



Seaton Primary School

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Assessment and Feedback Policy

05/09/2020

Assessment takes into account children's strengths as well as areas in which they need support. It consists of a combination of summative and formative strategies and a range of recording strategies. We analyse internal and external assessment which includes SATS, phonics screening checks and all other assessments to ascertain the effectiveness of our practice as a school. Pupil's attainments is monitored and aspirational targets set which are shared with parents/ carers and the pupils. We monitor attainment individually, in groups and cohorts in order to make sure that steps are taken in order for every child to achieve. As a school we use Insight Tracking system to collect and analyse data by using the following terms:

- Below
- Just Below
- On-track
- Greater Depth

EYFS assessment is based upon judgements across the 7 key areas of learning. Assessment is based upon classroom observation and uses the early learning goals from the EYFS framework terms below:

- not yet reaching expected levels
- meeting expected levels of development
- exceeding expected levels

Statutory assessments in Year 2 and Year 6 are reported following the DfE terms and also shared with parents in this way:

- Working towards the expected standard (WTS)
- Working at the expected standards (EXS)
- Working at a greater depth within the expected standard (GDS)

Summative Assessment

Summative assessment is collected using a breadth of evidence including assessments, books, reading records and tests, running records, tests and statutory tests. NFER tests are also used in KS2 during the summer term. This is very much an assessment of the children's current learning.

Assessment timetable	
September	<ul style="list-style-type: none">• Reception baseline
October	<ul style="list-style-type: none">• Pupil progress meetings
December	<ul style="list-style-type: none">• Autumn data drop



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	<ul style="list-style-type: none">• Data monitoring report
January	<ul style="list-style-type: none">• Begin practice SATS tests for Year 2 and Year 6 – further target setting
February	<ul style="list-style-type: none">• Pupil progress meetings
March	<ul style="list-style-type: none">• Spring data drop• Data monitoring report
May	<ul style="list-style-type: none">• KS1 and KS2 Statutory tests (SATS)
June	<ul style="list-style-type: none">• Year 1 phonics screening• Year 2 phonics re-sit screening• Year 4 multiplication tables check• EYFS data• KS2 NFER reading, writing, maths (reasoning & arithmetic)• Pupil progress meetings
July	<ul style="list-style-type: none">• Summer data drop• Data monitoring report

English

Before beginning a Babcock writing sequence (at least 1 per half term) children complete an elicitation task. This is a writing based activity or task that is planned for the genre that will be taught for that specific sequence. This elicitation task allows the teacher to action plan the needs of individual pupils, notice whole class trends and to set writing targets accordingly. Teachers planning is then adapted to support this. At the end of **all** writing sequences (Babcock and other) the children complete an application task which will reflect the child’s progress within the genre and exhibit the skills taught within the teaching sequence. All children in years 1-6 will complete two independent writing application tasks per half term following a progressive sequence of lessons. Babcock EGG (evidence gathering grid) sheets are used from years 1-6 throughout the year to assess application tasks and reflect the progress made in the pupils writing, as well as highlighting some new targets to move them forward. English learning walls reflect the unit of work and should be accessible for all pupils to use as a supportive and interactive resource.

Maths

Planning follows the White Rose Scheme of Learning. Assessment for learning occurs repeatedly in every maths lesson. Teachers plan to enable pupils to access all elements of the scheme and to develop the breadth of learning through extension. At the end of the maths unit the children complete a White Rose end of unit assessment. Gaps are identified and addressed in future planning or intervention. Learning walls reflect the unit of work and should be accessible for pupils to use.

Science

Pupils will undertake a teacher created elicitation task such as a mind-map style question to ascertain understanding. To ensure coverage teachers highlight off the knowledge strands taught and also date the working scientifically strands taught – this should be around 4 x per year. TAPS



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assessment to be used for the end of each unit to provide information of coverage and understanding. These will be done 5 times over the year alongside the units taught. At the end of the year teachers will assess which children are working at, above and below in working scientifically.

Other subjects

Non-core subjects all have progression of skills assessment sheets to go alongside each year group of which objectives and questions will be covered. These are assessed three times a year by looking at those working below, at and exceeding expectations. PE is taught through the 'Real PE' scheme and assessed using their progression maps. School subject leaders spend time after each of these assessment drops to review each progression of skills for each year group in order to understand the trends and needs going forward.

Formative Assessment

Teachers and Teaching Assistants use a range of strategies to ensure that children receive ongoing support and guidance. These include which may include; learning questions, questioning, listening and evaluating, observations, professional discussions, pupil conferencing, peer and self-assessment and guided activities and scaffolding.

Learning questions are used as objectives at the beginning of each lesson and are then approached throughout the lesson to ascertain understanding and within-lesson progress. A success criteria is developed in writing at the beginning of a unit and ticked off at both elicitation and application task. Children have access to these throughout the unit.

