



# The Beacon

Church of England (V.A.) Primary School *Living life in all its fullness (John 10:10)*

## Assessment and Feedback Policy

Policy discussed by staff .....	27 <sup>th</sup> February 2025
Policy passed by Curriculum & Learning Committee.....	11 <sup>th</sup> March 2025
Review date .....	Autumn 2026

## School Aims

.Our vision is for 'Living life in all its fullness' (John 10:10). The bible teaches us that God wants all his children to flourish, and that community and living well together are of the utmost importance in achieving this aim. We call our community 'One Big Beacon Family', together we focus on achieving our Vision for all members of our community. Working with parents and carers, we provide learning and play experiences which engage children's interests; inspire them to want to know more; motivate them to persevere with their learning and empower them to develop skills of independence. We aim that our children will become:



- **Confident individuals** who can positively face the successes and challenges of life.
- **Successful learners** who can take their place in a constantly changing world.
- **Responsible citizens** who are able to make a positive contribution to today's diverse society.
- **Appreciative and respectful of** other **people's uniqueness and talents** and recognised and celebrated for their own.

We want each child, member of staff and our wider community to learn to live life in all its fullness, develop wonderful life-long memories of their Beacon years and the knowledge, skills and understanding to be able to continue to flourish throughout their lives.

Throughout our lives, we face tough challenges, difficult times and great joy. We can read examples of all these, and how to manage them, in the Bible. In order to live life in all its fullness, we all need support to learn to understand, develop and use strategies which keep us safe, care for and promote our mental health and wellbeing and empower us to be our best selves.

## Policy Introduction

Assessment is integral to high quality teaching and learning and lies at the heart of the process of promoting children's learning progress. It helps to ensure that teaching is successful and that learners make at least the expected progress and are diminishing the difference towards attaining National Expectations. Assessment, in its many forms, assists school staff in acquiring in-depth information of their pupils' knowledge, understanding and skills. This in turn enables teaching to be more effective. Good assessment, marking and feedback impacts positively on raising standards for all pupils.





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Writing Assessment	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Curriculum Maestro Reading Assessment ♦		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MNP Maths							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spelling assessments		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Number fact assessments	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
National phonics check <sup>?</sup>													✓	x				
KS1 SATs assessment <i>*non-statutory from 2024</i>														✓				
KS2 SATs assessment <sup>?</sup>																		✓
RE assessments	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

♦ Standardised Score to benchmark (Commercially produced product)

<sup>?</sup> National Standard Assessment Tests/Tasks - compulsory

x Year 2 re-takes only

Results/outcomes of the above summative tests are used, in conjunction with teachers' ongoing assessments to track progress and attainment of pupils against age related expectation and national year group expectations.

At the start and end of each writing unit of work, teachers may undertake a writing task or elicit children's understanding and skills from a previously completed write. Either approach informs the teachers' planning



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and the focus of personalised targets for pupils. This also links closely with teachers' Assessment for learning and forms the focus of learning intentions throughout teaching sequences. It provides explicit information about progress, relating to each unit of work and will contribute information to allow teachers to plan learning to meet the needs of individuals and groups. Teachers also undertake regular spelling and number facts testing.

## **Assessment for Learning (Formative):**

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening, observation and through the marking and analysis of pupils' work. It is essential that teachers know how well a child understands their areas of study and how well they are progressing if they are to provide the strongest learning opportunities for pupils working across the attainment spectrum. Pupils also need to understand how well they are doing and what they can do to further improve their knowledge, understand and/or skills.

**Learning Question:** In order to assess learning, there has to be clarity over the learning intentions. Therefore, clear class and personalised intentions are shared at the start of each teaching sequence as well as specific learning targets in each lesson. In order to make the best progress as independent learners, it is essential that pupils can understand and clearly articulate their targets, define their progress and explain how their learning helps them achieve these. Pupils are therefore provided with opportunities to talk about their learning, what helps them and define their next steps/ targets.

**Dialogue, including questioning:** Dialogue is of key importance in our lessons as it allows pupils' to test out their ideas, share their knowledge and clarify and deepen thinking. It also provides pupils a valuable opportunity for assessment by staff, peers and ones' self. As part of dialogue, questioning which is open-ended and well timed, can assist in both progressing learning and in the elicitation of learning achieved. **Verbal feedback** has the power to impact greatly on learning as it is instant, timely and, when well used, pushes the boundaries of understanding. Teachers will judge when to 'hold back' to encourage children to give and take peer feedback (pupil to pupil).

**Task setting:** Assessment for learning links closely with our principles of good teaching and learning as they are intrinsically linked. Tasks must build on previous learning to empower children to meet their learning intentions, and make good progress. Tasks must ensure learning is accurately pitched and maintains appropriate pace and be appropriately differentiated to meet the needs of the individual. Tasks should encourage, enable, motivate and empower children to rehearse skills, develop knowledge and build a deep understanding which they can adapt and use effectively across the curriculum as independent learners.

