Assessment and Feedback Policy 2019

Purpose

The purpose of this policy is to make explicit how teachers assess children's work and provide feedback in order to help drive pupil progress. The policy also aims to establish a clear ethos of ensuring teacher assessment is **meaningful**, **manageable** and **motivating**.

The document also sets out how statutory assessments are prepared for and administered across all schools within the federation. This does not supersede any statutory or non-statutory guidance issued to support these assessments.

Marking and feedback

Maths

In our Maths (blue) books you will see a range of the following over a week.
The impact of teacher marking and feedback should be evident in the pupils learning outcomes over time.
All books should be looked at daily.

Type of feedback	When/Who
Over the shoulder: (Immediate feedback used to address misconceptions. Teachers use yellow highlighter, verbal and green pen. Pupils respond in blue pen)	Daily/Teacher/LSA – Green Pen / <mark>Yellow highlighter</mark>
Diagnostic (Work marked at distance away from pupil to address misconceptions. Teachers use yellow highlighter, verbal and green pen. Pupils respond in blue pen)	When OSM not possible. To set written challenges or targets
Self-assessment: Written reflection required by pupil where possible. *Teacher to model best practice	Weekly / Pupils – BLUE PEN Yrs 3 -6 must complete Year 1-2 explore when ready
Peer Assessment: Pupils work in collaboration to identify misconceptions and agree next steps. Pupils consult with each other and feedback verbally. Pupils then write a reflection in their own book using red pen based on the feedback from their peer.	Weekly / Pupils – RED PEN Yrs 1 – 2 explore when ready Yrs 3 -6 must complete weekly **Please note:** Pupil's consult with each other and discuss learning verbally. Pupils then write reflection in their own book, based on the feedback from peer.

Writing

In our Writing (orange) books you will see a range of the following over a week.
The impact of teacher marking and feedback should be evident in the pupils learning outcomes over time.

Type of feedback	When/Who
Over the shoulder: (using marking ladder as guide) (Immediate feedback used to address misconceptions. Teachers use yellow highlighter, verbal and green pen. Pupils respond in blue pen)	Daily/Teacher/LSA – Green Pen / Yellow highlighter
Diagnostic: (using marking ladder as guide) (Work marked in depth at distance away from pupil to address misconceptions. Teachers use yellow highlighter, verbal and green pen. Pupils respond in blue pen)	Cold piece - targets identified and shared verbally or written Hot piece – marked against targets from cold piece. When OSM not possible. To set written challenges or targets
Self-assessment: Written reflection required by pupil where possible. *Teacher to model best practice	Weekly / Pupils – BLUE PEN Yrs 3 -6 must complete Year 1-2 explore when ready
Peer Assessment: Pupils work in collaboration to identify misconceptions and agree next steps. Pupils work in collaboration to identify misconceptions and agree next steps. Pupils consult with each other and feedback verbally. Pupils then write a reflection in their own book using red pen based on the feedback from their peer.	Weekly / Pupils – RED PEN Yrs 1 – 2 explore when ready Yrs 3 -6 must complete **Please note:** Pupil's consult with each other and discuss learning verbally. Pupils then write reflection in their own book, based on the feedback from peer.

Literacy

In our Literacy (yellow) books you will see a range of the following over a week.
The impact of teacher marking and feedback should be evident in the pupils learning outcomes over time.

Type of feedback	When/Who
Over the shoulder: (using marking ladder as guide) (Immediate feedback used to address misconceptions. Teachers use yellow highlighter, verbal and green pen. Pupils respond in blue pen)	Daily/Teacher/LSA – Green Pen / Yellow highlighter
Self-assessment: Written reflection required by pupil where possible. *Teacher to model best practice	Weekly / Pupils – BLUE PEN Yrs 3 -6 must complete Year 1-2 explore when ready

Science & CC

In our Science (green) and CC (red) books you will see a range of the following over a week.
The impact of teacher marking and feedback should be evident in the pupils learning outcomes over time.

