



ASSESSMENT AND FEEDBACK POLICY

This policy is intended to ensure that assessment and feedback:

- are an integral part of the learning process;
- are done in a purposeful and timely way;
- are based on professional judgements about pupil achievement and progress formed from available evidence (e.g. pupils' work, test scores);
- inform planning and enable teachers to make the learning experience for children as relevant as possible;
- are used to help identify individual needs in terms of SEN, gender, disadvantage and culture to ensure equal opportunities for all children;
- inform colleagues with regard to prior attainment and assist in a smooth transfer between classes and schools;
- are used to accurately inform pupils, parents and governors about standards of achievement;
- provide statistical evidence with regard to the impact of school initiatives including the Pupil Premium Strategy and 'Catch Up' funding;
- enable the school to meet all statutory requirements.

1. Effective assessment

Effective assessment will:

- inform individual performance and progress;
- enable teachers to identify the next steps needed to support pupils in their learning;
- indicate any need for a change in teaching styles or approaches to enable pupils to access the curriculum more effectively;
- indicate the need for further provision to be put in place for pupils or referrals to outside agencies.
- involve pupil's being aware of their areas of strength and areas for development;
- motivate through success;

2. Assessment Procedures

Assessment for learning

Teachers will make informed professional judgements about pupil progress based on a range of evidence. This evidence will be from a number of sources.

- Making observations throughout lessons on pupil progress.
- Discussions with pupils and 'in the moment' feedback.
- Hinge questioning to gauge the class' understanding before moving on or revisiting
- Focused marking against learning objectives.
- Assessing pupils work against agreed criteria, such as INSIGHT assessment statements.
- Assessment activities.
- Using national and standardised tests.
- Information from parents, colleagues and outside agencies.

Pupil Self-Assessment

Pupils should assess their learning against objectives or success criteria in every lesson.

Pupils should, where appropriate, check their own work against answer sheets to see whether they are ready to move on to the next challenge or whether they need to review the work they have attempted, using purple / blue pen or pencil for corrections or improvements. They should be encouraged to assess their own understanding in order to decide if they need to move to the 'help desk', 'carpet group' or similar. They should also think carefully about their level of understanding when selecting a level of challenge.

The class should regularly reflect on what has been learned and what helped them to learn. Mini- plenaries throughout a lesson or the final part of a lesson are an opportunity to do this and can be led by pupils as well as adults.

Peer assessment and feedback is also a useful tool which should be used regularly to enable pupils to review their work and consider how they may improve it. Pupils should be "trained" in peer assessment so that their feedback is purposeful.

3. Assessing Pupil Progress – Early Years and Foundation Stage

Throughout the Early Years and Foundation stage a pupils' development is assessed against their progress towards the Early Learning Goals. Ongoing assessment will be based on evidence of pupil achievement, mainly through observations; however, samples of work, photographs and specific assessment activities may also be used. Pupil's progress should be evident within their Learning Journey which is produced using 'Evidence Me'. Assessments are recorded on INSIGHT at key points of the year; these are used to track progress.

During their first half term, Reception pupils are assessed using school-based resources in order to obtain an initial assessment (baseline) by which to judge future progress. Information from previous settings will also be taken into account. In addition, Reception children sit the DfE's Reception Baseline Assessment.

In the second half of the Autumn term we screen all our Reception pupils using Language Link in order to identify any speech and language difficulties and put appropriate interventions in place.

At the end of the Foundation stage, pupils will be judged to be emerging or meeting the Early Learning Goals this informs their Early Years Profile which is shared with parents and passed on to Year 1 teachers.

4. Assessing Pupil Progress - Key Stages 1 and 2

a) INSIGHT TRACKING & SUMMATIVE ASSESSMENT DATA (Maths and English):

At King's Wood, the assessment of core areas is based on the use of INSIGHT assessment statements which relate to the Attainment Targets outlined in the National Curriculum Programmes of Study.

