



Assessment and Feedback Policy

Policy updated: January 2024
To be reviewed by: January 2026

Version Control

Date	Change
Sep 2017	Policy reviewed and slight amendments made to reflect current practice, i.e addition of 'Accelerated' testing and 'Show and Share' sessions.
Nov 2018	Policy reviewed and slight amendments made to 'Self Assessment' section, addition of MAT to 'Moderating Assessment' section and PIRA / PUMA tests to 'Use of Assessment Data'.
Sep 2019	Policy reviewed, slight adjustments made.
Sep 2020	Policy reviewed, Covid-19 addendum made to Marking section
Sep 2021	Policy reviewed, slight amendments made. Covid-19 addendum to continue in this academic year, including to Phonics testing.
Nov 2022	Formatting changed. Bronze, Silver and gold challenges replaced with steps to success. Little Wandle assessments added. Questioning paragraph includes Red-Dot/Green-Dot and stickability tasks. Reference to Thrive 'Right-Time' assessments.
Jan 2023	Policy restructured. Headteacher included retrieval tasks as a means of assessment.

**At All Saints' we are 'Children of God'.
We wear our crowns with pride.
Together, we are Included, Involved and Inspired.**

- 24 Do you not know that in a race all the runners run, but only one gets the prize?
Run in such a way as to get the prize.
25 Everyone who competes in the games goes into strict training. They do it to get a
crown that will not last; but we do it to get a crown that will last forever.
26 So I run with purpose in every step.

1 Corinthians 9: 24-26

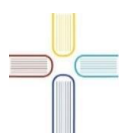
Vision Statement

*At All Saints' everyone is welcomed and **included**. Each individual is acknowledged and valued as an equal member of our school family and we form a community where we worship God together freely. We celebrate our inclusivity and are respectful of our differences.*

*Our emblem is a crown; we wear it with pride because it reminds us that we are working for a purpose. This means that we are **involved** in our learning and are determined to take whatever action is needed for us to be the best that we can be.*

*We seek a clearer understanding of the world and confidently imagine a better future. With our eyes fixed on this prize, we are **inspired** to be life-long learners and we want to inspire others too to make a difference in this world.*

Together · Included · Involved · Inspired



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

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1. Introduction

Assessment is the means by which we communicate the extent and quality of learning experienced by the children in our school. We view it as an integral and informative part of the teaching and learning process, which contributes to our evaluation of the effectiveness of the curriculum and its presentation to the pupils.

Our assessment of pupils' achievements is not simply within the realm of academia for it is done with the aims of the school in mind. When we are assessing children, we are looking at the whole development of a child, which includes their social, moral, physical, and spiritual development. For example: Pupil's emotional development is measured using 'Right-Time' development assessments from the Thrive programme whereas physical development is assessed through the PE curriculum and Spiritual development is assessed through pupils responses to Big Questions..

2. The Purpose of Assessment

The main purpose of assessment within the school is to:

- move pupils' learning on
- evaluate and improve upon the effectiveness of the curriculum and our teaching
- provide information for planning future learning
- identify children's specific needs
- provide information for formative and summative purposes
- inform the child, their parents and the teacher of progress and achievement
- celebrate children's achievements
- assess how much knowledge is retained over time.

3. Celebration of Achievement

Celebration of achievement is a focal part of the process of assessment here. This positive stance reflects our concern for the development of the whole child, and also supports our policy on promoting positive pupil behavior. Achievement is celebrated in a variety of ways, including display of work, merit awards, house points, stickers or stamps on work, verbal praise to the child and parents and the showing of work to other children and staff.

4. Recording and Evidence

We use the National Curriculum to support and guide our teaching. The assessment guidance in these schemes is used to help us identify each child's level of attainment.

By the very nature of teaching and learning, teachers will carry out assessment as an on-going process, but assessment tasks are also used by teachers at the planning stage to enhance adaptations in the teaching and learning for all learners. Assessment tasks are built into Medium Term Plans, which in turn are used to develop and provide appropriate challenge work tailored to the individual child's needs. This should be evident in short-term planning.

Reception Class children are assessed on entry to school using the NFER baseline tool, alongside evidence from pre-schools, with a final assessment being carried out at the end of the year.