Type of feedback	When/Who
Over the shoulder: (Immediate feedback used to address misconceptions. Teachers use yellow highlighter, verbal and green pen. Pupils respond in blue pen)	Daily/Teacher/LSA – Green Pen / Yellow highlighter
Diagnostic:	When OSM not possible. To set written challenges or targets Science – both investigations assessed. Misconceptions addressed with Yellow highlighter and pupils respond in blue pen. Where appropriate written next steps (where needed verbal next step) given and responded to. CC - Misconceptions addressed with yellow highlighter and pupils respond in blue pen. Where appropriate written next steps (where needed verbal next step) given and responded to.
Self-assessment: Written reflection required by pupil where possible. *Teacher to model best practice	Weekly – BLUE PEN Pupils
Peer Assessment: Pupils work in collaboration to identify misconceptions and agree next steps. Pupils work in collaboration to identify misconceptions and agree next steps. Pupils consult with each other and feedback verbally. Pupils then write a reflection in their own book using red pen based on the feedback from their peer.	Weekly / Pupils – RED PEN Year 1-2 explore when ready Yrs 3 -6 must complete

LADDER 1 — The Key Stage 1 Marking Ladder

- Forms lowercase and capital letters correctly
- Separates words with spaces
- Demarcates sentences with punctuation: (capital letters / full stops / question marks / exclamation marks)
- Uses capital letters for proper nouns
- Joins words and clauses with and/because
- Spells common exception words and days of the week
- Spells words using the 40+ phonemes already taught

Now move onto Ladder 2

LADDER 2 — The Key Stage 1 Marking Ladder

- Begins to join some letters with correct size, orientation, and relationship to each other
- Uses some expanded noun phrases
- Uses or/and/but and leading on to when/if/that/because
- Adds suffixes to spell some words correctly
- Spells some words with contracted forms
- Uses past and present tense
- Uses sentences with different forms (statements/questions/exclamations/commands)

You have now met Year 2 expected standard

D – I discussed my work with my partner

I – I worked independently by myself

G – I worked in a group

S – I was supported by an adult
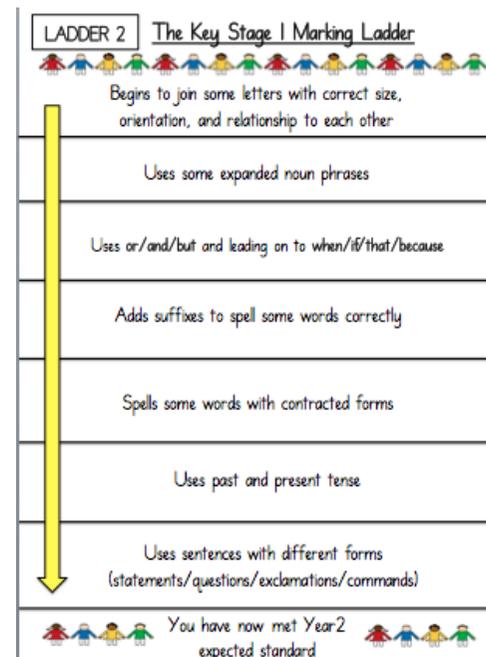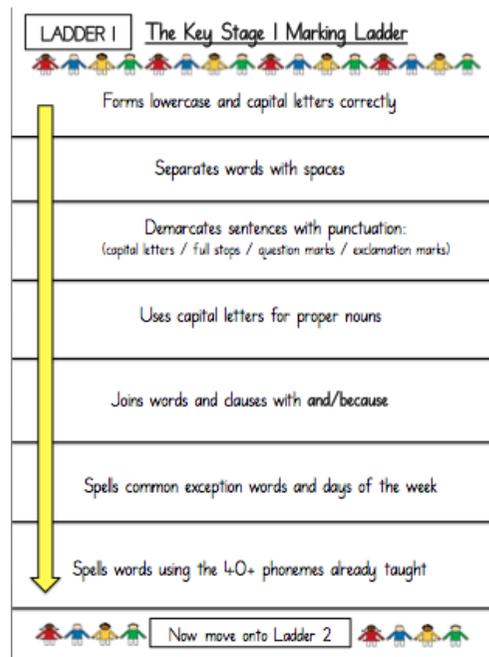
Marking Codes:

? – This bit doesn't make sense.

- This has been done correctly

• - This has been done incorrectly

SP – There is a spelling error

KS1

LI:			
Success Criteria	**SA**	**TA**	**DIGS**
I can ...			
I can ...			
I can ...			

KS2

LI:				
Success Criteria	SA	PA	TA	D I G S
I can ...				
I can ...				
I can ...				

* Best marking practice – fluid groupings and reviewing books daily. 3 piles of books – scaffold, consolidate and extend etc.

