

Rosley CE School



Assessment and Feedback Policy

We are kind and compassionate to one another and learn to forgive each other as God forgives us. We trust those around us to work together, aiming high in all we do.

ADOPTED AT A MEETING OF THE FULL GOVERNING BODY / COMMITTEE

SIGNED: Joanne Tinniswood
(Head teacher)

A handwritten signature in black ink, appearing to be 'Joanne Tinniswood'.

SIGNED: Rebecca Bird
(Chair of Governors / Chair of committee)

A handwritten signature in black ink, appearing to be 'Rebecca Bird'.

DATE: 5 February 2025

TO BE REVIEWED BY (DATE) February 2027

Our vision for assessment

At Rosley CE School, we believe that effective assessment provides information to improve teaching and learning. We believe that the best form of assessment results from ongoing dialogue and interactions with children and consequently, we give our children regular feedback on their learning so that they understand what to do in order to improve. These daily interactions are what provide the sound judgements of pupil progress and are what should consistently inform planning and teaching.

We also gather and use assessment information to inform us how well our pupils are remembering the knowledge and skills they are taught over the long-term. We do recognise though that progress in learning is not linear and therefore children should not be judged solely on the basis of single assessments or tests. The detailed assessment information we gather is always used to support our future teaching to ensure it is planned and pitched thoughtfully to take into account all of our pupils' needs. We give parents regular updates on their child's progress so that teachers, children and parents are working together to raise standards for all our children.

At Rosley CE School, we use a range of methods of assessments:

- a) Formative assessment
- b) Summative assessment
- c) National statutory assessment

Formative Assessment

Formative assessment refers to the informal, ongoing and continuous process of gathering information about pupils' learning and understanding on a day-to-day basis. It is the most crucial type of assessment, as it informs the next steps in teaching and learning. It allows teachers to understand pupil performance and learning on an ongoing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. Methods of formative assessment used consistently by our teaching staff, include looking at pupils' work in books, observational assessments in and outside the classroom, low stakes quizzing, exit questions, discussions with pupils and peer and self-assessment.

Summative Assessment

Summative assessment occurs at pre-defined periods of the academic year. These assessments help teachers to identify how much children have remembered, identify gaps in learning for pupils and also to track progress over time. This will then be used to support teachers in planning for future teaching and learning to maximise progress. Summative assessments will also be used by school leaders to monitor the performance of pupil cohorts and groups, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. The summative assessments we use are outlined in the table below.

National statutory assessment

National statutory assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. Statutory assessment at primary school is about measuring school performance, holding schools to account for the work they do with their pupils and identifying where pupils require more support, so that this can be provided. School leaders work alongside teachers in statutory assessment year groups to provide any additional support (potentially for pupils and/or staff training), by examining predictions and practice test data and discussing these with year groups. Although familiarising pupils with test formats is important and fair to our children, we always aim to ensure that the full scope of the National Curriculum is offered in these year groups too.

Early Years Foundation Stage (EYFS)

The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5; these standards must be met by all early years providers to ensure that children learn and develop well and are kept healthy and safe. The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Within the first 6 weeks of joining reception, teachers administer the Reception Baseline Assessment. In the final term of the year, the statutory EYFS framework requires the EYFS profile assessment to be carried out no later than 25 June. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. The EYFS profile data is used to:

- inform parents about their child's development against the Early Learning Goals (ELGs) and the characteristics of their learning
- support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers
- help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

Throughout the year, we will observe the children, analyse and review what we see or know about each child's development and learning and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps. We assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at termly intervals. EYFS profiles are moderated within school.

We meet with parents in November and March to discuss progress and provide a written report at the end of the summer term. This report is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

[Year 1 phonics screening check](#)

All children in Year 1 will participate in a phonics screening check, administered by Year 1 teachers. The phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words - half are real words and half are non-words, which Year 1 children read to a teacher. Results for each pupil are included within their Year 1 end of year report. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the phonics screening check in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test. If, in the opinion of Year 1 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken. However, the final decision rests with the Headteacher.

