Cherry Orchard Primary School
Assessment and Feedback Policy

Date of Policy:	September 2017
Member of Staff Responsible:	Emma Emery (Deputy head teacher)
Review Date:	September 2019
Consultation:	This policy was developed with staff following local and national curriculum guidance.

To be read in conjunction with the Teaching and Learning Policy, Assessment Policy, SEND Policy, Equality Policy and SMSC Policy.

Ethos Statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures that support the vision of:

"We care, we learn, we succeed."

Aim:

Assessment is the key to learning. Teachers need to continually assess children's achievement, attainment and potential in a variety of ways, to decide where to take them next and to identify targets. It is a cyclical process of assessing to plan, teach and influence future learning.

At Cherry Orchard we assess informally (formative) and record in many ways:
- Following schemes of work aligned to appropriate age related expectations
- Questioning
- Feedback – verbal and written
- Marking against learning intentions and success criteria
- Sharing Learning Expectations – Learning Intention, Learning tool/s and Success Criteria
- Children's self evaluation/assessment
- Peer evaluation/assessment
- Evaluating weekly planning for Mathematics and Literacy
- 2Simple software used to record observations in EYFS
- School Pupil Tracker Online (SPTO) to record progress in Years 1 to 6
- Guided reading teacher notes (KS2)
- 'Cold' and 'hot' tasks in writing and maths to pre and post assess.

We also assess formally (summative):
- Foundation Stage Profiles updated termly
- Phonics progress tests (EYFS and KS1 every 8 weeks)
- Phonics Screening Check in Year 1
- SATs in Year 2 and Year 6
- Testbase tests in maths and SPAG – termly in Year 3, 4 and 5
- Star Reading online tests (4 per year)
- Half-termly spelling tests (KS2)
- Setting end of year targets for each child in Reading, Writing and mathematics
- Class based tests/quizzes

1. Whole School Assessments and Records

Nursery

At the beginning of the year, individual children within nursery are assessed against the Age Related Bands, based on observations in school and knowledge gained on home visits. These are then used to make a judgement on attainment by the class teacher as a baseline at the beginning of the academic year and termly thereafter for all areas. These Teacher Assessment judgements are recorded on to SPTO for all areas. The EYFS Leader and Assessment Leader track the progress of individual children, groups and the cohort. Typical progress is 3 points across the year. 2Simple software is used as an on-going record of pupil attainment and is also used to report progress to parents on a half-termly basis.

Reception

At the beginning of the year, pupils are baselined. This will take place as soon as each pupil is settled into reception, and preferably within the first two weeks. Class teachers use the EYFS profile to assess the development of the children at the start of the academic year. If available from the children's nursery setting, the age related bands are used alongside this baseline assessment to make this judgement. Class teachers then address targets in planning and make informal observations to track the children throughout the year. Point judgements are made half termly for the prime areas and literacy and maths. These are also recorded on our school tracking system SPTO termly for all areas. The assessment leader analyses the progress and attainment of individuals, groups and the cohort. Typical progress is 3 points across the year. 2Simple software is used as an on-going record of pupil attainment and is also used to report progress to parents on a half-termly basis.

Staff moderate their judgements during directed time meetings every half term. Year group partners also moderate when awarding their judgements during baseline and at the end of every term. Moderation with other schools in the consortium will also take place at least once per term.

Year 1-6

School Pupil Tracker Online is used as an on-going record of pupil attainment in Mathematics, Reading and Writing.
Year 1 - in June, children carry out a nationally set Phonic assessment.
Year 2 - children carry out SAT tasks in Reading, writing, SPAG and Mathematics. These are marked by the Class teachers and moderated both within school and externally. These tasks are then used to aid the Teacher Assessment judgements being made.
Years 1 – 6 – Every term in KS2, there is an Assessment Week where the children carry out Testbase assessments in maths and SPAG and reading. As with all end of term judgements, these results are used as an aid to making Teacher Assessments.
Year 6 - Children undertake KS2 SATs towards the end of the academic year in Grammar, punctuation and spelling, Reading, and Mathematics. The data is then submitted to the LA and Dfe. Writing is based upon a teacher assessment and this data is submitted to the LA and Dfe as well.
Judgements are moderated by SLT biannually.
Pre-assessment tasks in maths and writing are used to inform planning before every unit of work.
Progress is then assessed at the end of the teaching unit and any gaps inform future planning.
Pupils will be given a depth of learning rating with a #3 showing higher ability and #4 showing greater depth.