Pupils' attainment against each INSIGHT statement, relevant to their stage of learning, is recorded regularly using evidence gathered from a variety of formative assessment processes. (Appendix 1 & 2)

Once during each half term teachers will carry out a summative assessment "data drop" which captures the current level of attainment against these statements for each pupil. This information is used to track pupils against age related expectations and review the progress they have made. Pupils are tracked from end of key stage starting points.

b) *MODERATION AND TESTING (Maths and English):*

At King's Wood, teacher assessments are triangulated. Data from INSIGHT, statement tracking grids from INSIGHT, test results, samples of pupils' work and feedback from moderation are all used to support a robust approach to accurate assessment.

Regular whole staff moderation meetings ensure consistency in applying the criteria and assessing accurately. Staff also attend county and liaison group moderation sessions. On an approximately four-year cycle, the school will take part in statutory moderation for the end of Key Stage One (reading, writing and maths) and the end of Key Stage Two (writing).

Test data is captured and recorded. This is compared with data from teacher judgements provided in the data drop. Disparity between the test scores and teacher judgements are considered during moderation meetings and Pupil Progress meetings.

With the exception of Year 1, pupils in KS1 and KS2 will sit standardised tests. Year 6 use past SAT papers. Years 2-5 use White Rose Maths papers and Head Start reading papers. These are compared with current national attainment through SMARTGRADE, which provides gap analysis, comparative scores (compared with the national cohort of SMARTGRADE users) and standardised scores. These are recorded on INSIGHT.

English Testing:

- Phonics Screening Check (All pupils in year 1; identified pupils in year 2)
- Read Write Inc Test (KS1 and identified pupils in KS2)
- Past SATs papers, White Rose papers and Headstart papers (Y2-6)
- NGRT - New Group Reading Test (All pupils, twice per year in KS1; identified pupils, three times per year in KS2)
- Salford Reading Age assessments for pupils unable to access NGRT
- End of Key Stage statutory assessment (SATs) – Year 2 and Year 6

Maths Testing:

- Past SATs papers and White Rose papers (Y2-6)
- MALT – Maths Assessment for Learning and Teaching (All pupils, twice per year in KS1; identified pupils, three times per year in KS2)
- Times Table test (all pupils in Year 4)
- End of Key Stage statutory assessment (SATs) – Year 2 and Year 6

c) *OTHER SUBJECTS*

Assessment opportunities should be planned throughout a subject theme in order to identify which knowledge and skills pupils are secure in and which need development. These are shared with parents through the end of year school report.

Subject leads have provided skill progression grids to support summative assessment in the wider curriculum. Each term, teachers complete a 'data drop' to indicate whether pupils are working below, in line with, or above expectations in the wider curriculum using pupil books and classroom interactions / observations to inform judgements.

5. Record Keeping

Records need to be kept for reference to inform planning and when completing INSIGHT. These may be annotations on planning, notes while looking through books or teacher's may choose to use a mark book. All other assessment records are kept on INSIGHT and can be viewed at anytime.

Online platforms used at King's Wood, including Google Classroom and / or Doodle, provide teachers with a summary of which pupils have completed work and – depending on the nature of the task – the score achieved.

6. Data Collection

The assessment leader and subject leaders will request a range of data from class teachers throughout the year to enable them to monitor standards, track pupil progress and identify groups of pupils at risk of underachievement. This enables the school to ensure that appropriate strategies are put in place and existing strategies (e.g. the Pupil Premium strategy) are evaluated. Pupil Progress Meetings take place every half term to enable early identification of any pupil who is not making good progress. Appropriate strategies and provision can then be discussed and implemented. Assessment data is also used to inform the target setting process.

Data from statutory assessment is collated by BucksCC and nationally to enable effective benchmarking. Analysis of this data is carried out by the assessment leader, SLT and MLT. This informs the SEF and school improvement plan.

Data is also used as part of the performance management process for all teachers and leaders including the Headteacher.

7. Reporting to Parents

Parents are kept informed of their child's progress through regular online parents' meetings, open afternoons and a formal end of year written report.

In addition, parents of pupils in Reception are invited every term to a 'stay and play' session. Nursery has a soft start every day and parents are invited into setting once a term. During these times, parents have the opportunity to discuss their child's development with the staff within the setting and look at learning journeys.

8. Effective Feedback

At King's Wood School we recognise that effective feedback has been proven to be one of the best ways of producing improvement in pupils' learning. It can be about the learning activity itself, about the process of completing the activity, or about the pupil's management of their learning. Feedback can come from other peers as well as adults.