Summative assessment and submission of data by teachers is carried out each term for mathematics, reading and writing and all other subjects. The teachers will come to these judgements using a variety of sources of evidence including:

- Target Tracker statements
- marking

- assessment
- feedback from the TAs who work with pupils
- results from tests and interventions
- observations and agreement trialing.
- Retrieval tasks

The School has adopted the Target Tracker 'Steps' model to assess children formally:

S = Secure S+ = Secure plus
 B = Beginning B+ = Beginning plus
 W = Working towards W+ = Working towards plus

At All Saints' we have agreed the following criteria for end of year assessment using steps:

Exceptional children	B or B+ for the next age group
More Able children	S+ of their current age band
Children at age related expectations	S of their age band
Children working at below age related expectations	W+ and below, of their age band

Expected progress will be six steps from the child's given starting point each academic year, except in Year 1 where expected progress is 5 steps, due to the transition from EYFS.

Exceptional and More Able children will be extended to show mastery of a subject including problem solving skills, reasoning and the application of concepts in more abstract contexts.

Additionally, we have agreed the following criteria for registering a child as highly able or one who had Special Educational Needs:

Academically highly able or gifted children	2 steps or more ahead of a child at age related expectations in their year group at any given time
Special Educational Need (academic)	Children working more than two years below the expectations for a child of their age at any given time.

For children in the Early Years Foundation Stage end of year assessment is as follows:

More Able children	40-60 months S+ or above
Children at age related expectations	40-60 months S
Children working at below age related expectations	40-60 months W+ or below
Special Educational Needs	30-50 months W+ or below

N.B. The 'months' categories shown above give the assessed developmental age, not the actual age of the child.

5. On-going Assessment through Feedback

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. Forms of feedback used are:

- marking, including verbal feedback
- self-assessment and target setting
- the sharing of learning objectives
- questioning

5.1 Marking

Marking includes any interaction between a child and an adult about their work.

Our response to children's work aims to:

- provide immediate verbal, direct and specific feedback to move learning on.
- identify achievements and give praise.
- evaluate the child's work and through discussion agree upon ways to make improvements to their current and next piece of work.
- set next steps with the child when appropriate.
- assess the suitability of the task for that child and the effectiveness of our teaching.
- check the completion of a task.

Marking should be as immediate and as constructive as possible, allowing children to review their work. Pupil questionnaires have indicated that our pupils prefer verbal feedback as this is instant and immediately moves learning on. Consequently, marking is predominantly through verbal comments (**TVF/VF**) or next steps and questions, although it can also be written comments and more involved discussion. Generally, corrections to written work will be selective and done with the child, and are used as a teaching and learning opportunity. Day-to-day marking enables the teacher to review the progress of individual pupils and assist with future planning.

We have an agreed code for marking to ensure that we all mark in an age-appropriate way. Marking is in green pen with various letters denoting the type of work, for instance, **S** (supported work), **TS** (teacher supported work) and **I** (independent work). End of unit work and Red- and Green-Dot work will be marked in depth against success criteria. Early Years and Year 1 may use symbols to enable the children to understand next steps where appropriate. Teachers may use symbols for their own assessment purposes. All this marking is at the teacher's discretion and will sometimes include the child's next steps in learning.

5.2 Self-Assessment

The ability of children to reflect upon their work positively and realistically is important in the process of learning. It can promote self-esteem and motivation and so help children to achieve their potential. Children throughout the school are encouraged to discuss work against criteria, to identify achievement and, with the help of the teacher, to set achievable targets. Teachers use adaptive teaching strategies to allow them to access tasks with no ceiling placed on their learning. This leads children to have high expectations of themselves.

Other forms of feedback for self-assessment include smiley/sad faces or 'thumbs up, in the middle, or thumbs down'; these activities allow pupils a chance to indicate how well they have completed and understood the task. In KS2 children respond to marking in red (KS1 start to respond in red pencil). Peer Assessment may be used and marked in 'buddy black' pen in KS2.

5.3 Shared Learning Objectives

The sharing of learning objectives during the lesson assists with the process of self-assessment. Learning Objectives are clearly stated (by being written on the board and through dialogue), helping both the child and the teacher to focus on what they want to achieve during the lesson. Learning objectives also provide a backdrop against which achievement can be measured at the end of the lesson. At All Saints' School Learning Objectives are phrased 'WAL ...', 'WALA ...' or 'WALT ...' (= 'We Are Learning ...', 'We Are Learning About ...') or 'We Are Learning To ...').

