



## Bexton Primary School

### ASSESSMENT POLICY

**Name of school: Bexton Primary School**

**Date of policy: Autumn 2020**

**Review Date: Autumn 2022**

**Headteacher: Mrs E Armstrong**

**Assessment Coordinator: Mrs J Sach**

At Bexton Primary School we believe in involving senior & middle leaders, teachers, support staff, children, parents and governors in our assessment process. We strive to achieve a continuous loop of information between all involved people. This will result in increased involvement for parents and an excellent rate of progress for all children.

#### **Why do we assess?**

Accurate, timely use of formative or summative assessment will support children's progress and help them meet aspirational targets.
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All assessment at Bexton is used to inform planning, teaching, feedback and reporting.
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All forms of assessment help us to define the stage that each child is at and determines the next step in their education.
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It will ensure early identification of children with S.E.N, additional needs and those in need of further challenge, leading to timely provision.
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It will ensure continuity and progression in our work with the children between year groups.
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It will communicate accurate information about the child and the cohort that is useful to senior leaders, teachers, children, parents and governors.
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#### **Formative Assessment**

##### **General Formative Assessment Principles**

Formative assessment is one of the most effective tools at a teacher's disposal. It includes:

Clarifying, sharing and understanding learning intentions.
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Engineering effective discussions, activities and classroom tasks that elicit evidence of learning.
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Using effective questioning, enabling teachers and children to understand where they are in the learning process.
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Providing feedback (written or verbal) that moves learning forward.
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Activating children as learning resources for one another.
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Activating children as owners of their own learning.
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These strategies are effective in moving learning forward and at Bexton Primary School we are committed to developing and strengthening these skills with all our teachers.

## Workload implications of written marking and solutions

Marking has increased teachers' workload, without making significant positive impacts on children's learning. To improve outcomes and reduce teachers' workload, we have:

Developed strategies for whole class feedback. When reviewing books teachers make notes on a power point/ whole class feedback sheet to share with the children in the next lesson. Some children will still require minimal written feedback to support them, but the aim is for all children to be active in improving their own work after instruction by the teacher.
All other work will be acknowledged with symbols, ticks or pink/ green highlighting (selectively done).
Encouraged teachers to use shared/ peer marking techniques.
Set a marking code so that teachers can use quick symbols to identify areas for improvement.
Encouraged teachers to provide feedback to the children during the lesson.
Regular CPD focuses on effective forms of feedback that don't take disproportionate amounts of time.

## Summative Assessment

Summative assessment is evaluating pupils learning at the end of a unit of learning. At the end of each term, teachers will undertake summative assessments that will give an accurate picture of a pupil's current attainment.

Each term the following actions will take place to support the summative assessment process:

All children are assessed using Star Reading & Star Maths. The assessments are completed on a computer and the test adapts to the skills of each child. Each test takes approximately twenty minutes and provides standardised scores, age-standardised scores, reading ages, growth percentiles and suggested skills for next steps. Children are assessed four times a year (baseline & termly) and this information informs progress meetings discussions. This information will be uploaded by the Assessment Coordinator and teachers will inform their Assistant Head if they wish to change any entries and the reasons why.
Teachers will also use additional assessment materials to support their teacher judgements and support pupil progress:
For reading, they will use the Jane Considine 'Performance of Reading' which gives descriptors for children working towards each year group standards, at the year group standard and above.
For writing, they will use the Cheshire Academies Trust writing moderation sheet. Teachers will input their judgements into Insight Tracking each term at a dedicated staff meeting.
For maths, they will use Scholastic termly tests, White Rose mini assessments and the NCTEM spines which all relate to the National Curriculum.
Teachers in Y6 and Y2 will also use past papers and sample papers to benchmark children's current and future attainment against national standards.
Teachers will ensure that all assessments consider the needs of the children to ensure equal opportunities, e.g. reading assessment to children, providing a scribe, giving additional time.

## Assessment in EYFS

In Reception class the teachers baseline the children in the first half term. They use their professional judgement and the Development Matters for guidance, to decide which age and stage each child is working within. This is recorded on insight. Throughout the year teachers will continually assess the children to inform planning and next steps for their learning. The Reception teachers have regular moderation meetings to ensure accurate assessment across the year group. They meet with SLT to discuss progress each term. Across the EYFS teachers use Tapestry online learning journey to celebrate 'Wow moments' in the children's learning and plan for next steps. Parents have access to the learning journey and can add observations to it and monitor their children's progress. At the end of the Reception year all children are assessed on the Early Learning Goals. Parents are informed of their achievements and a written report is provided to share their Characteristics of Effective learning.

