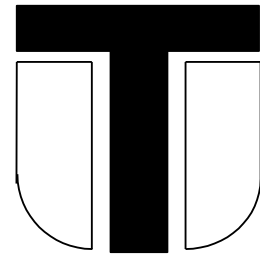


Theale Church of England

Primary School



"I have come that they may have life and that they may have it more abundantly"
John 10.10

Assessment, Feedback, **Marking and Presentation** **Policy**

Vision Statement

The Children come first.

Theale Church of England primary School will provide the best academic, creative, spiritual and emotional education that we can. We will strive for excellence in all that we do.

Date approved	April 2022
Approval level	
Next review date	Spring 2027
Next reviewer	

Aims and Principles

At Theale CE Primary School, high-quality assessment practices are essential to ensure the successful implementation of our ambitious curriculum. The curriculum is systematically assessed, using evidence based approaches, in order that we have a clear and accurate picture of children's knowledge and skills.

Children's acquisition of skills and knowledge are assessed against the high expectations set out in the curriculum i.e. teachers evaluate how well children "know more and remember more of the curriculum" and how well they can apply their learning to new contexts.

It is also recognised that assessment is integral to learning and to the shaping of future learning, promoting high expectations for all pupils. Assessment also needs to be constructive, motivate pupils, extend learning, and contribute to the development of resilient, independent learners. We aim to ensure that assessment systems do not put a ceiling on children's achievement and teachers will adapt their practice in response to the children's needs and supported, where needed, by our school SENCo. The accuracy of teacher assessments will be checked by our expert subject leaders.

Leaders will ensure that all assessment information, including performance data, will be acted upon in a timely fashion and all necessary strategic actions are taken based on what the information is telling us.

Types of Assessment at Theale Primary

1) Formative (Assessment for Learning -AfL) - the information gained "informs" or affects the next learning experience.

2) Summative – systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

3) Diagnostic – finding out what attitudes, knowledge, understanding or skills that have not been fully learned or acquired and therefore preventing pupils making expected progress. These types of assessments are required to identify children's strengths and weaknesses. This enables us to plan effectively for individual children. These types of tests may be carried out by the SEN Team or other professionals from outside the school staff. Parents are consulted before these types of tests are carried out and arrangements can be made for parents to discuss findings with these professionals. A report is produced for use in school; this is usually filed in an individual file maintained by the SENCo.

4) Evaluative – informing the strategic planning and direction for the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements. This takes place through the analysis of school data throughout the year by the headteacher, subject leaders and the senior leadership team. This is shared with governors and teachers.

Formative Assessment

Formative assessment will be part of teaching on a daily basis and will allow responsive teaching where instructional inputs and interactions result in teachers adapting the lesson and responding depending on how the learning is progressing. Formative assessments should include:

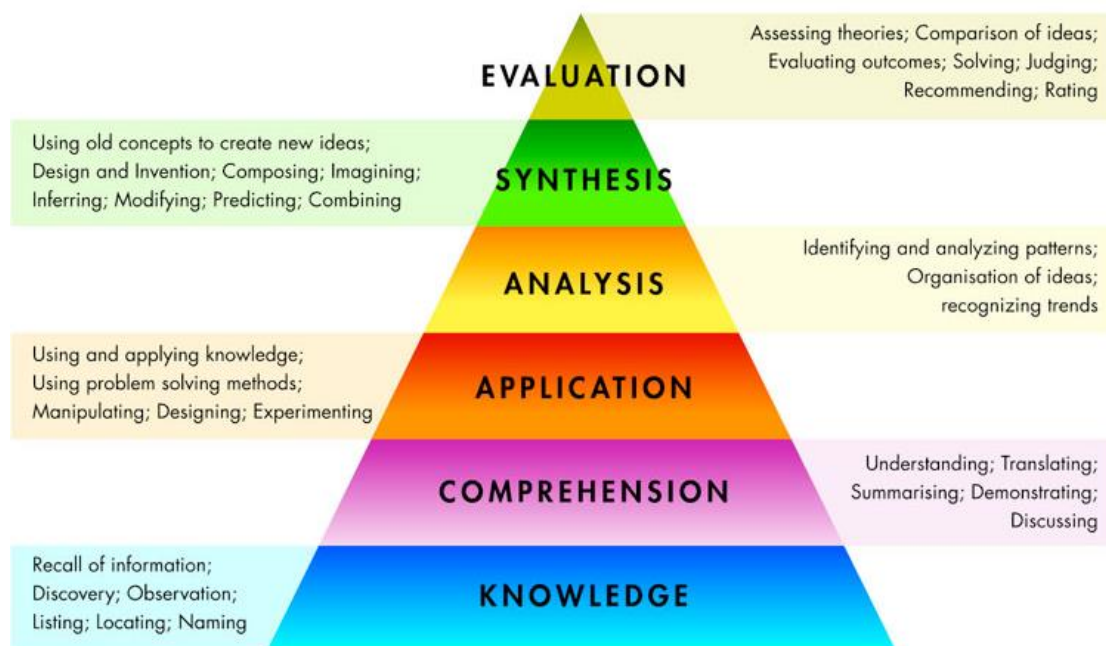
- Clarifying understanding and sharing learning intentions and success criteria which are clearly aligned with curriculum goals
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning

- Providing feedback that moves learning forward (see below)
- Activating children as learning resources for one another
- Activating children as owners of their own learning
- Low stakes tests
- Weekly skills checks (maths, grammar, spelling)
- Recap and remember sessions
- Tapestry Observations (EYFS)
- Continuous assessment of children's reading (Daily KS1, at least weekly KS2)

Effective Questioning

Questioning is used as an essential tool to check prior knowledge, assess and probe understanding, identify misconceptions, provide intellectual stretch and promote higher order thinking and enquiry, encourage critical thinking (using Bloom's Taxonomy; providing wait time between question and response for more developed responses; prompting pupils to elaborate on answers to check understanding is secure; not asking pupils with hands up). Where relevant, questioning will be targeted to check key concepts have been fully understood.

Bloom's Taxonomy of Questions



Feedback

Feedback provides guidance to the learner to help them improve their knowledge, understanding and skills.

Feedback should:

- be manageable for the teacher
- motivate the children to want to improve their work
- focus on shared learning goals
- be designed to give clarity for next steps
- take place throughout the learning process
- include written and verbal feed back
- teachers will routinely provide time for pupils to act on feedback.

Summative Assessment

The school also makes use of continuous information based on the information provided by the systematic use of a range of high quality external summative diagnostic testing tools for example; FS baseline assessments, Non-statutory SATs papers, SEND specialist assessment and Assertive Mentoring, Bench marking etc. The school ensures that information from assessments is used diagnostically and that potential ability is identified (e.g. through NFER testing). Ability testing is used with caution to ensure that teachers do not underestimate pupils' abilities and have a clear idea of children's potential.

Summative Assessment at Theale CE Primary School				
Year Group	Time of Assessment	Subject	Method	Notes
FS2	On Entry	Statutory Baseline	Teacher assess using national materials	Children are assessed as soon as possible when they start FS2 Results reported to DfE
	Half termly	Phonics	RWI assessment	Using RWI Phonics assessment
	February	The 3 prime areas and 4 specific areas of learning	Teacher assessment	Using develop matters criteria and age bands: Entering, Developing, Secure.
	End of Year	The 3 prime areas and 4 specific areas of learning	Teacher assessment	Assess against early learning goals. Emerging, Expected. To assess whether children are deemed to be at a Good Level of Development. Results reported to DfE We will identify which children are working at greater depth (TA).
Year 1	Start of every half term	Mathematics	Test	Assertive Mentoring Assessments 1,2,3,4,5
	Half termly	Phonics	RWI assessment	Using RWI Phonics assessment
	February & End of Year	Writing	Teacher Assessment	Use Oxford Writing Criteria
	February	1)Reading	Test	1)Theale Reading Comprehension Test to confirm TA

		2)Phonics		2) Previous year's phonics screening
	End of Year	Spelling	Test	Hodder Spelling test for Spelling Age
	End of Year	Reading	Test	1) Theale comprehension test to confirm TA as Working Towards, Expected or Greater Depth 2) Salford Reading test for reading age.
	End of Year	Maths	Test	Year 1 Assertive Mentoring Test 6
	End of Year	All Subjects	Teacher Assessed	Subject leaders will collate data re children's attainment across the school against criteria of Knowledge and Skills identified in NC and School Knowledge Organisers (WTS, EXP, GDS).
	End of Year	Phonics Screening	National Test	Current year's phonics screening – Results reported to DfE
Year 2	Start of every half term	Mathematics	Test	Assertive Mentoring Assessments 1,2,3,4,5,6
	February	Writing	Teacher Assessment	Use National Framework-where possible cross school moderation.
	February	Reading/Maths	Test to confirm TA	Use previous SATS papers
	End of Year	All Subjects	Teacher Assessed	Subject leaders will collate data re children's attainment across the school against criteria of Knowledge and Skills identified in NC and School Knowledge Organisers (WTS, EXP, GDS).
	End of Key stage	Phonics retests	National Test	Current year's phonics screening test for any child deemed to be Working Towards at the end of year 1. Results reported to DfE
	End of Key Stage	Reading/Maths/Writing/Science	Teacher Assessment	Assessed against national framework (Interim 2015-16) Results reported to DfE
	End of Key Stage	Reading/English (grammar, punctuation and spelling), Maths	National Test	Internally marked used to inform teacher assessment
	End of Year	Reading/Spelling	Test	Salford Reading test for reading age. Hodder Spelling test for Spelling Age
Year 3/4/5	Start of every half term	Mathematics	Test	Assertive Mentoring Assessments 1,2,3,4,5,
	End of every	Writing	Teacher	Use Oxford Writing Criteria

