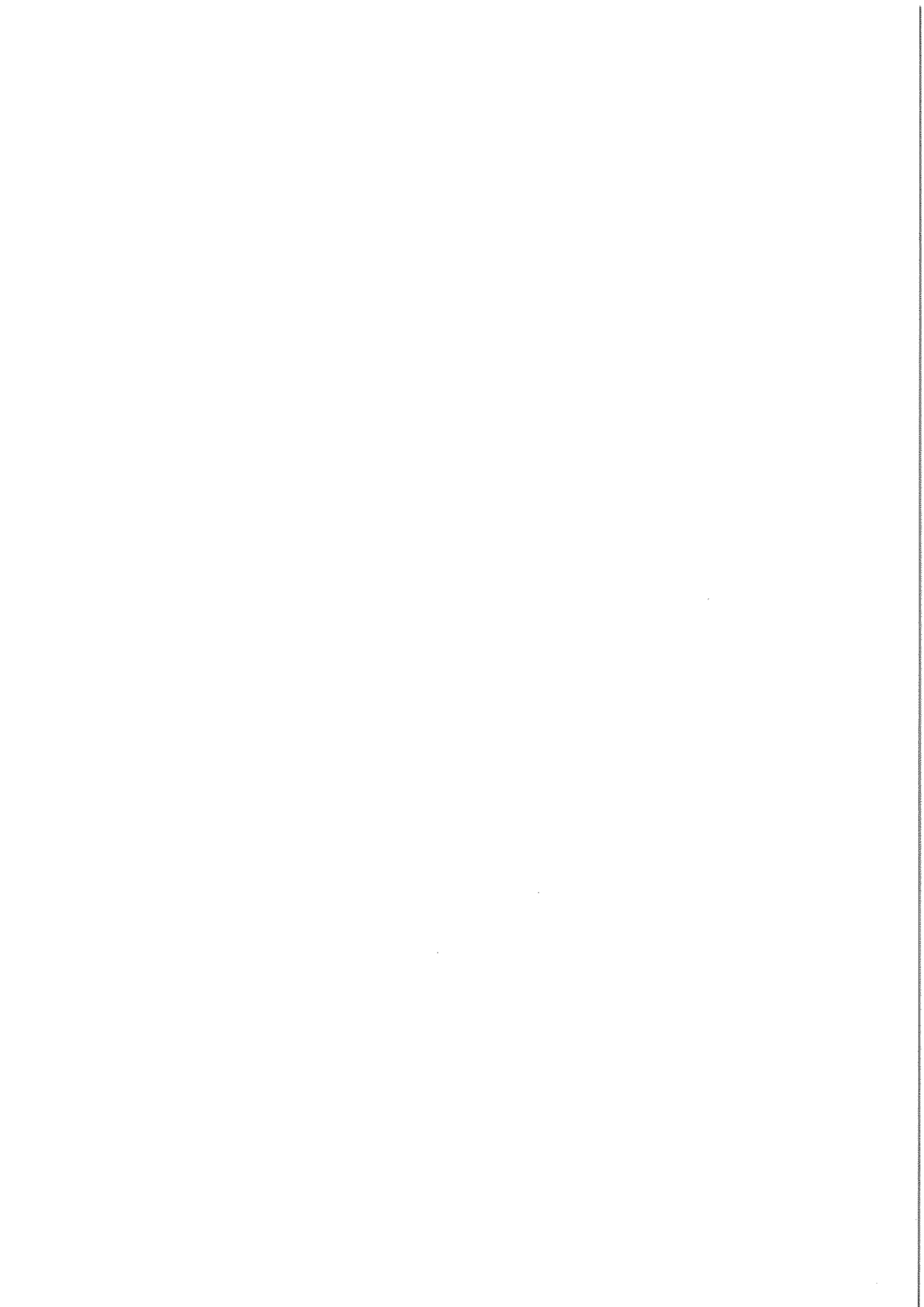




ASSESSMENT AND FEEDBACK POLICY





ASSESSMENT & FEEDBACK POLICY

Introduction

This outlines why assessment is used at Brookfields, the types of assessment used, how they link to marking and how they support the agenda of raising standards and achievement.

