Assessment and Feedback Policy

Area	Dated	Person responsible
Review	April 2022	T. Price
Review	Oct 2023	T. Price

Contents

Roles and Responsibilities

Governing Body	The Governors look at how pupils are performing overall in the school and compare their attainment and progress to the national average. There are various 'dashboards' that enable them to do this. Governors also monitor and ask Senior Leaders about contextual data - the context behind strengths and weaknesses – for example; in each year group, for groups such as children with SEND or those in receipt of additional Pupil Premium Funding. Governors are responsible for setting targets at the start of each year with School Leaders and they monitor the school's progress against these.
Headteacher	The overall responsibility for assessment in the school belongs with the Headteacher, who sets the assessment cycle and ensures that teachers are aware of expectations and use research, when using a range of formative, summative, formal and informal methods.
Assistant Headteachers	Collating and analysing key data, at whole school, year group, class and individual level is the responsibility of the Assistant Heads. Data is used to inform and move learning on.
Subject Leaders	Each Subject Leader is responsible for monitoring outcomes within their area and determining the impact that teaching and learning is having on children across the school. Data is used to identify trends, positive and negative, in order that measures can be put in place to address them.
Class Teacher	Class teachers are responsible for assessing the children in their class, then adjusting planning and teaching accordingly. They use 'assessment for learning' strategies to enable children to build on their learning. They use 'summative' assessments to determine achievement at key moments in time, analysing strengths and areas to develop next.

At Banister Primary we have high expectations for each child to achieve the best they can. Our assessment processes provide us with key information to support lesson preparations and future learning. We constantly evaluate children's knowledge, understanding and skills to support and adapt learning opportunities. The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for families that enables them to support their child's learning;
- to contribute towards accountability data

We do this through:

Tracking Achievement

The school's tracking system ensures that progress can be measured from the start to the end of each year and between key stages of learning. Year 2 and Year 6 teachers are further supported by an 'Assessment Framework' produced by the Department for Education.

The school uses the following terms to assess outcomes when completing the Early Years Foundation Stage Profile:

Emerging - not yet reaching the level of development expected at the end of EYFS
Expected - meeting the level of development expected at the end of the EYFS

The school uses the following terms to assess outcomes in the Year 1 Phonic Screen Check:

Working Towards the expected standard
Working At the expected standard

The school uses the following terms to grade attainment at the end of key stage 2:

Pre Key Stage (PK1-6*) – pupils who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study
Working towards the expected standard (WTS) – working below or towards end of year national expectations
Working at the expected standard (EXS) – achieving end of year national expectations
Working at Greater Depth (GDS) - exceeding end of year national expectations

* Pre-Key Stage **Standard 1-6** at Key Stage 2

Our assessment recognises children's strengths, as well as areas that need support. The most important factors are:

- How effectively the curriculum is taught and assessed
- That we check our children's understanding effectively
- We identify and correct misconceptions
- Use our assessment to inform our teaching

We believe effective assessment helps our children embed skills and knowledge to use it fluently across a range of areas, assisting us to produce clear next steps for our children. We do this by finding out what our children already know, so we can build on this:
- unpicking misconceptions
- assessing throughout lessons and learning
- providing effective feedback to progress and move learning forward

Our assessment consists of mainly formative strategies and a range of recording methods, as detailed below. Our data and tracking systems allow us to analyse performance, implement plans for improvement and allocate additional resources where required. Formative and summative assessment all contribute to teacher judgements about progress and attainment.

Formative Assessments

Formative assessment refers to a wide variety of methods that we use to evaluate children's understanding, learning needs and progress during a lesson or unit of work.   Formative assessment helps teachers identify concepts that children are struggling to understand, skills and knowledge they are having difficulty acquiring or learning standards they have not yet achieved - so that adjustments can be made to lessons and teaching strategies.

At Banister this includes: -

- finding out what children know already when starting a new topic (their mental model) through baseline activities
- differentiated and targeted questioning, carefully planned and used skillfully throughout the lesson to challenge all learners and unpick misconceptions
- whole class quick tasks of 'show me' on whiteboards, use of traffic lights, thumbs up etc
- on-going and focused observations of the range of class talk
- monitoring work in books
- peer assessment
- self-assessment

Learning Feedback

Feeding back to children about what they have done well and what they need to do next, is a key part of the assessment cycle. Children's contributions can also have a direct influence on the direction of the learning that follows, can aid clarifying misconceptions and helps them to understand how they are developing.

Research shows that immediate and specific guidance often has a greater impact on learning than lengthy written feedback, which children cannot read or do not read. Feedback delivered closest to the point of action is most effective, and as such, most of our feedback will be delivered in lessons as it is more effective than comments provided at a later date. There are opportunities for oral feedback by adults throughout the lessons, such as through 'walking the room', 1:1 and small group work and mini plenaries. Targets and next steps are referred to throughout teaching and are regularly reset and shared/agreed with children. Adults may put a comment or symbol in the margin, underline or highlight a word, place a dot next to a calculation to check. There is a high expectation for children to review, revise, and improve their own work as suggested by the feedback given on a daily basis.