Feedback

Feedback is important to enable children to move forward, celebrate and improve their work. There are many ways in which this can be effective. Consistency of this is important across the school in order for children to easily understand from class to class. Teachers and Teaching Assistants give verbal and written feedback which relates to the learning question. Feedback may take place individually, within guided sessions, within conferencing or as a whole class. The feedback should indicate pupil's strengths and help identify next steps in learning. Written feedback should be age appropriate and attainment appropriate taking into account any SEND. Verbal feedback is powerful and having time to talk with children about positives and next steps is well known to support their progress. Where this is done a 'verbal feedback' stamp must be used to indicate this. Feedback between teacher/pupil and pupil/pupil is positive and constructive. Within the week there should be at least 2 pieces of quality marking a week. All elicitation, innovate and application pieces should be quality marked with children given time to review this. Where next steps are given children must be given time to continue, correct or improve work in green pen. When not marking heavily – work must always be acknowledged with a tick or an encouragement to check incorrect work. Pink and Green highlighters are used in both styles of marking. It is also imperative that there is an indication of whether the work has been completed independently, group or shared. This should be initialled.



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English Writing

Assessment is used to help structure English writing teaching sequences. Children first complete an initial elicitation piece of writing for all Babcock writing sequences (1 per half term), which is assessed and heavily marked by the teacher to see the strengths and where the children must progress to include all the key features on the grid for that specific genre (eg. Information texts). Towards the end of the sequence, the child will create a draft version of their application task. This draft will not be marked by the teacher but encouragement given for self-editing. The application piece is to remain independent. At the end of the sequence the children will be given opportunities to make editions to their application task and then 'publish' their writing. This enables the children and teachers to see the progress that has been made within the unit. This will be marked with a positive comment and with next steps for their future writing sequences. Where mistakes are made 'check' should be used to encourage children to find the correct method or answer following support. 'Try this' may be used to push children further.

Reading

Reading is assessed during individual reading sessions, guided reading sessions, through comprehension and through activities set. Guided reading sheets should be kept by the teacher and teaching assistant and will form part of judgements. Reading Journals/ folders may be used to collect other pieces of work done during guided reading sessions where appropriate. Accelerated Reader is a programme also used to track reading progress and next steps but must be used alongside other methods.

Maths Teaching Sequences

The White Rose small step is shared with the whole class at the beginning of the lesson in the form of a learning question. This step may cover several lessons. At the end of the session, children are given time to refer back to the learning question and reflect on it.

Where possible marking will occur in the lesson so feedback is immediate. Marking could be teacher/TA marking, peer marking or self-marking. Where mistakes occur, these will be identified following the marking codes, allowing children to find the correct method or answer.

Post or pre-teaching may be used to prepare children to access the next session's learning.

Spelling & Grammar

When marking a piece of writing, no more than 3 spellings should be corrected. SP indicates a spelling error. In KS2, SP should be written at the bottom of the page so that the word is not identified. In KS1, the chosen spellings to be amended will be written correctly for the child to try again. If the child is able to correct themselves, then SP and a space will be left for the child to correct this independently. Grammar mistakes should be raised again by giving the child an opportunity to find the errors and correct with guidance. Children will be encouraged to self-edit spellings and grammar independently and using appropriate strategies that have been taught to them.



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Science & Learning Journal Books

These books must be marked and up to date in a way which is appropriate to the task. Written feedback should identify what has been done well and may then ask the child to elaborate or continue with their next step. There is not always a need for this. Spelling, grammar and handwriting should be picked up on as high standards are expected throughout.

EYFS Learning Journeys

Throughout the Foundation Stage, a 'Learning Journal' is maintained; this is a detailed record of the achievements of each individual child. Team staff add information and observations to the individual assessment profile for each child. Teachers make a summative judgement four times a year, based on the information they gather from learning journals and individual assessments. Insights are shared at parent consultation meetings and parents and carers also have opportunity to contribute to their child's learning journal.

Targets

Targets are used throughout the school to involve children in identifying their next steps and understanding how to improve. Assessment for learning and reviewing all summative and formative assessments helps to identify these. Individual and class targets are set for writing which are displayed on learning walls and on a target bookmark in books. Targets are reviewed through discussion, marking and feedback. These are shared with parents during parent meetings and school reports.



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Seaton Feedback Codes

All work completed should be marked clearly and consistently following the marking codes below.



Feedback

Symbol	Meaning
	Learning question achieved
	Correct the spelling mistake
	Correct the missing capital letter or punctuation
Check	Error, check to correct
?	Re-read and then re-write to make sense
	Handwriting needs to be clear and joined

Marked by Supply Teacher	TA		I	G	S
Supply Teacher	Teaching Assistant	Verbal feedback given	Independent	Guided	Shared

Marking pens



Pink to show objectives met and to highlight any excellent pieces of work!



Green to highlight next steps where you need to check and improve or edit work.



The **purple** pen is for you to make edits or improvements to your work and feedback to peers.



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