Aims

Assessment is used at different levels to inform planning so that pupils make progress in lessons. It is a crucial tool in raising standards. It links to the school's *Teaching and Learning* policy.

Roles and Responsibilities

The overall responsibility for assessment belongs to the head teacher. Class teachers are responsible for assessment of the pupils in their classes. Phase leaders monitor standards in each phase (EYFS, KS1, KS2).

Implementation

Assessment is used in all lessons and across sequences of lessons to inform planning and teaching. Longer term assessment is used to assess pupil progress and to set targets.

Assessment for learning

Assessment for learning opportunities are identified in lesson plans and include questioning. They are linked to learning outcomes and success criteria which are specific to the lesson. All pupils have targets for Maths, English and Science in their books which they review as part of their learning.

Marking

The fundamental purpose of marking is to provide the pupils with the information they need to make further progress and review and reflect upon their learning. It is also a method of closing the gaps in learning.

See Appendix 1 'Marking symbols'.

Presentation See Appendix 2 'Good work presentation'.

EYFS

When pupils start Nursery they are assessed using *Development Matters*. The expectation is that they should be secure in the 22-36 months band at the beginning of Nursery and secure in the 30-50 months band by the time they enter Reception.

Assessment in the Foundation Stage is ongoing through Reception in the 3 Prime areas (PSE, CL,PD) and 4 Specific areas (L,M,UW,C) . By the end of Foundation Stage pupils are expected to be secure in the 40-60 months band and having achieved the 17 ELGs. Assessment is largely observation based and evidence is collected in a Learning Journey. Each pupil has an individual record of their progress toward the goals and depending on their level of achievement this may continue into Y1.

Spelling and Grammar

Reception, Year 1 and Year 2 use the phonics programme *Letters and Sounds*. Pupils are assessed as being secure in each phase of the programme. Where pupils are not secure, this may be continued into KS2. A phonics screening check is administered at the end of Y1. Pupils are expected to read 80% of the words given. If they score less the test is re-administered at the end of Y2.

Y3-Y6 use the *Support for Spelling* scheme. There is a whole-school focus on spelling and grammar linked to Speaking and Listening.

EAL and newly-arrived pupils

When pupils enter Brookfields, they are assessed to establish basic skills including English. EAL support is provided by a designated teacher and in class. An ILP will be drawn up with targets from the Toolkit, to ensure that newly-arrived pupils can access the curriculum.

Pupil Progress, Teacher assessment and Optimum O Tracker

Teachers use Optimum O Tracker to plan and assess pupils' progress and identify gaps in learning. Their judgments are moderated by working together to agree decisions, working with colleagues in other schools and by working with subject leaders and consultants. Brookfields Primary is a strategic partner in the *Greet Teaching School Alliance* and a member of the *Soho Links Cluster* of local schools, providing opportunities for training and collaborative working.

Assessment: timing

In addition to the continuous assessment which is the result of the use of AfL and age-related expectations, pupils in Y1-Y6 are assessed termly using teacher assessments based on age-related tests.

Statutory assessments are reported to the DfE.

At the end of Y2 and at the end of Y6, pupils take SATs tests in Maths, Reading and Spelling & Grammar. They are teacher assessed in Writing, Speaking & Listening and Science

Professional Development Meetings

Each half term, teachers meet with school senior leaders/managers to review the progress of the pupils in their class using teacher assessments and test results. Strategies to ensure progress are discussed and targets for the next half-term agreed for each child. These are shared with parents and pupils at termly pupil progress meetings.

Target setting

Targets are set for every child at the beginning of the academic year using FFT data, end of KS attainment, prior attainment or attainment on entry, with an expectation of 4 points progress in each year to achieve accelerated progress. If pupils have met or are expected to exceed their targets, these are reviewed accordingly. If they are not on track, planned interventions are put in place. Targets are submitted to the Local Authority for the end of KS2.