Statutory Assessments

There are a number of statutory assessments that the schools in the federation are required to carry out by law. They are used to benchmark the school against other schools nationally**.** These are:

The Early Years Foundation Stage Profile.
An assessment carried out by staff with Nursery and Reception children against the national early learning goals.

Key stage 1 national curriculum assessments.
A measure of the school against national standards. These are teacher assessments, supported by national tests.

Year 1 Phonics Screening Check and Year 2 Phonics Screening Check Re-takes
All children in Year 1 undertake a phonics screening check which assesses their understanding of letter sounds and phoneme grapheme correspondence. This is benchmarked against a national expectation and those who do not reach national standard in Year 1 undertake the check again in Year 2.

Year 4 Multiplication Tables Check
All children in Year 4 undertake a Multiplication Tables Check which assesses their understanding of the times tables up to 12.

Key stage 2 national curriculum tests.
Children take nationally set tests in the May of Year 6. These tests measure each school against national standards, show progress made by pupils during their time at the schools and allow year on year comparison of attainment measures.

Key stage 2 national curriculum tests

Pre-test preparation

Assessment timelines are prepared (and personalised per school) to reflect not only end of key stage 2 testing but testing and deadlines across the school. Please see the attached annexes for detailed assessment timelines for each school.

Across each year, parental engagement is addressed through workshops and meetings regarding the KS2 tests (including individual meetings with parents regarding children that may not sit the tests).

Pupil engagement is also addressed (including progress meetings), ensuring pupils are prepared and familiar with the procedures and running of the tests.

Practice tests

Test administration throughout year 6 reflects the timings of the tests during the KS2 test week.

At the end of spring term, the practice tests should mirror the SATs test week as closely as possible (e.g. use of access arrangements, pupil groupings and testing rooms).

Access arrangements

Across the year, decisions are made about which pupils should have applications for access arrangements made for them by considering multiple criteria (e.g. use of enlarged text, pupils who have hearing and visual impairments, levels of English, reading speeds, writing speeds, processing of information).

Access arrangement applications are made by the Assessment Lead during the application window, using the system provided by the Standards and Testing Agency (STA).

Evidence to support access arrangements applications is gathered by the Year 6 teachers and submitted to the Assessment Lead before the applications are made.

Pupil groupings and test sittings

At the beginning of summer term, once notified of the outcomes of the access arrangements applications, decisions about pupil groupings and the number of sittings required to administer the tests are finalised. These arrangements are shared with the tests administrators during their training to ensure they understand the specific testing arrangements for the year.

Test administration training

Upon publication of the KS2 Test Administration Guidance (TAG) in the spring, all test administers are trained by the Assessment Lead in accordance with the statutory guidance.

School governors are required to attend the training to prepare them for observation of the administration of the KS2 tests during test week in May.

Receipt of test materials

When the test materials arrive at the school ahead of the administration of the tests, they are checked against the delivery note by at least 2 members of school staff. The delivery note is completed and stored securely with the test materials. The key to the test storage is held by a member of school administration staff who is not otherwise involved in the administration of the tests.

Key stage 2 test week

Before the tests

Before the pupils arrive in class and before the administration of the tests on each day of KS2 test week, the Senior Leadership Team (SLT) conduct a walk through the rooms where tests will be administered to ensure they have been prepared in accordance with guidance and all test administrators have the appropriate test administration materials (e.g. a copy of the TAG, door signs, pencils, sharpeners, rulers, rubbers, mirror/protractor, as appropriate).

Immediately before test administration a designated staff member, accompanied by the Head of School retrieves the key to the test storage from the responsible member of the administration staff who logs the request for the key.

The designated member of staff unlocks the test storage, annotates the log and gives the appropriate test materials to the Head of School for distribution to test administrators. Only the tests required are taken from the storage.

The Head of School distributes the test materials to each of the test rooms, opening them in front of the pupils.

Test administration

Before the start of each test the test administrators will read out and follow the guidance provided for the particular test. Once the test has been started, the test administrator will write down the start time and end time where it is visible to all pupils. Each room will have a clock to help pupils manage their time during the tests.

The tests will be administered in accordance with the statutory KS2 guidance.

At the end of each test pupils will be asked to put down their pens/pencils and to close their scripts and remain silent. The scripts will then be collected in by the test administrators in each room and stored at the front of the class until they are collected.

After the tests

As soon as each sitting of a test is complete, the Head of School and an additional staff member collect the completed test scripts from each room. The completed test scripts are locked away in the test material storage.