## Areas of Responsibility

### Assessment Lead will:

Ensure assessment materials available to teachers are effective in measuring children's progress across the curriculum and manageable for teachers.
Ensure tracking systems are effective in measuring children's progress and attainment across the curriculum. Monitor all tracking systems to analyse gaps in children's learning.
Deliver training to staff so that they use any assessment materials or tracking systems effectively, taking account of teacher feedback.
Organise termly opportunities for teachers to moderate their assessments with either their year group partners, the next year group or colleagues in other local schools. The English Lead will keep samples of moderated work.
Preparing reports for the Governing Board and working closely with governors to ensure they have an accurate understanding of the school's current position in comparison to national and similar schools.

### The Assistant Heads will:

Organise termly progress and attainment meetings with class teachers and where necessary, the SENCO.
Keeping accurate records of children's progress, attainment and what additional interventions are taking place, measuring the impact of these interventions. Groups of pupils (gender, disadvantaged, SEN) progress will also be analysed and reported on. These records will be held on Insight Tracking (password protected).
Liaise with the deputy head teacher and the head teacher to share information about children's progress.

**The Link Assessment Governor will:**

Overall analysis is shared with the assessment link governor who will meet with the Assessment Lead to understand the strengths and areas for development and ask relevant questions. They will then feedback the analysis to governors at a curriculum meeting where it will be discussed as an agenda item.

**Class teachers will:**

Use the most effective form of feedback for the children in their class. Ensure that feedback is acted on by all children in their classes and helps them to make good progress.

Each term teachers will update their assessments for reading, writing, maths and foundation subjects into Insight Tracking (password protected). They will also keep any relevant records in their class assessment file. In Insight Tracking there teachers should keep accurate and up to date records of any academic notes and if any interventions are being delivered.

Take part in moderation sessions with their year group partner and trust moderation sessions organised by the Assessment Lead each term.

If a child is falling behind (as shown by formative or summative assessment) then check the Quality First Teaching list or Specific Difficulty list for advice and strategies that may help in class, speak to parents and give advice to support at home. If after a term there is no improvement, then speak to the SENCO about the next steps.

Each term update the SEND register noting where pupils are receiving additional interventions and support above and beyond Quality First Teaching (QFT). Meet with the Assistant Heads to discuss children's progress on a termly basis.

Where children are given places on interventions the class teacher will regularly monitor the effectiveness of the intervention and adapt as needed.

**The SENCO will:**

Keep up to date records of children who are having additional interventions currently and their progress. We follow the Cheshire East toolkit for recording interventions and support.

Where a child has fallen behind for at least a term, organise for assessments or any other available assessments to be carried out.

If children are added to interventions ensure all parties are aware of the expectations for each intervention.

Continue to monitor children's progress with the Assessment Lead and decide on future actions based on the success of the interventions or additional needs of the child. Please see SEN Policy for additional details.

Support class teachers to ensure accurate information is shared with parents on a half-termly basis.

**The Head Teacher will:**

Be aware of the strengths and areas for development in each year group, to allow strategic planning through the School Development Plan.
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Review the data termly and use this to support Performance Related Pay targets.
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**Target setting & Reporting to Parents**

End of Key Stage targets (EOKS) for pupils are set based on prior attainment in EYFS or KS1. These targets should be aspirational and are what teachers, the Assistant Heads and Assessment Lead track against annually and termly. Teachers break these large targets down into smaller targets from year group key performance indicators, as exemplified on the key objectives for each year group.

Each term teachers will assess children as below:

<b>Teacher Assessment</b>	<b>What this means</b>	<b>Star Assessment Percentile Rank</b>
<b>Urgent Intervention</b>	A child is working well below year group expectations and will be receiving individual or small group interventions. The class teacher will be monitoring the impact of the interventions and their progress and sharing this information with parents.	Reading: below 6 Maths: below 6
<b>Intervention</b>	A child is working below year group expectations and will be receiving individual or small group interventions. The class teacher will be monitoring the impact of the interventions and their progress and sharing this information with parents.	Reading: 6-28 Maths: 6-28
<b>On Watch</b>	A child is working slightly below year group expectations. The class teacher will be monitoring their progress very carefully and providing support where needed.	Reading: 29-48 Maths: 29-53
<b>Working At</b>	A child is working within the year group expectations.	Reading: 49-84 Maths: 54-84
<b>Above</b>	A child is working above the year group expectations.	Reading: 85+ Maths:85+

## Effective Feedback for All

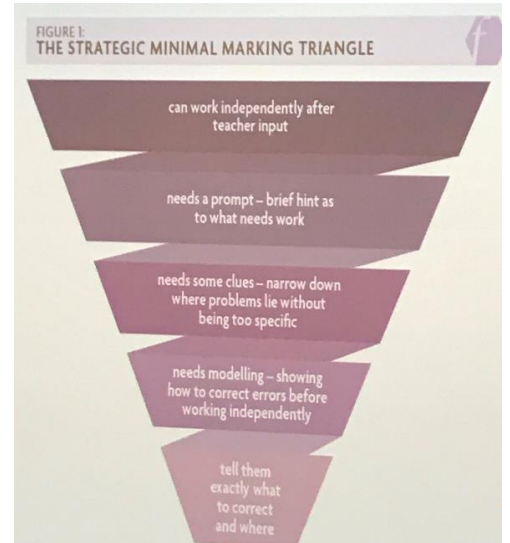
### Do all children receive the same type of feedback?

Teachers need to be able to use different feedback strategies to respond to the different needs of their children.

After seeing this image on @ClareSealy's blog (credit to @kwest91) we reflected on how passive some written feedback is making children. Couldn't they and shouldn't they make more progress when having to think more and make some independent choices?

If some children can work independently after teacher input why are we making them passively read a comment and respond?

This table shows how feedback can be easily differentiated to meet the needs of the different pupils.



Child's responsiveness to feedback	Methods of feedback
Can work independently after teacher input	<ul style="list-style-type: none"> <li>○ Whole class verbal feedback using whole class feedback formats, either on the board or teacher notes after English/ Maths lesson</li> <li>○ Self-assessment after teacher input</li> <li>○ Use the success criteria to self-assess after teacher input</li> <li>○ Teacher stops mid-lesson to give verbal feedback</li> </ul>
Needs a prompt – briefing hint what needs work	<ul style="list-style-type: none"> <li>○ Pink dots in the margin</li> <li>○ Work with partner to support them/ have conversations about improvements</li> <li>○ Teacher stops mid-lesson to put examples on the board using visualiser/ ipad</li> <li>○ Verbal feedback within the lesson in a group</li> </ul>
Needs some clues- narrow down where problems lie without being too specific	<ul style="list-style-type: none"> <li>○ Use symbols to direct them to particular aspects of whole class feedback on board</li> <li>○ Using written marking code to be more specific about the error</li> <li>○ Using board challenges to give examples of improvements and child chooses from these examples</li> <li>○ Cooperatively improved with some teacher input</li> </ul>
Needs modelling- showing how to correct errors before working independently	<ul style="list-style-type: none"> <li>○ Teacher models improvements to a group of children with similar errors, then children work independently</li> </ul>
Tell them exactly what to correct and where	<ul style="list-style-type: none"> <li>○ Teacher includes written comment telling them what to improve</li> <li>○ Teacher working with individuals to support them to make improvements</li> <li>○ Pink highlighter on the work exactly where the improvements need to be made</li> </ul>
<b>Children must always make improvements (in response to verbal or written feedback) in purple pen</b>	

## Appendix 1: Whole Class Feedback Expectations

### Our principles for Whole Class Feedback

- Feedback must be linked to lesson learning objectives and help children to improve their understanding.
- Feedback given to children can take the form of spoken, written, peer or self-assessment. Children use this feedback to make improvements in their work in a purple pen.
- Feedback must be meaningful: it varies by age group and subject.
- Feedback must be manageable: whole class feedback is used for most children, this feedback is matched to the needs of the children.
- Feedback must be motivating: it should help children to make progress. It is important to value a child's efforts and achievement and celebrate success.
- Teachers must not accept work that children have not checked sufficiently and then provide extensive feedback. Children should be taught and encouraged to check their own work in an age appropriate way, so that they complete work to the highest standard.

Immediate feedback in lessons includes:

- Discussion of success criteria/ exemplification of learning objectives (used at teacher discretion to support the children).
- Mini- plenaries where the teacher responds to the needs of the class at any point in the lesson, sometimes redirecting, offering additional challenge or modelling.
- Questions and answers offer opportunities to adapt teaching to the needs of the class during lessons
- Children should mark their own work in maths (as often as possible) and be encouraged to self/ peer assess in the lesson. Children are not allowed to write in another child's book, but post-its can be used.

After children have worked in English/maths books (as per expectations below):

- Teacher completes 'whole class feedback sheet' to review English/ maths books. Teacher identifies which pupils need more support in the next lesson or more challenge and records this on the grid. Any notes are for the teachers own reflection/ planning. These will be also used to help inform book scrutinies.
- When completing (and sticking in books) a whole class feedback power point, this replaces the feedback sheet

At the beginning of the next lesson:

- The teacher can share their feedback with the class, explaining/ re-teaching aspects of the previous lesson, focusing on key children's misconceptions.
- Any feedback actions completed by children are completed in a purple pen. Children should be able to talk about how they have improved their work in response to feedback. Whole class feedback sheets are stuck into children's books.

All pieces of work will have been reviewed by the teacher and will still have some form of teacher marking, e.g. dots, marking symbols, highlighting and/or ticks.

There should be clear evidence of challenge in all books, e.g. extension tasks, board challenges or extension questions. High expectations are evident for presentation of work in books.

Minimum expectations for amounts of writing in books; Year 1- 1 piece, Year 2-2 pieces, Year 3- 3 pieces, Year 4- 4 pieces, Year 5 and 6 should be writing every day but this might just be a paragraph. Re-drafting leads to improvements in writing so a lesson/ significant amount of time in a lesson should be devoted to this and included in the expected pieces.

Work in topic books should be reviewed with children and verbal feedback given against the learning objective.

√√√ Three ticks are given for work that shows the learning objective has been achieved and is presented in a thoughtful way.

√√ Two ticks are awarded for achieving the learning objective and good presentation.

√ One tick awarded reflects that more feedback/ guidance is needed so that the pupil can adapt/ improve their work and achieve a higher standard.

## Appendix 2

### Marking Code

EYFS and KS1 will introduce marking symbols progressively and model the symbols through teaching. Sometimes single ● dots are used with verbal feedback to indicate improvements needed.

### Marking Code

~~~~~ = check spelling

C = Capital letter

^ = A missing word

? = Is this the best word choice?

○ = Missing punctuation

// = A new paragraph needed

**Highlighted in green** = Great words

**Highlighted in pink** = Think about these words/ phrases

## Appendix 3: Whole Class Feedback (English/Maths)

**DATE:**  
Whole class feedback  
Use these prompts to help you independently improve your writing

**Quick check:**  
Capital letters:  
Full stops:  
Question marks:  
Exclamation marks:  
Commas:  
Paragraphs to organise ideas:  
Co-ordinating conjunctions:  
*for, and, nor, but, or, yet, so*  
Subordinating conjunctions:  
*before, if, because, although, while, when, as, while, even though, after, however*  
Legible joined handwriting

**Amazing sentences:**  
①

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**Excellent word choices:**  
②

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**Watch out for:**  
③

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**Key spellings to be improved:**  
④

**DATE:**  
Use these prompts to help you independently improve your maths

#everyoneandomaths  
#mistakesandchallengearebestforyourbrain  
#depthnotspeed

**Quick check:**  
Have you written the short date:  
Have you written the title/ learning objective:  
Have you carefully written your numbers:  
Have you read the questions carefully?  
Have you checked your calculations?

**Common misconceptions:** (Teacher- give an example of a common mistake, can the children spot it?)  
⑤

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**APE Challenge** (copy and paste a problem from staff share/ maths/ APE challenges)

**Basic errors:**

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**Answer it**  
**Prove it**  
**Explain it**

|                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|
| Date:                                                                                                            |
| Objective:                                                                                                       |
| Misconception/ Errors/ Focus children                                                                            |
|                                                                                                                  |
| What are the next steps to address misconceptions/ errors/ needs of focus children?<br>What are you going to do? |
|                                                                                                                  |
| Teacher notes                                                                                                    |
|                                                                                                                  |

These are used as a presentation in class with the children.

These are used for teachers to fill in after English/ maths lessons to inform lesson planning/



## Appendix 4

### Termly Assessment Calendar

| Term 1                                                                                                                                                                                                                                                | Term 2                                                                                                                                                                                                                                              | Term 3                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>EYFS Baseline</p> <p>Star Baseline</p> <p>End of Year Target Setting meetings</p> <p>Star Autumn Assessments</p> <p>Y6 Sample Papers</p> <p>Assessment coordinator meets with middle leaders &amp; governors coordinators to share data trends</p> | <p>Star Spring Assessments</p> <p>Progress Meetings with Assistant Heads</p> <p>Y2/Y6 Sample Papers</p> <p>Data inputted into Insight</p> <p>Assessment coordinator meets with middle leaders &amp; governors coordinators to share data trends</p> | <p>EYFS Profile</p> <p>KS1 SATs (May)</p> <p>KS2 SATs (May)</p> <p>KS1 Phonics (June)</p> <p>Y4 Times Table Check (June)</p> <p>Star Summer Assessments</p> <p>Progress Meetings with Assistant Heads</p> <p>Reports (July)</p> <p>Assessment coordinator meets with middle leaders and governors coordinators to share data trends and plan SDP</p> |