Assessment records

Brookfields uses the Optimum O Tracker for individual pupil tracking and producing reports in EYFS and O Track in KS1 and KS2 along with teacher targets and assessments.

SEND

Pupils with special educational needs have an individual learning plan with personalised targets. These are also used by teachers in planning lessons. Pupils with ILPs are also assessed using Toolkits which demonstrate small, but significant steps in progress.

Reporting to parents

Parents receive a comprehensive report at the end of each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum, including physical, personal, social skills, PSHE and RE. Targets are also included for core subjects. SATs results are included in the reports of pupils in years 2 and 6 and teacher assessments to show age-related progress in Years 1, 3, 4 & 5.

Parents of pupils in the Nursery and Reception classes receive a report based on the *Good Learning Development* markers and all areas of the Foundation Stage curriculum.

Parents are encouraged to attend a progress review each term with the teacher and their child. These are an opportunity for parents, pupils and staff to discuss progress, targets and support.

Staff are always willing to meet with parents to discuss their child's learning.

This policy was adopted by the Full Governing Board on 1/12/16

Signed: *Dh Cutting*

Review date: as required

Glossary of Acronyms

EYFS Early Years Foundation Stage

PSE Personal Social & Communication

CL Communication & Language

PD Physical Development

L English

M Maths

UW Understanding the world

C Creative

ELG Early Learning Goals

KS1 Key Stage 1

KS2 Key Stage 2

EAL English as an additional language

FFT Fischer Family Trust

Optimum O Tracker - A system used to monitor pupil progress

SENDA Special Educational Needs & Disability Assessment

ILP Individual Learning Plan



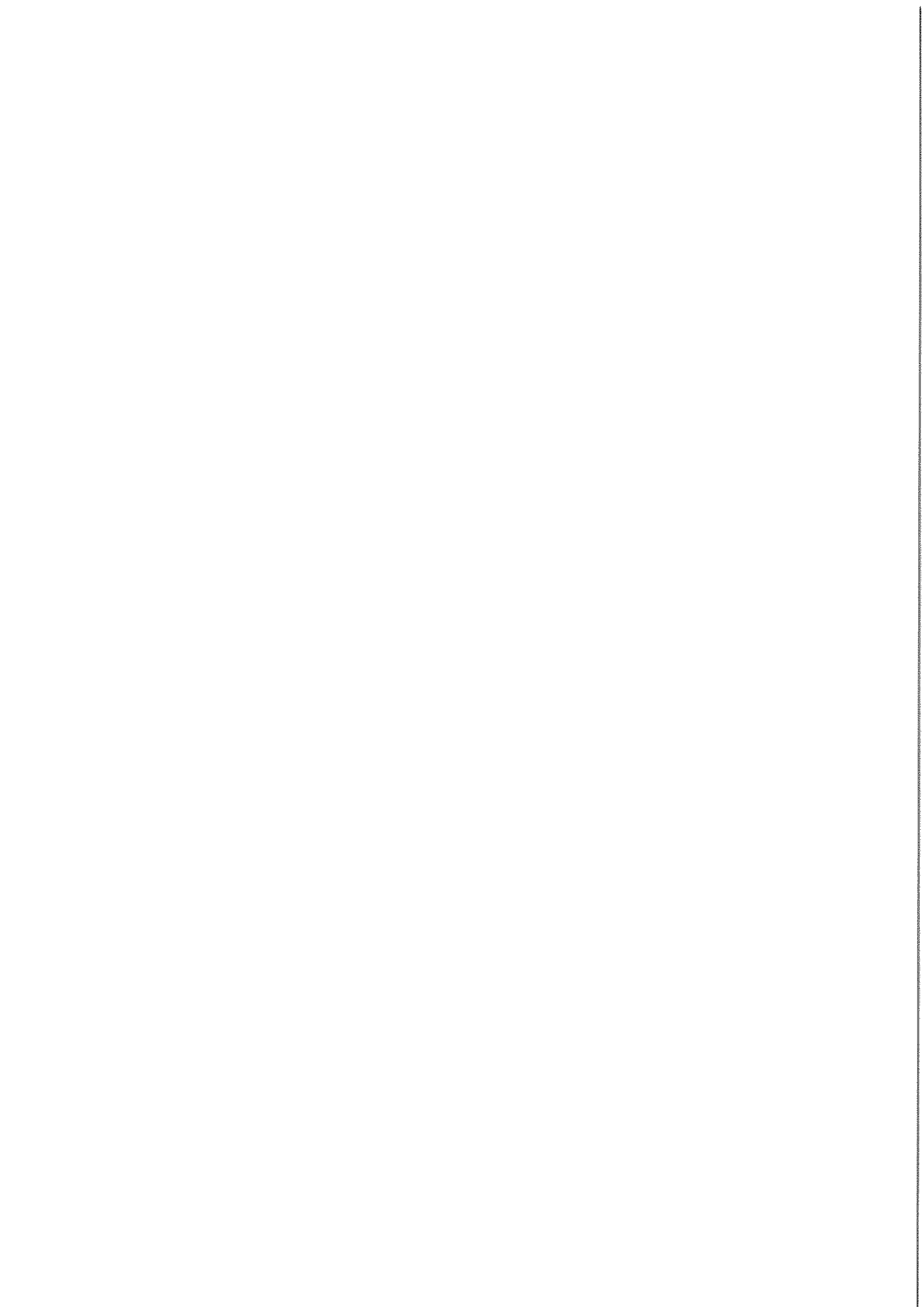
Assessment at Brookfields Primary School.

