

*'Live Fully, Laugh Often, Learn Deeply,
Love as God Loves You and Let Your Light Shine!'*

POLICY FOR ASSESSMENT AND FEEDBACK

Aims and objectives

The aims and objectives of this policy are:

- To be a support in raising the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and providing feedback of children's learning
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards



Put simply, at The Bishops' we think assessment and feedback should:

- Actively involve the children
- Inform planning and school priorities
- Be owned by everyone

And... in order for it to have an impact, we feel assessment and feedback must be:

- Positive
- Manageable
- Useful and used
- Consistent

Types of Assessment

Formative Assessment - assessment for learning

This is an ongoing process which measures the children's learning, informs our teaching, short-term planning and supports the personalisation of learning. At The Bishops' we are committed to assessment for learning strategies which are used throughout lessons, involving children in their own learning. Embedded into our practice are:-

- Verbal and written feedback that focuses on success and improvement (see feedback section)
- Talk partners and the use of peer assessment with reference to success criteria

*'Live Fully, Laugh Often, Learn Deeply,
Love as God Loves You and Let Your Light Shine!'*

- Effective questioning to ascertain understanding and direct children to the correct objectives and activities
- Mini-plenaries during the lesson
- Use of visualisers and working walls
- The on-going collection of children's exemplars, especially in writing

Diagnostic Assessment

These are ongoing measures which help us diagnose the child's individual learning needs of specific children.

- a) Ongoing observation of the children across the school, but used with particular reference to stages in the Early Years Foundation Stage Learning and children on the SEN register.
- b) Salford Reading Test for all KS2 pupils. Children under their chronological ages, and not already receiving significant extra support, are given additional support at Reading Club.
- c) Mental maths and times tables checks for children in years 4, 5 and 6. Children who are identified as falling behind year group expectations are given support at The Maths Lab.
- d) Termly IEP reviews set targets for SEN children.
- e) Pupil progress meetings. Held every term and used to set up strategies and interventions for achievement.
- f) Informal class based assessments undertaken by class teachers to evaluate impact of teaching and progress against key skills e.g. spelling, times tables

Summative Assessment

These are the assessments that measure the children's learning at a certain point in time (attainment), and show how much progress or value has been added to the children's learning. Assessments are made termly in reading, writing and maths, with speaking and listening and science included in the summer assessments. Assessment tools include:-

Reading – Lancashire levelled grids, QCAs and Rising Stars tests

Writing – Half termly writing assessments.

Maths – Key foundations criteria, Steps Tests and QCAs

These assessments are the basis of February's and July's progress meetings.

Evaluative Assessment

These are the statutory assessments used to benchmark The Bishops' against other schools nationally and in Essex and to set targets for school improvement.

- a) Early Years Development Matters Profile
- b) Year 1 phonics tests
- c) Year 2 SATs tests
- d) Year 6 SATs tests

*'Live Fully, Laugh Often, Learn Deeply,
Love as God Loves You and Let Your Light Shine!'*

Both summative and evaluative assessments are used by the Senior Leadership team and governors to support the analysis of achievement of cohorts, groups or individual pupils within and across the core subjects. The focus will vary from year to year, according to school priorities and to the characteristics of particular cohorts of pupils but could include:

- Pupils who attract the Pupil Premium
- Higher attaining pupils
- Pupils from ethnic minorities
- Pupils with Special Educational Needs
- Boys or Girls
- Pupils with English as an additional language
- Pupils who are looked after by the local authority
- Other vulnerable groups

The Yearly Assessment Calendar at The Bishops'

The Foundation Stage

Observations are used to provide evidence to assess and fill out the *Early Years Development Matters Profile*.

Observations are undertaken by all adults within the Early Years setting. They can range from post-it notes, sticky labels, photos and more formal target observations. These observations cover all of the 6 areas of learning and may have cross curricular links.

All observations are collated into a *Learning Journey*, which is specific and individual for each child. Every child at the end of each half term adds their own comments to enhance their understanding and knowledge of their own learning.

Parents have the opportunity to contribute to their child's learning journey through class 'club' sessions and 'wow tokens'.

Final assessments are submitted to Target Tracker, which formulates the individual child's summative level. (emerging, expected or exceeding.)

Year 1

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Assessment</u>	Reading, writing and maths - December	Reading, writing and maths - March	Speaking and listening, reading, writing, maths and science - June Phonics test - June
<u>Reporting</u>	Parents evening - Nov	Parents evening - March	Written report and optional parents evening - July
<u>Analysis</u>		Progress meeting - February	Progress meeting - July

*'Live Fully, Laugh Often, Learn Deeply,
Love as God Loves You and Let Your Light Shine!'*

Year 2

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Assessment</u>	Reading, writing and maths - December	Reading, writing and maths - March	Speaking and listening, reading, writing, maths and science - June SATS - May
<u>Reporting</u>	Parents evening - November	Parents evening - March	Written report and optional parents evening - July
<u>Analysis</u>		Progress meeting - February	Progress meeting – July Moderation meeting with yr 3 teachers. July

Years 3 to 5

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Assessment</u>	Reading, writing and maths - December	Reading, writing and maths – March Historic QCAs – March	Speaking and listening, reading, writing, maths and science - June QCAs - May
<u>Reporting</u>	Parents evening - November	Parents evening - March	Written report and optional parents evening - July
<u>Analysis</u>		Progress meeting - February	Writing and Maths moderation process – June Progress meeting – July

Year 6

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Assessment</u>	Reading, writing and maths - December	Reading, writing and maths - March	Speaking and listening, reading, writing, maths and science - June SATS - May
<u>Reporting</u>	Parents evening - November	Parents evening - March	Written report and optional parents evening - July
<u>Analysis</u>		Progress meeting - February	Progress meeting – July