Where children are identified as not making the expected progress, barriers to learning are identified and support strategies implemented. The impact of strategies is evaluated regularly by school leaders.

Banister's Expectations for Feedback (writing and maths):

Teachers will use the feedback symbols to highlight errors for children to correct (see Appendix). They will underline errors and misconceptions in writing and use a dot in maths.

Teachers will ask children to correct:
- Topic specific vocabulary
- Expectations for spelling, punctuation and grammar within their year group (that have been taught)
- Misconceptions (after individual/group or class discussions)

Banister's Expectations for feedback (foundation subjects):

Teachers will ask children to correct:
- Topic specific vocabulary
- Capital letters for proper nouns
- Expectations for basic punctuation within their year group e.g. full stop and capital letter (Year 1)
- Misconceptions (after individual/group or class discussions)

Teachers will ensure a learning objective slip is evident for each lesson. This will show the subject name, topic and skill or knowledge being taught. Children will be asked to self-assess their learning against the learning objective, skill or knowledge taught.

Teachers will use written questioning to deepen understanding (next step symbol) with an expectation that children respond. Teachers will ensure children are given time to do this.

Teachers will use written questioning to clarify understanding (VC symbol) with an expectation that children respond. Teachers will ensure children are given time to do this.

Teachers will show when a child has been supported in a lesson (S symbol)

Diagnostic Assessment

All assessments can provide diagnostic evidence; however certain assessment tools can be particularly useful in providing more detailed information. Further information can be obtained from the school's SEND Policy.

Summative Assessment

This is used to make a judgement about the level of knowledge and understanding at the end of a topic or a given point in time. Our summative assessment cycle is supported by our monitoring schedule and maps out when key assessments take place across the school, some of which are statutory requirements:

SUMMATIVE ASSESSMENT CYCLE	Autumn				Spring				Summer		
Year R **Baseline Assessment**	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
		✔									

- ☐ By October half-term (within 6 weeks of arrival at school) Reception Baseline Assessment (RBA) completed
- ☐ Internal Baselines completed.
- ☐ Data entered onto Target Tracker.
- ☐ Baseline Summary sent to SLT, English and maths Leaders with strengths and areas to develop shared on Tracking Sheet. Implications for planning and provision identified.
- ☐ RBA submitted
- ☐ Baseline data added onto whole school progress and attainment document
- ☐ New arrivals complete RBA within 6 weeks of arrival (ongoing throughout year)

	Autumn				Spring				Summer		
Year R **Early Years Foundation Stage Profile** and Target Setting	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
					✔					✔	✔

- ☐ **By Jan:** targets for end of year to Class teachers, English and Maths leaders & SLT
- ☐ **June**: EYFSP completed no later than 30th June. End of year outcomes added to Target Tracker. ELG - EME/EXP for 17 areas
- ☐ **July:** ELG and GLD summary sent to SLT and English and Maths Leaders.
- ☐ **July:** EYFSP shared with parents in end of year report
- ☐ **July**: Progress and Attainment document completed for EYFS

	Autumn				Spring				Summer		
Year R/1/2 **Phonics** – assessments	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
		✔		✔		✔		✔			✔

- ☐ **Sept:** baseline assessment – starting point with gap analysis and trends
- ☐ Week 5 assessments in Year R, 1 and 2 (Year 2 autumn term only)
- ☐ **Termly**: Phonics report for each year group to SLT and English Leader. Strengths and areas to develop shared on Tracking Sheet.
- ☐ **July:** end of year assessment sent to next teacher with gap analysis of sounds/words to work on.

	Autumn				Spring				Summer		
Year 1 & Year 2 (Re- Test) **Phonics** Screening Check	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
					✔					✔	✔

- ☐ **By Feb half term:** targets set for Phonic Screen Check
- ☐ **Wk beg 6th June:** Phonic Screen check administered
- ☐ **20th June:** Threshold published
- ☐ **July:** year group data analysis completed and include on Year on Year Overview. Shared with SLT and English lead
- ☐ **July:** Phonic Screen outcome shared with parents in end of year report

	Autumn				Spring				Summer		
Year 3 – Year 6 **Reading** (cornerstones)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
				✔			✔			✔	

- ☐ **Termly:** Year group data to SLT and English Leader. Target Tracker updated. Strengths and areas to develop shared on Progress Review Sheet and built into planning.

	Autumn				Spring				Summer		
Year 3 **SPaG -** KS1 SPaG test	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
	✔										

- ☐ **Sept:** SPaG test to inform planning and gaps in knowledge from prior year group

	Autumn				Spring				Summer		
Year 1 – 6 **Mathematics** –Maths No Problem assessments	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
	✔									✔	

- ☐ Baseline – September
- ☐ Twice-yearly arithmetic and problem-solving papers

- End of term: SLT and Maths Leader monitor books regularly. Strengths and areas to develop shared on Progress Review document and built into planning.