Providing effective feedback is challenging. Research suggests that it should:

- be specific, accurate and clear (e.g. *"It was good because you..."* rather than just *"correct"*).
- compare what a learner is doing right now with what they have done wrong before (e.g. *"I can see you were focused on improving X as it is much better than last time's Y..."*).
- encourage and support further effort (getting a balance between support and challenge).

- be given sparingly so that it is meaningful as too much feedback can stop learners working out what they need to do for themselves.
- be about what is *right* more often than about what is wrong (e.g. *“This section is excellent because...”* or *“I thought this was the best way because...”*).

9. Feedback Systems

The more immediate the feedback is the more impact it has. High quality feedback during the lesson can often enable pupils to address misconceptions and achieve the learning objective. It is also an opportunity to identify any pupils who may need to take part in the ‘keep-up’ session later that day.

When reviewing and assessing pupils’ work teachers should make judgements with regard to how pupils have achieved against the learning objective.

The following codes can be used against the learning objective to give basic feedback:

Foundation	Years 1 to 6
l independent v verbal ws with support	y yes (achieved) p partial n no l independent v verbal ws with support (CT/LSA/PS can be added)
☺ faces for effort	☺ faces for effort

At King’s Wood there is an expectation that pupils also get more in-depth feedback and guidance as often as possible and wherever possible this should be given verbally.

11. Gap Tasks

This is feedback that is given as part of focus marking. The class teacher should identify the next step or an area for improvement, based on their evaluation of a pupil’s work. They then give them an individual task that will enable to address this. E.g. ‘re-write this sentence with capital letters and full stops, list three words you could have used instead of...’, add a paragraph that describes. This can be displayed on the IWB and groups directed to the appropriate activity.

Alternatively, the gap task may need to be done verbally with a group or one-to-one addressing a particular teaching point. Pupils are given time at the start of the day or within the following day’s lesson to complete gap tasks. Follow up focused group work will usually take place at the same time.

Feedback Guidance

When responding to feedback pupils will show amendments to work in purple (or blue) pencil / pen.

EYFS

Usually immediate verbal feedback will be given, unless feedback requires more time and explanation.

Year 1

During adult led activities verbal feedback will be given immediately. When pupils are engaged in independent activities verbal feedback will be given as soon as possible.

Year 2

During adult led activities verbal feedback will be given immediately.

Having completed independent numeracy activities, pupils will have the opportunity to re-visit and correct work, based on feedback, either the same or following day.

Independent Literacy activities will be reviewed by the teacher the same day and pupils will have the opportunity to respond to feedback the following day. Feedback following the Big Write will take place verbally on the same day.

Key Stage 2

Verbal feedback will be given throughout a lesson and through guided group activities. Peer to peer assessment and feedback can also be used to help pupils improve their work and should take place within a lesson. Pupils may also mark their own or others work and then the teacher reviews this. Some work may be marked in the lesson by teachers and /or learning support staff.

At times in KS2 the quantity of work pupils produce means that teachers need time to review work away from the classroom. Teachers can then feedback to pupils individually, in groups or as a class either through written comments, focus groups or discussion.

KS2 Writing

In KS2 we use a feedback sheet designed to empower and focus the pupil (Appendix 4). Based on analysis of previous tasks, or on the learning which has taken place whilst scaffolding the current task, the teacher will give up to three targets as next steps prior to starting a new activity. Pupils then highlight the evidence for having achieved these targets in their work, self-assessing and writing comments on the sheet. A comment can also be used to explain the evidence. The teacher then confirms their agreement and may also add a comment. The pupil also has the opportunity to suggest targets for the future.

In upper KS2, the end of key stage statements are used to set and monitor long term targets for pupils and they have a copy of these in their books for reference and highlight them when achieved. **Throughout KS2 moderation sheets are used/ if these can be put on Insight it would avoid duplication**

Policy Agreed: January 2022

Review Date: January 2024

Appendix 1

Guidance: Use of Insight at King's Wood School for KS1 & 2

Insight is our assessment system at King's Wood school. There are four aspects to Insight which teachers need to use confidently: Objective grids, Data drops, Data analysis and Reporting.