	term		Assessment	
	February	Reading/Maths CAT test (year 4 only)	Test Test	Non-Stat SATs (Testbase) NFER digital test
	End of Year	Maths	Test	Non-Stat SATs (Testbase)
	June	Multiplication Check (year 4 only)	National test	National digital test – results reported to DfE
	End of year	Reading/Spelling	Test	Salford Reading test for reading age. Hodder Spelling test for Spelling Age (reading not required for children 11+)
	End of Year	All Subjects	Teacher Assessed	Subject leaders will collate data re children's attainment across the school against criteria of Knowledge and Skills identified in NC and School Knowledge Organisers (WTS, EXP, GDS).
Year 6	Start of every term	Reading, Maths, English Grammar, Spelling and Punctuation	Tests	Previous year's SATs papers
	End of every term	Writing	Teacher Assessment	Assessed against national framework, where possible cross school moderation.
	End of Key Stage	Reading/English (grammar, punctuation and spelling), Maths	National Test	Externally marked. Results reported to DfE
	End of Key Stage	Reading/Maths/Writing/Science	Teacher Assessment	Assessed against national framework (Interim 2015-16) Results reported to DfE
	End of Year	Reading/Spelling	Test	Salford Reading test for reading age. Hodder Spelling test for Spelling Age. (Only required for children previously below chronological age)
	End of Year	All Subjects	Teacher Assessed	Subject leaders will collate data re children's attainment across the school against criteria of Knowledge and Skills identified in NC and School Knowledge Organisers (WTS, EXP, GDS).

The role of senior leaders and subject leaders is pivotal in their monitoring of pupils' work, assessment information, and the quality of teaching and formative assessment practice.

Subject Leaders/Team Leaders/SENCO and PPG leaders should:

- make a validated judgement of the standards for their subject and plan CPD to support teachers where needed;
- have a clear view of the progress all children are making including pupil groups (e.g. SEND, PPG, Boys/Girls);
- ensure teachers can assess how well pupils are progressing through the curriculum as part of daily teaching as well as through more formal assessments;
- ensure teachers are able to adapt lesson plans effectively to ensure very good progression for all pupils and especially pupils with SEND and able pupils; teaching approaches and learning arrangements can be skilfully adapted in a range of ways according to pupils' needs (pace, content, task, resources, extension, adult support, independent working, grouping, feedback);
- ensure teachers gather evidence during lessons by asking effective questions, employing whole class response methods and listening to the children's discussions;
- ensure teachers employ collaborative learning techniques and peer assessment opportunities;
- ensure teachers involve children in their assessment by providing a structure which they can engage e.g. low stakes self and group quizzes;
- ensure teachers provide feedback that focuses on the shared learning intentions, helps children to think and motivates them;
- ensure teachers liaise with the school's specialist subject teachers to have a clear picture of the progress of their class in those subjects taught by specialist colleagues;
- plan interventions to challenge and support children in response to assessment information;
- ensure teachers are clear about how and why they are using classroom assessment and be able to justify its use.

Role of senior leaders

The HT and SLT, based on assessment information, should:

- make decisions how to prioritise curriculum implementation, adapting the school procedures where necessary, in a timely fashion,
- report to governors.
- Inform parents and pupils what progress they are making through the curriculum

We understand the limitations of assessment and work hard to ensure that assessment does not create unnecessary burdens on staff or pupils. Collections of attainment or progress data are proportionate to need, represent an efficient use of school resources, and are sustainable for staff. Assessment should be consistent, accurate, simple to gather and record, understood universally and, when necessary, generate action.

Staff should:

- understand why we collect assessment data;
- understand what are we drawing from the data;
- understand how collected data informs our curriculum planning, target setting and teaching;

- be familiar with the results and progress of each child they teach;
- ensure that effective use is made of the information that assessment, marking and testing provide;
- attend regular staff/team meetings to review pupils' work, books and to discuss attainment of individuals and classes;
- engage in moderation activities;
- track pupil groups (PPG);
- be aware, where appropriate, of specialist assessments by SEN professionals, including; EP, speech and language therapist, occupational therapist, BST team, Brookfield's Consultancy and SNST team, for children they teach.

Teachers meet regularly with the HT/DHT/SENCo to discuss class and individual's progress and any related classroom matters including provision for special educational needs, gifted and more-able pupils. At these meetings, any relevant training or resource needs (such as extra tutoring) are discussed in order that continuous improvement in teaching and learning takes place. This forms part of the ongoing appraisal of teaching staff.

