

# St Joseph`s Catholic School

## Assessment and Feedback Policy



### Mission Statement

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At St Joseph's we welcome all  
as members of our school family.  
We learn and care for each other as brothers and sisters;  
enriched by the teachings of Jesus.

We encourage creativity;  
valuing our unique talents and skills as gifts from God.  
Working alongside pupils and parents\*/carers,  
we can all succeed and realise great things.

Serving the communities within the Parish of St Joseph's and  
St John the Baptist and beyond,  
we reach out to all.

We respect each other, our different cultures and faiths;  
celebrating our richness and diversity.

Through worship and prayer we show our love; striving to  
achieve our very best.

### Rationale

Assessment and feedback is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and ability. However we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

The introduction of a new National Curriculum in September 2014 removed the use of 'levels' to assess attainment and measure progress for children; they are now be measured against age related expectations (ARE). These changes have meant that schools are now required to develop and utilise their own assessment systems.

## Core Principles

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making at least expected progress whilst giving reliable information to parents about how their child and the school is performing. Furthermore, it should have a purpose at every level for everyone involved.

At St Joseph's Catholic Primary School we ensure that assessment:

- Is fair, inclusive and free from bias.
- Is open, honest and transparent.
- Secures high expectations for all.
- Is appropriate to age and stage.
- Is accurate, consistent and transferable.
- Allows children to track their progress and know their next steps in learning.
- Ensures feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.
- Produces recordable measures that can demonstrate comparison against expected local and national standards and reflects progress over time.
- Allows meaningful tracking of pupils towards end of key stage expectations.
- Provides meaningful and understandable information for pupils, parents and school staff.
- Celebrate all achievements across a broad and balanced curriculum, including sport, art & performance, behaviour and social and emotional development.

## Our approach to assessment

- The Headteacher is responsible for assessment; in consultation with the Senior Leadership Team
- Our assessments chart a route of progress and development for every child.
- Our assessments place achievement in context against nationally standardised criteria and expected standards.
- Our assessment procedures support;
  - Pupils improving their learning;
  - Teachers in planning teaching and learning;
  - Parents in supporting their children with their learning;
  - School leaders and governors in planning and allocating resources;
- Judgements are formed according to common principles; processes ensure consistency and draw on a range of evidence.
- Assessments are moderated by experienced professionals, both internal and external, to ensure accuracy, reliability and validity.

## Our method of assessment

The achievement of each pupil is assessed against broader bands/stages of yearly objectives at appropriate times of the school year.

The 'Expanded ARE Descriptors' reflect the proposed end of Key Stage with a 5-way split as outlined below and in appendix 1.

**Emerging** - Children at the emerging level are just starting to access their current year group's curriculum.

**Working Towards (- Met)**- Pupils at this level are moving closer to achieving the age related expectations for their year group however are not yet secure.

**Met - NATIONAL EXPECTATIONS** - This is the level the government expects pupils to get to in order to make them 'ready' for the next year.

**Met+** - Pupils at this stage have moved just beyond national expectations and are starting to deepen what they have learnt in the current year by using that knowledge in different ways.

**Deepening** - Pupils who are deepening are taking what they have learnt in their current year and using higher order skills (Blooms Taxonomy) to deepen their understanding

Where a pupil is assessed as below or above expectation their needs will be met through support or challenge. **Where pupils are assessed as working 'well below' or 'well above' expectations additional provision will be considered.**

Assessments judgements are recorded and backed up by a body of evidence using observations, records of work and testing. Assessments are recorded using SIMs assessment manager.

### **Types of Assessment:**

#### Formative:

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. The children have targets in their maths, English and RE books; they are encouraged to take ownership over their learning and next steps; these are directly linked with marking, questioning and feedback.

#### Summative:

We assess at the end of each term in order to level work and set new targets. We assess pupils against agreed assessment criteria based on National Curriculum objectives.

All children from Yr1 to Yr6 take a weekly Arithmetic Test and an end of term Reasoning Paper. (Rising Stars/White rose)

Assessment criteria are arranged hierarchically setting out what pupils are normally expected to achieve by the end of each academic year. In order to support this levelling we are involved in writing moderation both in school, and externally.

The children on the SEN register will also be assessed against separate criteria (depending on their starting points) at the beginning and at the end of the academic year.

Subject leaders (core) will use the whole school outcomes to identify patterns and review the drill down analysis of the assessments to inform whole school or phase training.

SLT will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet the national expectations (or beyond)

AFL: Teacher should be using a variety of strategies that help to inform them of their pupils' current level of understanding and progress at the outset of; within and at the end of a lesson/unit.

Such techniques may include:

- Mini whiteboard work
- Use of "lolly sticks" for random selection
- Targeted questioning
- Marking that links to the children's targets and success criteria
- Children's comments both written and oral about their progress
- Incidental observations by other adults

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's SENCo team.