[Multiplication Tables Check](#)

The purpose of the Multiplication Tables Check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help identify if any children may need additional support. It is an on-screen check consisting of 25 times table questions. Children will then have 6 seconds to answer each question. On average, the check takes no longer than 5 minutes to complete.

[Key Stage 2 SATs](#)

At the end of Key Stage 2, children in Year 6 will take national curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress pupils have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data. The KS2 tests will be taken on set dates unless a child is absent, in which case they may be able to take them up to 5 school days afterwards. In their child's end of year report, parents receive the test results. As there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement teachers will make, based on each child's work at the end of Key Stage 2. A teacher assessment judgement for science is also made.

Summative and Statutory Assessments

Assessment	When in the year the assessment occurs	Year groups	Where the assessment is recorded
Reception Baseline Assessment	September	Year R	RBA portal and Teams
Reception Summative Overview	Termly	Year R	Reception Summative Overview - Teams
Phonics assessment using Read, Write Inc. assessment criteria	At the end of each half term	Years R-2 (plus select children in Years 3-6)	RWI tracker – Teams & RWI Portal
Early Years Foundation Stage Profile Assessment	June	Year R	Teams and via LA portal
Accelerated Reader Star Test	September and then 1 st week after each half term	Years 2-6 (Year 2 only when post RWI)	AR portal and Teams
SWRT Reading test	September and January	Years 3-6	SWRT Tracker - Teams
Vernon spelling tests=	September and January	Years 3-6	Vernon Tracker - Teams
NFER Reading test	Termly	Years 1 (only spring & summer), 2, 3, 4 & 5	Reading tracker - Teams
NFER Grammar, Punctuation & Spelling test	Termly	Years 3, 4 & 5	GPS tracker - Teams
Writing Assessment	Termly	Years 1 - 6	Writing tracker - Teams
White Rose Maths Assessment	Termly	Years 1 - 5	Maths tracker - Teams
KS1 SATs (non-statutory)	May	Year 2	Teams
Practice Phonics Screening Check	Half termly	Year 1 (and Year 2 retakes)	Teams
Phonics Screening Check	June	Year 1 (and Year 2 retakes)	Primary Assessment Gateway & Teams
Practice Multiplication Tables Check	December and March	Year 4	Teams
Multiplication Tables Check	June	Year 4	Primary Assessment Gateway & Teams
KS2 SATs	May	Year 6	Primary Assessment Gateway & Teams

*Statutory Assessments are indicated in **bold**.

Feedback to pupils

At Rosley CE School, we believe that effective feedback encourages pupils to take responsibility for their own learning and progression, whether it is by checking, correcting, editing or re-drafting. We believe developing high quality dialogue is important and we ensure that verbal feedback meets the needs of individuals, groups and the whole class.

Feedback tells pupils how well they have done and what they need to do next in order to improve their work. Feedback is information given to the learner about their performance relative to learning goals or outcomes. It should always aim to improve the pupils' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. At Rosley CE School, our teachers provide pupils with feedback guided by the set of principles below.

Rosley CE School Feedback Sheet

Following each lesson, a Feedback Sheet (see Appendix 1) must be completed by the teacher. This will then be used as a prompt to direct feedback in the next lesson. The teacher will deliver whole class verbal feedback at the start of the lesson for a maximum of 10 minutes. Alternatively, the teacher may give feedback to individuals or groups of children during the lesson at an appropriate time.

Pupils' work

Before the subject's next lesson, all written work must have a green tick beside the aim to show the pupils that their work has been read by the teacher. For written work, the teacher should use the following symbols in the margin:

Sp	To indicate a spelling mistake on the line. The spelling mistake may also be underlined.
P	To indicate a capital letter or punctuation error. The mistake may also be underlined.
G	To indicate a grammatical error, such as wrong tense. The mistake may also be underlined with a 'wiggly' line.

A help sheet with the above table will be placed into the front of books.

The Learning Question

A Learning Question must be written at the start of written work (the exception being when a piece of work may have to continue into the subject's next lesson – for example: a draft of writing).