When the tests are administered in multiple sittings, this same procedure is followed, ensuring any children that who have taken the day's test(s) do not come into contact with children who have not taken the day's test(s) until the entire cohort has completed the test.

If pupils are ill on the day of a test and timetable variations are needed, they will be kept apart from pupils who have already completed the specific test(s).

Collation of completed test materials

When the tests on a day have been completed for all pupils, the Head of School and at least one member of the SLT will meet to retrieve the test scripts from secure storage, having been given the key by the member of administration responsible for the key. They will then collate the completed test scripts, put them into alphabetical order, complete the attendance register and pack and seal the scripts in the packaging provided according to the guidance provided.

Sealed bags of test scripts are logged and locked up in the secure test material storage until they are collected for marking by courier.

Headteacher declaration form and notifications

At the end of the KS2 test period, the Headteacher declaration form, scribe and transcribe notifications are completed and submitted by the Head of School.

Observation of the KS2 tests

In line with guidance, governors or other suitable people shall be invited to observe the administration of the tests during key stage 2 test week. The purpose of this is to help the school demonstrate correct test administration.

The observer must remain mindful at all times of the particular circumstances of the tests and the potential for their own impact on both pupils and staff. They should do everything in their power to make sure that a calm environment is maintained throughout the tests.

Preparation

The observers must attend the test administration training given by the school and be familiar with the KS2 TAG to ensure they understand how the tests are administered.

They must take any opportunities provided by the school to observe the administration of mock tests. This will help build their understanding of the test administration arrangements, but also build familiarity between the staff and pupils and the observers to help minimise any disruption by their presence during test week.

On the day: before the test

Any observer will introduce themselves to the pupils and staff before any tests are administered at the beginning of the test week or on the first morning of any tests being observed.

Upon arrival the observer will be greeted by the Head of School (or nominated teacher) for a briefing. During this meeting the Head of School will share an anonymised timetable for the day. This will detail:
*   the rooms that will be used;
*   the number of administrators in each room;
*   how the children have been grouped to sit the tests;
*   groups which have specific access arrangements, for example: additional time, reader, scribes, transcribes, rest breaks, etc.; and
*   details of any start time or timetable variations.

There will also be a folder containing evidence of access arrangements that will be shared with the observer.

The observer may accompany and observe the unlocking, distribution, collection and storage of test materials.

During the tests

Observers should expect to see the complete administration of any test they are observing. The Test Administration Guidance sets out what aspects of test delivery in particular the observer should check for.

The observer must not administer any part of the tests.

Observers must make every effort to minimise any distraction or disruption to the administration of the tests by their presence. Seats will be provided at the back of each room for them. They should be mindful of body language, including eye contact.

Observers should avoid making *any* notes until they have left the test room.

After the tests

If there is anything that the observer has seen that they feel needs to be addressed, they should speak to the Head of School at the next available appropriate opportunity. In the vast majority of cases this will be once the tests have been completed.

Observers should make every effort to engage with the Head of School on any review of test administration that they carry out.

Roles and responsibilities

Role	Responsibilities
Executive Head	• Overseeing the effective discharge of headteacher responsibilities by the Head of School.
Head of School	• Fulfilling the responsibilities of the headteacher as set out in statutory and non-statutory guidance. These include, but are not limited to: o Pupil and parent engagement in preparation for the tests. o Checking of test rooms prior to administration of the tests on each day. o Retrieval of test materials from secure storage. o Delivery and opening of materials in each test room. o Collection of completed test scripts from each test room and their secure storage. o Collation and packaging of completed test scripts and completion of attendance registers once all pupils have completed a test.
Assessment lead	• Applications for access arrangements and storage of evidence for applications. • Decisions about pupil groupings and test sittings • Test administration training of staff and governors
Test administrators	• Attendance at Test administration training • To understand the test administration guidance to be confident in the administration of the tests • To administer the tests according to the published guidance
Secure storage key holder	• Holding the key to the secure test storage and logging access to the test materials and completed test scripts. • Ensuring packaged test scripts are handed over to the courier company to be taken to be marked

Observer	- To attend test administrator training - To be familiar with the test administration guidance - To attend administration of mock tests - To introduce themselves and be familiar to the staff and pupils at the appropriate school. - To observe the administration of the tests with as minimal disruption or distraction to staff and pupils as possible