collection cycles from the LA.



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