Progress Meetings

These are held half termly and are linked to the School Improvement Priority areas. Data is analysed by the Class Teacher, Assessment Leader, Headteacher and Inclusion leader within these meetings. Attainment, progress and vulnerable groups are monitored. These meetings allow data to be scrutinised and each child to be discussed in detail. Both successes and areas for support and intervention are identified.

2. Reports and feedback to staff

Staff are continually aware of the attainment and achievement of the children within their year group. This is discussed in detail within the Progress meetings. End of year data is analysed by the Assessment Leader and is fed back to all staff within a Directed Time.

The key to all of these reports are that the class teachers and Curriculum Leaders are aware of the strengths and action points for their year group and for their specialist subject areas.

3. Setting end of year targets

At the beginning of each academic year, individual children are set challenging targets for Reading, Writing and Mathematics. These are recorded on School Pupil Tracker Online and are adapted for pupils if they need to make accelerated progress.

The Senior Management team and Assessment Leader monitor whether the targets have been achieved.

4. Non-Core Assessments and Records

Twice a year staff feedback to curriculum leaders which pupils are meeting age related expectations for their subjects as well as identifying which pupils are working below or beyond. This is done through teacher assessments within the classroom through discussions and book scrutiny based.

5. Samples of Work

Samples of children's work for the two previous years are kept. Each year group keeps a 'good' sample of exceeded, expected and emerging. These are used at the beginning of the year to set the standards expected at Cherry Orchard and throughout the year by teachers as a guide.

6. Reporting to parents

It is crucial to the learning process to involve parents / carers about their child's ability and progress. We do this by:
★ Midterm report
★ End of year reports
★ Parents' evenings (3 per year)
★ Marking of children's work relating to the Learning Intention and Success Criteria (these are available to see at Parent's evening)
★ Targets in Pupil home-school diaries
★ 2simple software in reception.

- ★ Informal discussions with parents
- ★ Regular Special Educational Needs (SEN) meetings
- ★ Annual Year 2 and Year 6 SATs meeting
- ★ Tests results and comparative information sent to all Year 1 (phonics) Year 2 and Year 6 parents with their child's reports
- ★ Year 2 and Year 6 cohort data is placed on the school's website.

End of year school reports are completed based upon the work covered by the children in that academic year, which relate closely to the completed record statements online.

At Parents' Evenings we indicate to parents where their child's ability is, in relation to their peers, i.e. whether they are working at a level that is expected, emerging, or exceeding for their age. Children's individual strengths and areas for development are discussed. We also discuss the progress that has been made that year and what they now need to do to progress further.

7. Disadvantaged, SEN and other characteristic Groups

Each year group's School Pupil Tracker Online document includes information on individual children's gender, religion, ethnicity, term of birth, disadvantaged status, English as an Additional Language (EAL) status, SEN status, high ability status. This information is analysed termly by the Assessment leader to identify any groups that are under-performing in terms of national expectations or progress compared to the cohort as a whole and the expected attainment nationally. These findings are then discussed in the termly Progress meetings and actions to close any gaps or improve progress are set in place.

8. Pupils arriving from other schools

If a pupil joins Cherry Orchard part way through their primary education, then the pupil will be assessed in reading, writing and mathematics to find their current attainment. Their work will then be kept in their personal file as evidence, and their attainment will be recorded on SPTO and reported to the assessment leader. Office staff will contact the child's previous school, where possible, and record any previous formal assessment data onto SIMs.

9. Marking and feedback

Marking is a vital part of feedback given to pupils to allow them to progress further and to address misconceptions. In writing, including cross-curricular writing, the model of WWW (What Went Well) and EBI (Even Better If) is used to show pupils their strengths and areas for development. Using WWW shows the strengths and these are highlighted through the piece of writing using a green highlighter and then bullet pointed at the end using a green pen. EBIs are generated by highlighting word, phrases or sentences in pink, and using the editing symbols below. Pupils are expected to address these EBIs by responding to them during the next lesson. Teachers should then check that the pupils' responses are appropriate. When marking, three or four priorities for targets should be identified, addressing grammar, vocabulary, punctuation, spelling and the organisation of the text.