**Listening:** All staff (and pupils) are expected to listen carefully to pupils during their discussions and contributions in lessons so that they can gain an in-depth awareness of pupils' knowledge and understanding. By listening carefully, staff are well placed to make judgements, or assessments, about how well a pupil is doing meaning that they are able to intervene appropriately and have a noticeable impact on learning.



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**Observing:** By observing pupils carefully staff are able to make informed judgements about what an individual is able to do for themselves and how well they are able to apply knowledge and skills to further their learning. This enables staff to intervene and plan further opportunities which will have the greatest impact on pupils' further development and learning. Across the curriculum and across the school, teaching teams will record evidence of children's progress that is not written and take this into account in making assessment judgements.

**Marking:** Marking allows us to assess what a child is able to do well and what can be improved. Marking, when used effectively, allows for focussed assessment of and for learning, providing clear direction of the next steps and, where appropriate, an opportunity for pupils to respond. Good **marking and feedback** positively impacts on pupil progress.

Marking and feedback, both verbal and written, should:

- Give recognition for achievement and for work undertaken involving good effort / good learning behaviours of reflectiveness, reciprocity, resourcefulness and resilience.
- Provide clear and accessible feedback to children.
- Relate to learning intentions and / or personal targets.
- Provide guidance to get children thinking and reflecting on their learning.
- Enable pupils to know what steps they can take to improve learning.
- Promote dialogue.
- Be given and reviewed by pupils promptly.
- Impact positively on learning progress.

We regularly use a 'no marking' approach. The teacher regularly reviews children's books, but will make their notes on a separate record which can more readily be shared across the teaching team. This record will highlight whole class, group and individual targets which will be shared with children by the staff working with them. This also allows the teaching team to more readily monitor children's progress over time.

On occasion, teachers may have reason to 'mark' an individual book or books – this is not the norm.

Whether using our 'no marking' strategy or in writing in individual books, it is recognised that not every piece of work can be marked in detail. As such some pieces will be marked and reviewed in less detail than others. Detailed marking will take place for key pieces of work in each teaching sequence. In Literacy writing for example, this will be for (as a minimum) the cold write, the innovation write and the invention write (see Curriculum Policy). All work will be marked, but some may be with less detail. Some work, such as the invention write, may also be self-reviewed and peer assessed. The purpose of marking and feedback, in all subjects, is that it will positively impact on pupils' progress. We will ensure this is the case, making it fit for purpose, whilst remaining manageable for staff.

See Appendix 1 for an example of the 'no marking' record sheet and the school's agreed Marking Code and Appendix 2 for expectations in pupil's Writing Books and Maths Journals (both are cross-curricular books).



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## **Assessment recording (Years 1 - 6):**

Children's Writing Books, Maths Workbooks and Maths Journals provide a record of their learning progress, targets and next steps. These, along with professional discussion with the teacher / teaching team, provide the most in-depth record of pupil progress.

The school also uses several programmes which record and allow monitoring of individual's attainment and progress. The school uses a variety of assessment strategies, including STAR Reading, and Curriculum Maestro Reading Assessments, which provide the school with a Standardised score. The school is currently working with Maths - No Problem assessment team who are developing Standardised Scores. This allows comparison of individuals and cohorts against pupils and other schools.

Information from the above assessments is used in conjunction with teacher assessments, made over time and with good knowledge of individuals to establish at which 'band' each child is working. Bands relate to year groups and are split further to show what proportion of the National Curriculum expectations have been achieved. Coding is as follows:

**Above** - Children have mastered the National Curriculum expected standard for their year group and are deepening their understanding

**Within** - Working at the National Curriculum expected standard for year group

**Just within** - Children who are working within the expectation for their year group but need additional scaffolding to access it

**Borderline** - Children who can access the learning for their year group but may be given learning from lower year groups to support the gaps

**Below** - Children who are on a separate curriculum to their class (below KS). They are not accessing the current year group teaching

We clearly record the Year Group expectations the child is working within where this is different to their chronological age.

The information is recorded in Bromcom.

## **EYFS Assessment recording:**

Teacher Assessment is completed within the first six weeks to provide an on-entry Baseline assessment against the EYFS Profile. Assessment is ongoing through the year and complements the work that staff undertake, as part of everyday practice, to build their knowledge of each child through their observations, interactions and every day activities, in across all areas of the EYFS curriculum.

At The Beacon, we work closely with parents and carers to ensure that EYFS assessment considers and captures the 'whole child' both in school, at home and any other clubs/ settings. We use Tapestry to ensure



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parents and carers can both view and contribute to their child's ongoing assessment, and (with support of the teaching team) are confident about their child's strengths, areas for development and next steps.

