



CHEETWOOD COMMUNITY PRIMARY SCHOOL

ASSESSMENT, ASSESSMENT for LEARNING & FEEDBACK POLICIES

Autumn 2019

To be reviewed Autumn Term 2020

Judged to be GOOD by Ofsted in March 2018.

*"This is a highly inclusive school, where everyone feels safe, respected and valued.
Pupils enjoy school and are very keen to learn".*

ASSESSMENT POLICY

Overview

Cheetwood Primary school will put into place effective strategies for assessment and record keeping providing a continuous record of learners' achievements and their progress. It will be kept to the minimum necessary to be fit for purpose. It will be the basis for passing on information from one stage to the next to make the transition smooth. It will be used to keep parents/carers well informed of their child's progress and achievement through both verbal dialogue and written reports. Parents/carers and pupils will be involved in the assessment, record keeping and reporting strategy at appropriate points.

Objectives

- To chart pupils' progress and achievement throughout the school and to provide accurate information at points of transition
- To assess pupils' development and progress in their work by recording his/her achievements in knowledge, skills and understanding
- To record pupils' personal and social progress and achievements
- To provide feedback to pupils and to help them set individual targets for improvement
- To ensure that assessment is used effectively to challenge more able pupils
- To ensure there is efficient and effective continuity and progression of learning across the school
- To provide clear and accurate reporting of progress and achievement to pupils, parents/carers, teachers, governors, local authority
- To promote greater involvement of pupils and parents/carers in assessment and the teaching and learning process
- To assist in the diagnosis and identification of individual and special educational needs
- To ensure common practice throughout the school and to assist in the smooth transition to other schools
- To give the headteacher, governors and other leaders in school a clear picture of standards, progress and achievement

Strategies

- Pupils' work will be regularly monitored, evaluated and reviewed; teacher/TA, self and peer marking will give clear feedback about their strengths and areas for development
- Teachers/TAs will discuss pupils' work with them and they will be told about their progress and achievement; fair and realistic targets for improvement will be agreed
- Teachers will meet with each child and their parents/carers in an Assertive Mentoring meeting in September, January and April to discuss children's attainment, progress and targets. The Assertive Mentoring sheet will record this and parents/carers will receive a copy of their child's form each term.
- Recording will be of a positive nature and celebrate the achievements and progress made by pupils as well as highlighting the next steps for improvement
- Targets will be set for each child in Y1-Y6 in Reading, Writing and Maths in the first half term of each year; progress towards these targets will be regularly tracked and reviewed
- Summative assessment of attainment in Reading, Writing, Maths and Science will be recorded at the end of each term on the Target Tracker system.
- Every term a book scrutiny and moderation of work Y1-Y6 will be carried out to ensure secure teacher assessments
- Pupils in Y1 – Y6 will have their reading age assessed on the Salford reading test early in the Autumn term every year.
- Teachers focus on key skills at the beginning of the academic year and use formative assessment of pupils' work to inform planning priorities for the first few weeks of term.
- Pupils new to English will be assessed using the Nassea framework for EAL establish their stage of English language acquisition
- A Rising Stars Reading, Maths and GPS test will be administered in Y1-Y6 every half-term. Progress through these tests will be monitored and will inform the termly, summative teacher assessments. Spellings and times tables are also assessed every half term.
- In the summer term, Y2 and Y6 will take the statutory end of Key Stage Standard Assessment Tests (SATs), Y1 will carry out the statutory Phonics Check and the EYFS profile will be completed for all Reception children. Parents/carers will receive a report on how their child attained in the statutory tests
- Practice for statutory tests will be kept to a minimum. Y6 will begin practice tests in January and Y2 after the Easter holidays
- Target Tracker Steps grids will be used to inform teacher assessments regularly
- The progress of vulnerable groups, identified on an annual basis, will be monitored, analyzed and evaluated termly to inform intervention strategies and personalized learning, resulting in improved outcomes.
- Pupil progress will be discussed every term in a meeting between the headteacher and each class teacher
- Records will be clear, kept simple and easy to understand

- Records will present a broadly based picture of the pupil, involving all positive aspects of development
- Teachers will involve pupils and parents/carers in assessment and recording as appropriate. Information is shared with parents and carers on the school website, in a booklet and feedback is gathered through the consultation process.
- In July parents/carers will receive an end of year report for their child. It will consist of the Assertive Mentoring sheet and additional comments on a child's learning and behaviour.
- Reports will meet statutory requirements and give parents/carers a clear and accurate picture of their child's progress and achievement in all areas and identify areas for improvement
- School will work with specialists such as speech and language therapists, teachers with a specialism and outreach professionals from settings offering specialist provision if alternative types of assessment are needed.

Outcomes

Assessment is not separate from, but an integral part of, the curriculum plan and its strategies for teaching and learning. Recording achievement recognises not only the skills and knowledge in written form but also practical skills, social attitudes and personal qualities that represent the wider aims of education.

ASSESSMENT for LEARNING POLICY

Overview

Cheetwood Primary School will put into place a successful strategy for the assessment of pupils' achievement to measure attainment, to enhance learning, to improve the rates at which pupils make progress and to report accurately to parents. Our School will have structured and systematic assessment systems that are used effectively to make regular and accurate assessments of pupils' achievement and progress.