Pupils complete independent tasks, called 'cold' and 'hot' tasks, at the beginning and end of a unit of work. Pupils should not be given success criteria before completing either of these tasks; however, they should be given the opportunity to set their own success criteria, thinking back to the 'non-negotiables' and the EBIs/targets given in response to their 'cold' and 'sizzle' tasks during the unit of work. When

marking 'hot' tasks, marking comments should relate to the purpose of the text and the effect on the reader.

In mathematics, gap tasks are expected to be used in one in every 3 pieces of work. Pupils are expected to respond to these during the next lesson. Teachers should then check that the pupils' responses are appropriate.

On a two weekly basis, the Senior Leadership Team monitors the impact of feedback by reviewing the progress evident in a sample of maths and writing books from each class.

Marks To Be Used

Tick for correct answers
- e.g. grammar exercises, cloze procedure, answers in comprehension/spelling/tests/reading sheets or cards/maths practice
- All parts ticked, not just at the end of the whole piece

Cross for incorrect answer
- Pupils' corrections marked as above

Dot for try again
- When marking with the child

Comments
- To link with above marks
- Comments which require a response from the child
- Words like good, excellent will usually be backed by a suitable comment
- Annotated marking should reflect both what the children have achieved and their future targets
- In extended writing, WWW (what went well) and EBI (Even better if) to be used at the end of every piece
- Marking should refer back to previous targets where appropriate
- In maths, a minimum of one piece of work out of every three should include developmental marking or gap/extension tasks

Extras to use with comments.
- House points are awarded as follows: 1=very good work, 2=excellent work, 3=outstanding work

Incorrect spellings
- To indicate incorrect spelling of words the child would be expected to know, underlined with a pink wavy line **(See editing symbols below)**
- Write up to 3 of these spellings below the work, for the child to copy out 3 times

Missing punctuation or words
- **(See editing symbols below)**

Incorrect grammar
- To indicate where a word, phrase or sentence has been written incorrectly, highlight in pink or use pink square brackets for lengthier sections of text **(See editing symbols below)**.

Success Criteria

- Children should be self and peer assessing against given/chosen success criteria when they complete extended pieces of writing. Teachers will use a pink highlighter to show missing features from checklists and a green highlighter to show when the child has achieved a success criteria.

Think Pink
- In maths, a pink highlighter or pink writing will be used to show questions for the children to answer in their book as gap tasks. These should extend the child's learning or challenge any misconceptions. Pink might also be used to show an error in a calculation. In literacy, a pink highlighter or pen will be used to identify parts of the text that need editing and improving **(See editing symbols below)**.

Go Green
- In maths, a green highlighter will be used to highlight any gaps tasks correctly answered. These will also be dated. A green highlighter, in literacy, will be used to show evidence of good vocabulary and writing features from the success criteria checklists.

The marking key editing symbols will be displayed in each classroom and in the front of all children's workbooks.

Marks should be in green pen with EBIs written in pink pen. For writing skills, see marking and editing symbols for writing below.

If the teacher marks the work away from the child then the child must be given time to read any comments made, respond to them and correct errors. Children may mark their own work/other children's work where this is suitable. However it should be indicated that the teacher has checked it with the use of a mark scheme code and a comment if there are issues with the work.

By ensuring that the work is appropriate to the age and ability level of the child, the work should not appear over-annotated.

Reducing workload – teachers should mark one piece of extended piece of writing each week. If there are additional pieces then a use of the symbols below should be used with no extended comment. In cross-curricular work, pieces can be marked using the symbols below as well with no comment unless a teacher wishes to do so.