For each early learning goal (ELG), practitioners must decide whether a child's development is:

- 1: a child who is at the 'Emerging' level at the end of the EYFS
- 2: a child who is at the 'Expected' level at the end of the EYFS

This information is recorded in the school's Information Management system (Bromcom). Results are submitted to the Local Authority and Department of Education.

## Reporting

Parent/teacher/pupil consultations meetings are held in the Autumn and Spring Terms. In the summer term the annual report is distributed in July. Following this, parents have the opportunity to meet to discuss the content of the report through an appointment with the class teacher. Additional appointments can be held at other times through prior arrangement. All subjects are reported to parents in the individual pupil annual report.

Parents also receive notification of how children have achieved in their national testing, for example their end of EYFS attainment, the National Phonics Check or End of Key Stage SATs. This data is submitted to the Local Authority and Department for Education.

## Assessment responsibilities:

All teaching and classroom support staff have responsibilities for undertaking pupil assessments. Teachers are responsible for monitoring the progress and attainment of individuals and groups within their own classes. Maths and English Curriculum Leaders are responsible for monitoring progress and standards throughout the school. The SENDCo monitors the progress and attainment of pupils with SEND.

The Headteacher monitors and analyses data, reporting outcomes to Governors. Data helps inform strategic decisions including the focus of school improvement priorities and staff structures.

## Tracking / Assessment systems:

The school records all summative assessments on Bromcom, the school's Information Management system. This is also used to for whole school, cohort, group and individual monitoring of progress and attainment.

## Conclusion:

The school recognises assessment, marking and feedback as essential in supporting and guiding pupils to progress well and learn successfully (see Education Endowment Fund Toolkit). The monitoring and evaluation



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of pupils' achievement is vital to ensure school resources are deployed for maximum gain.

## Appendix 1a:

Date:		
Work to praise and share		
Common misconceptions		
Subject	Feedback and next steps	Common misconceptions
Reading		
Maths		
English		
Additional notes (including presentation and adult intervention)		

Example of the 'No Marking' Record sheet *this may be adapted to meet recording needs. (form shrunk to fit page)*

## Appendix 1b:

Marking and Assessment Codes



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- ??✓ Correct, well written, clear
- Thinking dot – discuss work with a teacher or partner and correct
- ? Confusing/not making sense
- ^ Missing word
- sp \_\_\_\_\_ Spelling mistake (written in margin may also have the word underlined)
- // New paragraph necessary
- \_\_\_\_\_ Punctuation error/omission – for example around a letter that should be a capital
- ☺ Teacher / TA is proud of you for this – this will be qualified by what aspect of the work has impressed us.
- Gg Guided group work
- IG Intervention group work
- PT Pre-teaching work
- !?: Teachers may use standard punctuation marks/capital letter  
,; to show pupils where there could/should have been used to improve writing.
- VF 'Verbal Feedback' – oral feedback from staff member to pupil
- T Target / Next step
- => Indicates an action the pupil must complete (response to marking is required).

Marking and children's responses should lead to improvements in standards.

## Appendix 2:

Writing Books.



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- All work is dated, handwriting and presentation are the child's best.
- There is an expectation that children write at least once a day, and that writing is (except for occasional and specific other purposes) always in their writing book to demonstrate the full record of their writing and to ensure consistently high expectations are maintained across the curriculum.
- Children write in a range of genre over the term and year. Children write regularly across the curriculum, including opportunities for extended writing across the curriculum (guideline for extended writing at least 2x per half term).
- Feedback will ensure the child is aware of their next target, (a smart target) eg. rather than, "Try to remember full-stops next time", use "Now go back and add 3 full-stops in your first paragraph."
- To ensure a breadth of marking, focus on the following:
  - Secretarial skills eg. Reread the sentence I've underlined and include all the punctuation.
  - Word or phrase substitution eg. Reread this sentence and include an adverb to develop meaning.
  - Impact on reader – Rewrite your opening sentence to hook in the reader.
- During each unit of writing, allow at least one opportunity for "peer review" and record learning on "Grammar for Impact" sheet

## **Maths Workbooks and Journals.**

- All work is dated, handwriting and presentation are the child's best.
- We use the DfE Approved Maths - No Problem! scheme across Year 1 to 6 alongside Maths Journals which evidence further children's reasoning, mental maths. In particular these are important, alongside the MNP Workbooks, for evidencing progress and attainment at Expected Standard and Greater Depth.
- Plan and use opportunities to teach Maths in other curricular areas e.g. capacity in Science, symmetry in Art, measuring in DT, data handling in Geography etc. These should be evidenced in Maths journals..