## **Assessment in the Early Years Foundation Stage**

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

- The prime areas of learning:
- Communication and language
- Physical development
- Personal, social and emotional development
- The specific areas of learning:
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design
- Characteristics of effective learning:
- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's developments and achievements are recorded in the Profile. There are 17 ELG (early learning goals) descriptors, together with a short narrative describing the child's three characteristics of effective learning.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

## **Records and Record Keeping**

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways. These include:

- Teacher's plans
- Children's work/ books
- Teacher's notes e.g. significant outcomes,
- Tapestry EYFS online record keeping system accessible to parents
- Termly tracking sheets for Reading, Writing and Mathematics
- Pathway meeting records that includes a review of groups
- National baseline, Early Learning Profile

## **Marking and Feedback**

Effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcomes and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress. This can often be achieved without extensive written dialogue or comments. The quantity of feedback should not be confused with the quality. The quality of the feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback'. This is not a requirement for pupils to be saved in all staff → school organisation → ASSESSMENT AND FEEDBACK June 17 To be reviewed June 19

provide a written response to feedback: it could simply that pupils should act on the feedback in subsequent work.

Marking should follow the school's marking code. Marking is instrumental in ensuring that a personalised learning journey for all children is realised.

Marking should directly relate to the area of learning objective and targets set for each individual. Marking primary aims are to ensure that the pupil can move their learning forward and teachers know what the gaps are so that it can support the planning process. However this presumes that time is given in the lesson for the pupils to review and respond to the marking ahead of the next session. We believe that three principles underpin effective marking: it should be meaningful, manageable and motivating.

**Meaningful:** Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

**Manageable:** Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time effectiveness of marking in relation to the overall workload of teachers.

**Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience building.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Marking can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher).

Strategies can include:

- Teacher conferencing
- Teacher questioning
- Peer marking and editing that directly link to the success criteria
- Pupil questions and comments that link directly to the success criteria
- Pupil review of success criteria
- Teacher in-depth marking (work used for assessment and monitoring)

## Writing

Up to a total of three spellings should be corrected in any one piece of work, with a focus on high frequency words. A pupil's next steps or development points should be commented on in most pieces of work; through **green for growth** or **tickled pink** highlighting. Children should be given the opportunity to read, comment on and react to any marking; they may use their **purple polishing pens\*** for this. For younger pupils or those with additional needs, this may require an adult to talk to them.

## Other subjects including maths and RE

A pupil's next steps or development points should be commented on in most pieces of work; this may be done in the form of a question or "moving on" comment. Children should be given the opportunity to read,

comment on and react to any marking; **green for growth** or **tickled pink** highlighting. Errors, particularly in maths should be used as teaching points.

## **Standardisation/Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools within the cluster
- \* Scrutiny by Subject Leaders
- By attending LA sessions to ensure our judgements are in line with other schools

## **Reporting**

Reports promote and provide:

- Good home /school relationships
- Information for parents each half term
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets/next steps for the children

A written report for each child is sent to parents, once a year, at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum.

The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for English and Maths are also set.

For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided. Phonics results will be reported to parents at the end of year 1.

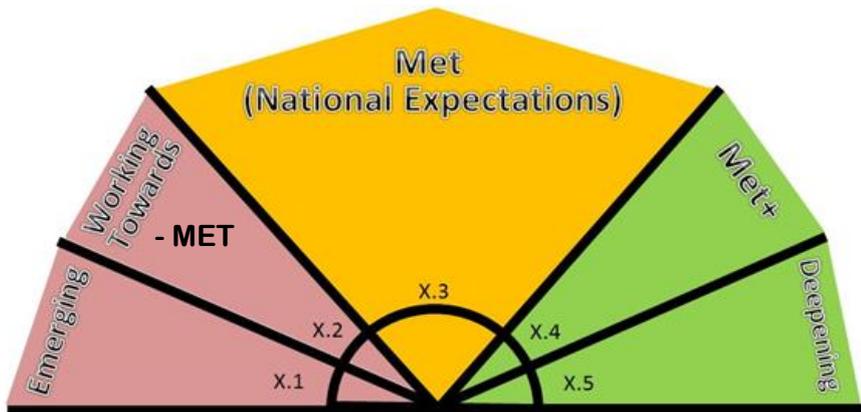
Parents are invited to attend formal consultations (parent evenings) with the teacher during the autumn and spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

## **Target Setting and reviewing progress**

Pupils have targets in English, Mathematics (from Expanded descriptors) and RE to help them understand what they need to help move learning on. The pupils should have full ownership of these targets. These targets are displayed in the pupils' books and should be referred to when discussing next steps with the pupils. These targets are reviewed regularly (ideally with the pupils). Children who are underperforming and/or not making expected progress will be discussed during termly pathway meetings. These children may then be given additional intervention; if Quality First Teaching approach is not working, and accelerated progress is needed.

The SENCO is responsible for reviewing the progress of pupils who are currently receiving intervention and measuring the impact of this.

## **Appendix 1**



Appendix 2



How we help you move your learning on



Spelling mistake  
Write the correct spelling x 3

I like skool



Letter / word missing

I lke school



Needs a capital / lower case letter

I live in (b)righton  
I(L)ive in Brighton



Punctuation error / Check punctuation

Would you like a biscuit.  
I bought bread, milk and tea.



I'm not sure what this means

You fell up



**Tickled pink**

Highlight quality writing and evidence of meeting the learning objective



**Green for Growth**

Highlight areas for development or mistakes



**Purple polishing pen**

The child has a chance to edit and