1. Objective grids

- Within the 'Objectives' section of Insight, there are tracking grids which enable you to 'Traffic Light' the curriculum statements to indicate the extent to which a pupil has secured the knowledge / understanding / skill outlined in each statement:

0	Taught, but not yet understood
1	Some evidence, but not yet secure
2	Objective secured
3	Working at greater depth

- Currently, tracking grids are only used for Reading, Writing and Maths.
- The statements have been selected by King's Wood Staff and have been selected and adapted from the National Curriculum.
- As such, statements can be adapted and added to if needed.
- **The expectation is that the objective grids are completed weekly for Reading, Writing and Maths.**
- **It is important that statements are only turned 'green' once the child has demonstrated long term acquisition of the skill or knowledge.** It is not realistic to assume that a child will retain knowledge purely because they were able to demonstrate it immediately after being taught.
- **Revisiting skills / knowledge and assessing whether a child has retained these is essential.**
- **It is fine to change a statement 'backwards' (e.g. from green to amber), if you find that a child has not retained the skill or information when you revisit.** In practice, this should be a relatively rare occurrence if the grids are being filled out correctly.

2. Data drops

- Within the data section, there are various data types that can be entered. These include:
 - o Teacher judgements – **Class Teacher**
 - o SMARTGRADE scores (test results) – **DHT**
 - o Wider Curriculum judgements – **Class Teacher**
 - o Age related assessments (NGRT and MALT) – **DHT**
 - o Statutory assessments (PSC, End of KS assessments) – **DHT**
 - o Report judgements – **Class Teacher**
 - o EYFS Assessments – **Class Teacher**
- Assessment criteria for Teacher judgements:

Well below	More than one year behind (e.g. Y6 working in Y4 curriculum or lower) / Std Score = <90 / Scaled score <90 (Aut), <94 (Spr), <96 (Sum)
Below	Working one year behind or only just working within the curriculum for the current year group / Std Score = 90-94 / Scaled score 90-93 (Aut), 94-95 (Spr), 96-97 (Sum)
Just below	Working within the curriculum for the current year but not securely 'On Track' / Std Score = 95-99 / Scaled score 94-95 (Aut), 96-97 (Spr), 98-99 (Sum)
On track	On track for ARE / Secure / Std Score = 100-114 / Scaled Score 96-97 (Aut), 98-99 (Spr), 100-109 (Sum)
Gtr. Depth	On track for GDS / Exceeding / Std Score = 115+, Scaled Score 107+ (Aut), 108+ (Spr), 110+ (Sum)

What are Standardised Scores?

- Standardised scores are a comparison of the performance of an individual against National performance using a standardised test (e.g. White Rose or Headstart). These are more helpful than raw scores because tests can vary in difficulty and this takes account of variations in the papers. It also serves to give comparisons with national cohorts.
Standardised scores take account the timing of the test – so the raw score needed in an autumn test will be less than the one needed in an end of year test to achieve the same standardised score.
- Scaled scores used in Y6 SATs papers are similar but they are scaled against end of key-stage expectations. Therefore the thresholds change throughout the year as pupils move through the curriculum.

3. Data Analysis

There are a whole range of analysis tools which teachers should familiarize themselves with in order to use assessment data to identify target pupils and to consider which areas of the curriculum need to be revisited. The most useful for teachers are:

- **Objectives grids**
The dynamic bars next to each objective can be used as a whole class gap analysis and should be used to inform planning
- **Progress matrix**
This can be used to compare attainment at two different points in the children's education, in order to gauge progress. The matrices immediately shows you which pupils are making slow, expected or accelerated progress, which gives an indication as to which pupils need to be targeted.
- **Tables:**
These can be build and customised by deciding which columns to include, or using a pre-defined table. In particular, this is useful for 'triangulating' information and for moderation. The table is also very useful for identifying pupils who may need to go on the SEN register or Record of Concern.

4. Reporting

End of year reporting is based on a final data drop in June/July. The report comments are written in this period and reports are sent home at least one week before the end of term so that parents have time to respond if they wish.