Year 4
Multiplication Tables Check

Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
									✔	

- **June:** 6th – 24th June (schools are strongly encouraged to administer the check within the first 2 weeks)
- **June:** 27th Provisional results available
- **July:** Overall results in relation to school target shared with SLT and maths Lead. Children's outcomes shared with parents in end of year report

Year R – 6
Writing - moderation of writing across the year group/SLT

Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
	✔		✔		✔		✔		✔	

- **December**: R, 1, 2, 3, 4, 5, & 6 Year group moderation. Support sought from prior year groups if child working below year expectation. SLT to quality assure judgments. Year group strengths and areas to develop shared termly on Progress Review Sheet.
- **March**: R, 1, 2, 3, 4, 5, & 6 Year group moderation. Support sought from prior year groups if child working below year expectation. SLT to quality assure judgments. Year group strengths and areas to develop shared termly on Progress Review Sheet.
- **June:** Cross school moderation. School exemplification used to support judgements. Year group strengths and areas to develop shared termly on Progress Review Sheet.
- **June:** Yr 2 and 6 moderate beyond school. Year group strengths and areas to develop shared termly on Progress Review Sheet.

Year 6
SATs Tests & mocks
Reading 1 & 2, Mathematics (Arithmetic and Reasoning 1& 2) Grammar, Punctuation & Spelling)

Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
		✔ KS2 mock				✔ KS 2 mock		✔		✔

- **Nov, Jan, Mar** : Mock SATS – SATS gap analysis used to inform planning. Strengths and areas to develop shared with SLT and English/Maths Leads. Outcomes used to inform termly teacher assessment
- **9th May-12th May**: SATS
- **July:** Overall results in relation to school target shared with **SLT and English/maths leads.** Results shared with parents in reports including national comparison data

Foundation Subjects

Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
									✔	

- **Ongoing:** Judgements made against key objectives.
- **June:** Year 6 submit end of Key Stage attainment for science (WA – Working At or HNM – Has Not Met the expected standard)
- **July:** Subject Leaders evaluate end of unit quizzes with a focus of key groups, school strengths, areas to develop and next steps for cohorts on their Subject Overview.

Moderation

Termly progress reviews led by the Senior Leadership Team (SLT) ensure all children's progress and achievements are discussed and reviewed against their individual targets. Informal observations and work scrutiny takes place regularly by SLT and middle leaders, this information helps inform classroom practice. Formal work scrutiny takes place across each key stage and SLT routinely check key children's progress and achievement. Cross school moderation takes place 3 times throughout the year and trust moderation happens across all year groups throughout the year. Some SLT members are external moderators for the Local Authority and participate in training and are assessed yearly by the Standards and Testing Agency (STA).

Family Consultations

Family consultation evenings take place in the autumn and spring terms for children in Year R through to Year 6 where parents receive a termly progress report.

Reports to Parents

At the end of each year, families will receive a full report detailing progress, achievement and effort across the curriculum. A personal statement will also be included about their child's emotional, social and behavioural development. Where a child is working below parents will be informed of which year group their child is working within. The report will be based on summative observations by the teaching team. Parents are encouraged to provide feedback to the school.

Inclusion

Banister is an inclusive school and we work hard to meet the needs of all our children. Class teachers are responsible and accountable for the progress and development of all pupils in their class. Quality first teaching is available to all children, including those with additional needs. We work hard as a school to ensure that additional support inside and outside the classroom is deployed effectively. Where a child is not making the expected progress the class teacher will work alongside the SENDCO, parents and external agencies (where appropriate) to plan tailored support. We use Individual Learning Plans, where appropriate, which are reviewed with the child and parents termly. We also maintain a list of focus children who we monitor closely following any issues or concerns alerted by staff or parents. At Banister all children are encouraged to achieve their best and become confident individuals. See separate SEND policy and Local offer for more information.
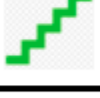
Feedback Code for Banister Primary School

Green Pen – Teacher feedback
Purple Pen – LSA feedback
Pink Pen – Leadership feedback
Black Pen – Peer Marking
Red Pen – responding to feedback

⭐	This means that I have done something well in my work; I should feel proud of myself.
😊	This means I have achieved the learning objective or learning journey, I should feel proud of myself.
✔	This means I have answered a question correctly, I should feel proud of myself.
?	This means the teacher has asked me a question; I need to answer it fully and ask my teacher a question if I want to know more.
(stairs)	This means that I need to focus on my next step in today's work. My teacher will be marking my work and checking whether I have used this skill in my work today.
VC	This means the teacher has talked to me about my work and written what we have talked about. I need to use this to help me improve my work using my red pen.
S	This means the teacher has supported me in my work today, I need to try and do it independently next time.
sp	If my teacher has written spellings next to my spellings non-negotiable, I need to read through my work and correct them.
(oval)	If my non-negotiables has been circled or underlined, this means that I need to check and edit my work.
C	This is a challenge comment. I need to answer the question in my red pen by editing my work to show the skill my teacher has asked me to.
S	This is a support comment. This tells me what I have done well. I don't need to respond to this. I should feel proud of myself.
I	This is an inspire comment. This should make me think deeply about my work. I need to write an answer with more than 1 sentence in red pen.