5.4 Questioning

As the children learn to ask relevant questions and listen to answers, their learning is assisted and gaps in their knowledge are highlighted. Questioning is therefore used by the teacher as a method of ongoing assessment. At the beginning of lessons, it can also help to ascertain how much pupils know about a particular subject, providing insight into any

misconceptions or highlighting ways in which children can solve problems. It reveals how effective pupils' learning has been and gives the teacher a platform from which to proceed with future learning. Teachers use questions in Red- and Green-Dot tasks to ascertain what the child already knows, and how they have progressed by the end of the unit. Afterwards, children are also given 'stickability' tasks, to see whether they have retained knowledge.

6. Special Educational Needs

For all pupils, including those with learning difficulties, progress is about change and development, and achievements can be predicted and planned for. The progress and achievements of pupils with learning difficulties are assessed in relation to targets in their Pupil Passports, which are reviewed termly. Assessment tasks should be accessible and adapted so that children with SEND can show their progress and achievement effectively. For further information refer to our Local Offer.

7. Moderating Assessment

Moderation of children's work is important in order to maintain consistency, and it takes place regularly with all teachers represented. Additional moderation is led by subject co-ordinators liaising with colleagues. Assessment meetings are held in staff meetings, leadership meetings and Key Stage meetings.

There is further statutory moderation for Year 2 and Year 6 teachers, and also for EYFS through Baseline Assessment. In addition, there are moderation meetings between MAT schools and between local Schools to ensure consistency in moderation.

8. Assessing Pupil Progress

The school uses structured periodic assessment for Mathematics, Reading and Writing using PUMA/PIRA tests. This has scaled scores and supports teachers judgements. Then Target Tracker is used half-termly for Teacher assessment in all subjects against national curriculum objectives. This promotes accurate assessment across a broad range of curriculum subjects. This kind of assessment involves 'stepping back' periodically to review pupils ongoing work and relate their progress to National Curriculum levels, and provides information to help teachers plan for the next steps in children's learning.

9. Use of Assessment Data

Assessment data is used on a regular basis throughout the school. It includes:

- the Baseline Assessment for the EYFS, which takes place in the Autumn term, and then continued assessment throughout the year against the Early Learning Goals.
- Teacher assessments undertaken in Year 1.
- Optional SATS for Year 2 and Statutory Year 6 early in the Summer term.
- Reading Tests administered to monitor progress and highlight individual needs. In KS2 'Accelerated reader' tests will monitor individual reading.
- Use of 'Target Tracker' to record half-termly assessments and for formative assessment purposes.
- 'Spelling Shed' spelling assessments, used throughout the year.
- Little Wandle to assess phonics knowledge.
- Phonics tests taken at the end of Year 1, and repeated at the end of Year 2 for any children who failed the Year 1 test.
- Baseline Mathematics tests, used each year to allow progress at the end of the year to be measured.
- PIRA and PUMA termly tests.
- Year 4 Times tables test.

10. Recording Assessment

In Key Stages 1 and 2 each class teacher keeps a record of children's individual attainment in English and Mathematics using 'Target Tracker', with assessments being updated at the end of each half term. Other subjects are assessed termly.

Other information relating to the children's individual achievements, such as learnt keywords, spellings and Maths unit tests are kept by class teachers. Current reading ages from PIRA and standardized PUMA Maths scores are kept centrally, within easy access of class teachers.

EYFS assessments are recorded throughout the year, on an ongoing basis, using the 'Early Years Foundation Stage Profile'. The Year 1 Phonics test and the Year 4 Timetables Check also provide benchmark information about performance.

11. Information Transfer of Test and Teacher Assessment

Individual children's achievements are transferred to secondary school in electronic and paper form. Further records, giving a fuller picture of academic and personal achievements, are agreed through primary/secondary school liaison. Liaison with secondary schools takes place in the summer term and Year 6 assessments are shared with secondary school teachers in readiness for September.

12. Reporting Achievements to Parents

We have a range of strategies to keep parents fully informed of their child's progress in school. We hold two Parent Teacher meetings, one in the Autumn term and the other in the Spring term. Parents also receive a report on their child's progress which they can discuss at an optional Parent Teacher meeting.

We encourage parents to contact the school if they have any concerns about any aspect of their child's work or would like to look at their child's work.