Marking Scheme

☼LO✓☼	Learning Objective/s achieved excellently or exceeded.
LO✓	Learning Objective achieved.
LO~	Learning Objective nearly achieved.
LOx	Learning objective not achieved.
S&L✓	Made good contributions to class/group discussion.
•	Try again (used only when marking with the child).
☼P☼	Presentation – good / excellent
I	Worked independently.
AS	Adult support given with this work.
T	Target for next time.
EBI	'Even better if' used when marking extended writing.
WWW	'What went well' used when marking extended writing.
VF	Verbal feedback

Editing symbols

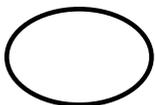|	
∧	You need to add some more detail here. Perhaps you have missed out a word or more description is needed.
∧P	You need to add a punctuation mark here. Re-read the sentence and add the correct punctuation mark.
∿∿∿	This word is spelt incorrectly. You need to write it out 3 times and remember how to spell it correctly.
◯	The word that is circled needs to be replaced with a better word or words. Perhaps a different adjective or powerful verb could be used instead. Perhaps the word is in the wrong tense or you have used 'was' instead of 'were'.
[ ]	The section with square brackets around it needs completely rewriting. Have another go, and think more carefully about your sentence construction and what you want to write.
//	Start a new paragraph here.

Assessment and Standards Overview 2017-18

Expected progress		
Nursery **3 points** over the year. **EYFS**	**Reception** **3 points** over the year. EYFS	**Years 1– 6** **3 points** over the year. SPTO

When?	Who?	What?	Where?
September	Nursery /Reception	Baseline	SPTO
	Whole school	End of year targets agreed for each child.	SPTO
October	Whole School	Lesson observations (Maths or Literacy)	Observation records to HT
	Nursery/Building Blocks	Moderation	EYFS folder
	Years 3 – 6	Complete Accelerated Reader Star Reading tests.	Star Reader system
	Whole School	Progress meetings	Assessment folder
November	Governors	RAISE online and FFT Aspire report	Online
	Inclusion Leader	Pupil Premium and SEND attainment tracked and analysed	Assessment folder
December	Whole School	Lesson observations (Maths or Literacy)	Observation records to HT
	Years 3 – 6	Complete Accelerated Reader Star Reading tests	Star Reader system
	Whole School	Moderation of judgements	Directed Time
	Nursery and Building Blocks /Reception and Beeches	Moderation	EYFS folder
	Whole School	Progress meetings – R, W, M & SPAG test data analysed Intervention group data submitted and analysed	Assessment folder
	Assessment lead/Whole School	**End of Autumn term Detailed Assessment Point**	SPTO
January	Inclusion Leader	Pupil Premium and SEND attainment tracked and analysed – report to governors	Assessment Leader
February	Whole School	Progress meetings - Intervention group data submitted and analysed	Assessment folder
	Whole School	Moderation of judgements	Directed time
	Year 1	Mock Phonics Check completed – interventions targeted	Phonics tracking folder
	Years 3 - 6	Complete Accelerated Reader Star Reading tests	Star Reader system
	Nursery and Building Blocks	Moderation	EYFS folder
	Assessment lead/Whole School	**End of Spring 1 Assessment Point**	SPTO
March	Whole School	Performance Management - Lesson observations	Observation records to HT
	Inclusion Leader	Pupil Premium and SEND attainment tracked and analysed.	Assessment folder
	Reception and Beeches	Moderation	EYFS folder

April	Whole School	Progress meetings – R, W, M & SPAG test data analysed. Intervention group data submitted and analysed	Assessment folder
	Years 3 – 6	Complete Accelerated Reader Star Reading tests	Star Reader tests
	Nursery and Building Blocks	Moderation.	EYFS folder
	Whole school/Assessment lead	**End of Spring Term detailed Assessment Point**	SPTO
May	Year 2	Assessment month	Assessment folder
	Year 6	Assessment Week	External
	Whole School	Moderation of judgements	Assessment folder
June	Whole School	Moderation of judgements	Directed time
	Year 1	Phonics Screening Check	Assessment folder/SIMS
	Years 2 to 6	Complete Accelerated Reader Star Reading tests	Star Reader system
	Year 2 and 6	Teacher assessments externally moderated and submitted	Assessment folder/SIMS
	Final EYFS	moderated and submitted teacher assessments externally	EYFS folder/SIMS
	Whole School/Assessment lead	**End of Year Assessment Point**	SPTO
July	Inclusion Leader	Pupil Premium and SEND attainment tracked and analysed	Assessment folder
	Whole staff	Progress meetings – R, W, M & GPS test data analysed	Assessment folder
	Assessment leader/Governors	Whole school data analysed and reported	Assessment folder
	Whole school	Transition meetings	Directed time