Objectives

- Teachers to know where pupils are in their learning
- Pupils know where they need to go next to improve
- To show pupils how to get there and provide them with the necessary knowledge, skills and understanding to be successful and to make good progress.
- To accurately identify each learner's achievement and to ensure that each is making good progress
- To ensure that teaching is effective and that learning is meaningful
- To raise standards
- To support teachers in using assessment to improve and plan provision
- To support the personalisation of learning

Strategies

- Teachers will involve pupils in the planning of their learning
- Teachers will involve pupils in the setting of learning objectives with a context and identifying success criteria
- Teachers will enable pupils to use peer and self assessment
- Talk partners will be used regularly to enable pupils to contribute and articulate their ideas and develop social skills
- Lollisticks with pupils' names on will be used to randomly select a pupil to ensure active listening, participation and contributions
- Teachers will carry out continuous formative assessment based on their accurate observations of the pupils they teach
- This will be recorded by highlighting objectives on the Target Tracker system
- Pupils will be treated as partners in learning and given immediate feedback and targets for improvement will be agreed
- Opportunities will be provided for more able pupils to set their own learning challenges
- Teachers will build a clear profile of pupils' achievement across the curriculum supported in their assessment by the Target Tracker system to enable accurate judgements to be made about how pupils are attaining in their year group expectations
- Teachers will use their assessment to shape future planning and target setting
- Evaluations by teachers will be recorded on planning/target tracker to show pupils who did not meet the objective and those who exceeded it and next steps for those pupils
- Assessments will be used for reporting to parents/carers and to those involved in the next stage of education

Outcomes

Learners' progress will be tracked regularly and accurately so that every pupil will know how they are doing, know what they need to do to improve and understand how to get there. Every teacher will be equipped to make accurate judgements of pupils' attainment, understand the concepts and principles of progression and use assessment judgements to forward plan.

FEEDBACK POLICY

Overview

The principles of assessment for learning underpin our policy. We believe that when pupils are given clear and supportive feedback, and encouraged and empowered to take on more responsibility, they learn more effectively.

Objectives

- To standardise the feedback procedures used throughout the school
- To give pupils constructive feedback on how to improve their work
- To ascertain whether the pupil has met the learning objective
- To assess needs and inform future teaching and planning
- To praise and reward pupils to show their work is valued and has meaning
- To support the learning dialogue between teacher/TA and pupil
- To inform the setting of individual, group and class targets
- To give the teacher a better understanding of attainment levels
- To provide appropriate challenges and scaffolding for pupils working at all ability levels
- To give parents/carers an understanding of where their children are now and how they will achieve their future goals
- To give pupils the opportunity to evaluate their own work and that of others
- To give pupils the opportunity to set their own challenging targets and be actively involved in their next steps for learning
- To ensure there is a reasonable balance between pupils receiving written feedback on how to improve their work and teachers maintaining appropriate levels of workload which should not become excessive because of unnecessary burdensome marking

Strategies

Teacher/TA	Self	Peer
<p>All work will be marked. TAs will initial work they have marked.</p> <p>Verbal feedback can be given on a piece of work at any point during the learning process to support pupil progress. On these occasions the code VF will be written to indicate that verbal feedback has been given.</p> <p>Detailed written feedback will be given as appropriate and pupils will always be given the chance to reflect on feedback e.g. a comment back to the teacher (written or verbal) or evidence in their book of putting into practice the suggested next steps/improvement.</p> <p>It is agreed school policy, that there is no expectation that every piece of work will be given detailed written feedback and there is no requirement that 'heavy marking' is used on a regular basis. School leaders will take this agreed policy into consideration when they undertake the monitoring of pupils' work. The code OA will suffice that the pupil has achieved the learning objective.</p> <p>The code AS in a book denotes the work was adult-supported.</p>	<p>Pupils look at their own work in a reflective way and identify aspects that are good and those that they need to improve.</p> <p>Pupils may make a comment on their progress towards the learning objective.</p> <p>When self-marking, pupils will use green and orange writing tools in the same way as teachers; to differentiate self-marking from other marking, pupils will write 'self-marked' or SM.</p> <p>When appropriate pupils may use pink "polishing pens" to edit and re-draft their work.</p>	<p>Pupils are trained to provide feedback on another's work. This feedback can be written or verbal. Using the success criteria for that piece of work they identify positive aspects and successes and then agree areas where improvements could be made. When peer marking, pupils will use green and orange writing tools in the same way as teachers.</p> <p>Underlined work in green highlights strengths in the work. Underlined work in orange shows areas that could be improved. Teachers/TAs will also model this practice.</p> <p>To differentiate peer marking from teacher marking, pupils will write 'peer marked by.....(name)'.</p>

Strategies

Stamps and stickers are used to support feedback. All feedback methods are discussed with the pupils and displays in the classrooms provide visual cues and reminders of the policies used.

Outcomes

It is envisaged that teachers/TAs will use their professional judgement to decide which methods are to be used for each piece of work but there will be a consistency of approach in feedback across the school. Factors influencing the choice of method may include the type of activity, the age, ability and experience of the pupil and the desired learning outcome for a piece of work. Pupils will have a clear understanding of where they are and what they need to do to improve their work and this will be measured through evidence of their verbal interactions with adults, other pupils and written responses in their books.