Teachers are encouraged to evaluate their own practice in light of assessments, in order that individual pupil progress is maximised, and that their own practice is improved.

Tracking (see appendix)

Children's progress is tracked in the following ways:

- By teachers through low stakes assessments and marking
- By the headteacher who maintains annual tracking data so children's progress is measured over time
- On annual class/year group trackers which are the responsibility of team leaders
- SEND trackers maintained by the SENCO
- PPG trackers maintained by the PPG leaders

This provides the school with a good range of summative and norm related information to assist with setting and reviewing targets for individual pupils, classes, vulnerable groups, year groups and phases. It also ensures that up to date information is available for discussion as appropriate with parents. Teachers monitor pupils' progress towards their individual targets and the class/year group's progress towards the whole school targets agreed between the governors and the LA.

Marking

Marking is the routine activity of reading, checking, monitoring, correcting, and (where appropriate) giving a mark to children's work. Marking children's work is an essential part of teaching. It enables us to assess children's understanding, and to plan for the next stage of teaching and learning. It enables us to judge how effective our teaching has been and to provide encouragement and individual advice to children. Marking should not be onerous or excessive.

The school philosophy precludes destructive marking.

1. All work to be marked constructively in green and in an appropriate handwriting style.

2. Children should be assured that their efforts are valued and work should not be set if the teacher does not have time to mark it. Children should not have books returned to them if the work is not marked
3. Work must be marked as soon as possible after it has been completed, or whilst the work is in progress to enable it to be useful.
4. Work must be marked sensitively. Comments are **not necessary** for every piece of work, do not need to be long, but should show the child how to move forward
5. Comments to recognise effort and improvement can be highly motivating for children and **whilst not required**, occasionally may form part of our marking practices.
6. Children should be able to read the teacher's comments or have them read to them.
7. Mark through written work, prioritising basic errors such as capital letters and full stops and spelling of key words, dates and titles, subject specific vocabulary (not more than 3 for the child to practise).
8. In maths, errors should be identified with a dot for the children to check and correct.
9. Verbal feedback is encouraged and should be noted.
10. Where appropriate, teachers must routinely provide time for pupils to act on marking comments,

Marking Key

Symbol	Action Required
C	Check and correct
VF	Verbal feedback given
R	Underline with a ruler
Sp	Correct spelling x3
~~~~~	Mistake/error
0	Capital letter missing or in the wrong place
.	Incorrect answer
★	To acknowledge exceptional achievement

### Presentation guidelines of children's work.

#### EYFS /Year 1

- In EYFS Children should have Maths and English books, phonics and handwriting books so progress can be evidenced. These must be used after October half term.
- Year 1 children should have books for all subjects in line with the rest of the school.
- All names on the front of exercise books should be printed by the teacher.

- Sheets should be trimmed and stuck neatly into books.
- Every piece of work must be dated using the short date if appropriate.
- Every piece of work should have a title except: phonics, spelling and handwriting.
- All dates and titles should be justified to the left with a line between them.
- With squared books children should write one digit in one square.

### **Years 2 - 6**

- All names on the front of exercise books should be printed by the teacher.
- Sheets should be trimmed and stuck neatly into books.
- Every piece of work must be dated. The children will write the long date except for maths, handwriting practice books and spelling tests, which will be the short date.
- Every piece of work should have a title except: spelling, handwriting and times tables.
- All dates and titles should be justified to the left with a line between them and should be underlined with a ruler and pencil (DUMTUM).
- Margins in maths books should be drawn - two squares wide with a ruler.
- With squared books children should write one digit in one square.
- Diagrams and straight lines drawn to label the diagram should be drawn in pencil with a ruler.

### **Ruling Off**

Children will rule off, in pencil, after corrections. A line will be left before starting the next piece of work. If there is less than five lines left on the page a new page may be started.

### **Corrections**

The children will not use Tippex or ink erasers. Rubbers may be used at teacher's discretion. Correct mistakes by drawing one line through with a pencil and ruler.

### **Writing Tools**

Children should have access to the equipment they need on their tables including sharp pencils.

EYFS to Y3 - All work to be done in pencil.

Pencil grips must be used until the correct pencil grip is established

Year 4/5/6 – School Berol handwriting pen should be used when the teacher feels it is appropriate except in maths where all work is to be done in pencil.

#### Monitoring the policy

Senior leaders oversee the implementation of this policy to ensure that assessment practices are accurate, that all teachers are highly proficient in assessment practices in the relevant subject and curriculum areas and including statutory assessment requirements.

#### Relevant linked policies:

- Curriculum Policy
- Teaching and Learning Policy