EYFS reports are completed using the EYFS profile and an agreed school format.

Reports for Years 1 to 6 will be completed by teachers on Insight. There will be sections on the paper copy for pupils and parents to complete.

A copy of the school report will be kept in the pupil file.

Appendix 2

Writing	
KS2	
Working At / Upper KS2	
(Y5) Pupil can use pronouns to build cohesion within and across paragraphs	1
(Y5) Pupil can use verb tenses, mostly accurately, throughout their writing	2
(Y5/6) Pupil can write effectively for a range of purposes and audiences	2
(Y5/6) Pupil can select language that shows good awareness of the reader (e.g. use of the first person in a diary; direct address in instructions and persuasive writing)	1
(Y5/6) Pupil can select modal verbs to suggest degrees of possibility	1
(Y5/6) Pupil can use conjunctions to build cohesion within and across paragraphs	1
(Y5/6) Pupil can use adverbials of place and time to build cohesion within and across paragraphs	2
(Y5/6) Pupil can maintain legibility in joined handwriting when writing at speed	1
(Y6) Pupil can select vocabulary and grammatical structures that reflect what the writing requires, mostly appropriately	1
(Y6) Pupil can select contracted forms in dialogue	1
(Y6) Pupil can use synonyms to build cohesion within and across paragraphs	1
(Y6) Pupil can use verb tenses consistently and correctly throughout their writing	1
Working Towards / Lower KS2	
(Y3) Pupil can, in non-narrative writing, use headings to structure writing and support the reader	2
(Y3) Pupil can, in non-narrative writing, use subheadings to structure writing and support the reader	2
(Y3) Pupil can, mostly correctly, use full stops	2
(Y3) Pupil can, mostly correctly, use capital letters	2
(Y3) Pupil can, mostly correctly, use question marks	2
(Y3) Pupil can, mostly correctly, use apostrophes for contraction	2
(Y3/4) Pupil can describe settings in narratives	1
(Y3/4) Pupil can describe characters in settings	1
(Y3/4) Pupil can, mostly correctly, spell words from the Year 3/4 spelling list	1
(Y3/4) Pupil can write legibly	2
(Y4) Pupil can use paragraphs to organise their ideas	1
(Y4) Pupil can, in non-narrative writing, use bullet points to structure writing and support the reader	2
(Y4) Pupil can, mostly correctly, use commas for lists	1

Appendix 3

Basic Marking Guidance

Written tasks

1. Pupils should be encouraged to check and edit their work. If a pupil is unsure that a word is spelt correctly they should circle or underline it with a purple pencil or pen.
2. Green pen should be used by teachers for marking.
3. Children should be encouraged to identify any spelling errors themselves and use a word mat or dictionary to correct them. Teachers can write 'sp' above a word that is spelt incorrectly and / or in the margin, with the word underlined to help with this process. The initial three letters can be written to help the pupil locate the correct spelling in a dictionary. The correct spelling should then be written in purple.
4. Written or verbal comments should direct children to go back and check for capital letters and full stops which need adding.
5. If a pupil's work contains a large number of errors / spelling mistakes teachers should use their judgement and highlight those they feel are the most significant.
6. Marking should be appropriate to the task and teachers will not mark all pupils' work in detail. Pupils will also mark work.

Maths

Foundation and Key Stage 1

- Teachers will put a dot next to the incorrect answers and encourage the pupil to go and check it again and correct the mistake. The pupil will write the correction underneath or next to it. They must not rub the incorrect answer out.

Key Stage 2

The teachers will mark the incorrect answers with a dot or a circle around the calculation. There are two ways pupils can correct their work, dependent on the level of complication of the operation:

- The pupil will write the correct answer underneath or next to it.
- The pupil will need to write the whole equation out again e.g. long division or errors in method.

If it becomes clear when marking that the child has completely misunderstood, it is not necessary to mark to the end of the work. Teachers should write an appropriate comment in the pupils book and follow this up either one-to-one or as part of a group in the next lesson.

Appendix 4

My success criteria for this piece of work:

Target	Have I achieved it? Y P N	Evidence	What my Teacher thinks Y P N	Teachers comments
1.				
2.				
3.				
Target for improvement next time:				