Assessment in EYFS

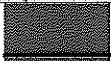














- Baseline assessment. Early Excellence.
<http://earlyexcellence.com/eexba/>
- O track at the end of each term - <https://login.otrack.co.uk/>
- Learning journeys and observations.
- Progress meetings
- Wellcomm Speech and Language
- Reports
- ILPs
- Characteristics of learning -
<http://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>
- Statutory assessments - June 2017. <https://www.gov.uk/early-years-foundation-stage>

Assessment in KS1 & KS2

- Yr 1 Autumn term-continue Early Years model of using Learning Journeys and observations.
- Optimum O Tracker for planning and assessment of domains taught.
- Toolkits used for planning and assessing targets for ILPs.
- Progress meetings (X3) to share progress with parents/carers.
- Spelling Assessments-Phases of spelling ladder.
- Maths assessments 99 Club.
- End of unit/some independent writing pieces across a range of genres.
- End of year reports for parents/carers.
- Sample papers used throughout the academic year (R, W & M).
- Statutory assessments - June of each academic year including Phonics Screening Checks.
- PDMs.



Feedback Symbols

Symbols	Teachers comments to be written in black pen.
	Green highlight-good to go!/achieved.
	Pink highlight-think about this/not achieved.
	Yellow highlighter for pupil marking.
Purple pen	Purple pen for editing and improving.
✓ or ✓✓	Correct / Great use of vocabulary.
 or 	Stickers/Stamps/Stars to show good/exceptional work.
abc	Letter formation.
	Independent work.
	Supported work.
	Partial support
	Self-assessment.
	Peer-assessment.
	Verbal feedback given.
Circle error	Capital letter missing
	Missing punctuation-Check . ! ? , " " ; :
 or /	Finger space.
^	Missing word.
	Gap Task given.
NS	Next steps given to a child.
?	Lack of clarity.
//	New paragraph.
Sp	Spelling error.
	Wrong word used.
[New sentence.
siad	Delete unwanted work with a line through it.

Symbols can be used within the writing (Pen/pink highlighter).

Alternative spellings/words/formation can be shown above the word or in the margin.