At the end of each lesson, pupils in KS2 must place their books into the tray or pile to indicate their assessment: *I have achieved the aim* or *I haven't achieved the aim...yet*. Pupils in years 5 and 6 must highlight the Learning Question as a self or peer assessment: yellow for *I have achieved the aim*; orange for *I haven't achieved the aim...yet*.

Self and Peer Assessment

Regular opportunities for the pupils to self and peer assess against given checklist criteria should be apparent in books. Pupils in Class 1 will use a pencil for this and pupils in Classes 2 and 3 will use a black pen.

Supply teachers

When a supply teacher has taught a lesson, **ST** must be written beside the lesson's aim in the pupils' books.

Homework and Reading Journals

More detailed feedback or comments may be written on homework or in reading journals as a means of communication with parents. Reading journals will be checked once per week.

Beyond the above, there is no further requirement to provide evidence of feedback, or for pupils to laboriously respond to feedback. The pupils will respond by making fewer errors and making progress in the subject(s) in question. Though not required, additional written feedback in books may be provided as the teacher – the trusted expert – sees fit.

Recording assessment

The summative and statutory data is recorded on our tracking system and is saved in Microsoft Teams, as described in the tables above. In addition to this, three times a year, teachers will use the knowledge and understanding they have gained about their pupils from their formative, summative and (where relevant) statutory assessments to make a teacher assessment in all foundation subjects; these are recorded on Assessment Trackers on Teams.

Moderation

Allowing teachers to discuss, challenge each other and feel more confident in their assessments of pupils is critical to building a culture of valid, robust assessment and carefully planned opportunities to moderate judgements in this is critical. All our teachers participate in moderation meetings internally so that they have a common understanding of the expectations in core subjects. Pupils' learning is shared and discussed, alongside our knowledge of the requirements of the National Curriculum. By doing this we ensure that we make consistent judgements about standards in the school. We believe the aspect of the curriculum that most requires moderation between teachers is writing and so we offer CPD and regular opportunities for moderation in this. Each teacher will bring a selection of writing from pupils to a meeting within their year group teams. This allows healthy, professional debate about these pupils' and should help teachers feel more confident in their judgements. We will identify three children:

- One child who is *just* on track to be expected at the end of the year
- One child who is *securely* on track to be expected at the end of the year
- One child who is *just or securely* on track to be greater depth at the end of the year

These children will have one or more pieces of writing photocopied. Teachers will then discuss and summarise the reasons for the assessment decision and the next steps for this particular pupil. This evidence is gathered by the English subject lead and stored in portfolios.

Data analysis

The above teacher assessment data is analysed three times per year in Pupil Progress Meetings and we will look for trends and identify areas of strength, improvement or those requiring development. Data analysis of pupils in vulnerable groups (e.g. Pupil Premium and SEN) will be given more attention by school leaders. All data analysis is shared with teachers and Governors.

Monitoring pupil progress

Children's progress is closely monitored at Rosley CE School so that we can provide the best possible opportunities and highest levels of support for all children. Pupil Progress Meetings are held during the year to discuss the progress of all children by referring to teacher knowledge and by looking at data. Points for action are made and specific areas of support are identified. These meetings are integral to the school being able to allow children to make progress that is at least in line with the national average. Following these meetings, some children will be identified as requiring additional support and this will be reviewed regularly.

Reporting to parents

At Rosley CE School, we have an open-door policy and encourage parents to contact their child's teacher if they would like to discuss their child's learning. In addition to this, we offer parents the opportunity to meet their child's teacher formally in November and March. In these meetings, part of the discussion will be focused on the child's progress and attainment. During the summer term, we give all parents a written report of their child's progress and achievements during the year. Following this, parents are given the opportunity to meet with their child's teacher to review their written report if they wish. For year groups completing statutory assessments, they will also receive a report of these results.



Appendix 1 Whole Class Feedback Sheet

Date: _____

Lesson: _____

FOCUS: TASK

SUBJECT

SELF-REGULATION

Work to praise and share	Need further support
Presentation	Basic skills errors
Misconceptions and next lesson notes	
	Focus children: