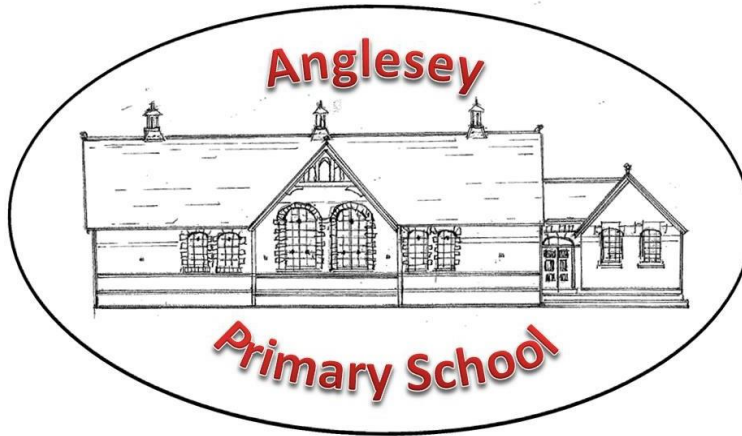


# Anglesey Primary School



## Assessment and Feedback Policy

## Rationale

Anglesey Primary School believes that our children have an entitlement to benefit from all education activities and to receive feedback which allows the children to develop their full potential today, tomorrow and in the future.

## Aims

At Anglesey Primary School we aim to:

- Enable our children to demonstrate what they know, understand and can do in their work;
- Help our children understand what they need to do next to improve their work;
- Allow teachers to plan work that accurately reflects the needs of each child;
- Provide regular information for parents that enables them to support their child's learning;
- Provide SLT and governors with information that allows them to make judgements about the effectiveness of the school.

## Roles and Responsibilities

Our **Leaders** (including Governors) use feedback to identify areas for improvement for cohorts and individuals, holding teachers to account and apportioning support as necessary.

Our **Teachers** use feedback to identify when learning has been securely embedded, identify any gaps in learning, set the course for future learning and deliver intervention groups against specific objectives to accelerate progress

Our **Teaching Assistants** use feedback to support learning effectively in the classroom and deliver intervention groups against specific objectives to accelerate progress

Our **Pupils** use feedback to evaluate their own learning, and work with teachers to identify targets to improve.

Our **Parents** use feedback information communicated by the teacher to help develop a picture of their child's level of attainment and how they can support the school in contributing to their child's progress

## Curriculum Assessment at Anglesey School

### Why do we assess across the curriculum?

There can only be two reasons: to support teaching and learning, and to provide helpful information for parents and stakeholders. 'Helpful' is the imperative word here.

Assessment for learning is critical. This includes formative and summative assessment and, crucially, those interactions with children to understand where they are and how we can support their learning and development.

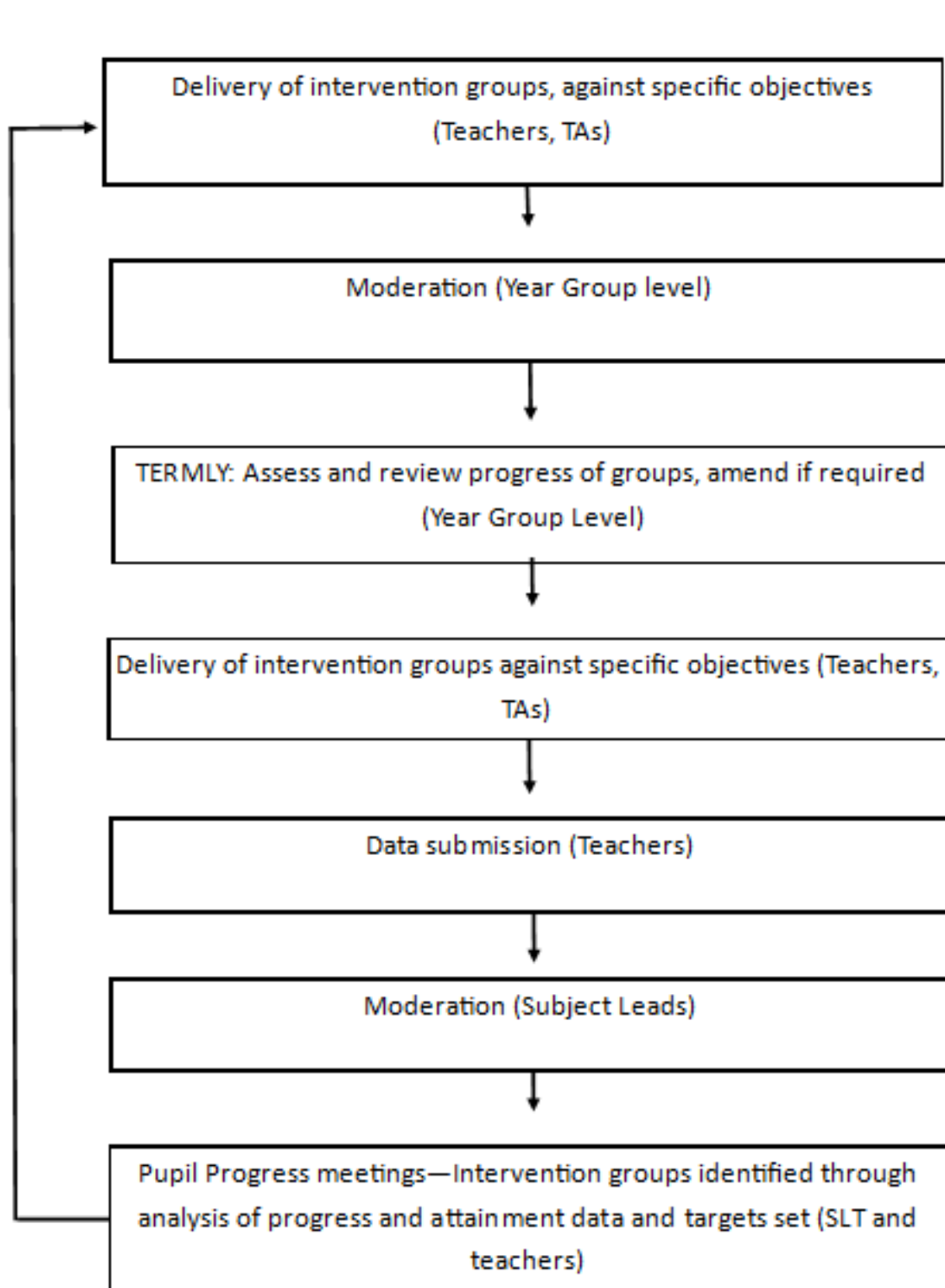
Children deserve and need an ambitious, broad and balanced curriculum. For that to happen and the curriculum to truly become the progression model, assessment has to link directly with the curriculum. They should walk hand in hand from Reception to Year 6.

### How we support assessment at Anglesey Primary School

**Assessment** in primary school is about building a picture over time of a child's learning progress across the curriculum. With a curriculum in place that encourages children to use and apply their learning and innovate, you will have ample evidence of their capability. Teachers at Anglesey Primary School use different ways to gather evidence about how and what the child learns on an ongoing basis.

- Providing a clear progression model. The structure and sequencing of our curriculum creates an ambitious, broad and balanced curriculum: the progression model. Regular monitoring of this curriculum ensures coverage is secure and pupils are exposed to high quality vocabulary.
- Formative assessment takes place on a day-to-day basis during teaching and learning, allowing attainment and progress to be assessed more frequently and supporting teachers to identify and address areas of relative strength and weakness for future planning.
- Summative assessments show what a pupil has achieved at the end of a period of time, relative to the learning aims and, where appropriate, the relevant national standards. This could be in one of many forms, such as; a written report, standardised test, investigation, quiz, PE routine or a DT product.
- Pupil voice is used to review others and own achievements and to support the self-evaluation of teaching and the curriculum.
- **Retrieval** practice (fluency) is used to give pupils opportunities to have to try and remember things they have learnt previously; things they have begun to forget.

## Overview (Termly Cycle)



## Target setting

Target setting is a significant strategy in our school for improving the achievement of children. The targets that we set are challenging, but realistic, and take into account each child's starting point for learning based on their last external assessment point.

We use external data summaries to evaluate data for our school, benchmark it against similar schools and set targets for improvement in conjunction with the targets we have agreed for our children.

We involve the children in the target setting process to make them aware of what they need to do to improve and, wherever possible, negotiate and encourage them to set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their targets.

Our School Improvement Plan is based on the targets that we have set for our children, which in turn links to staff Performance Management. This ensures that what we plan will have an impact on our children's learning. Governors are involved in developing and reviewing the targets of our School Improvement Plan on a regular basis.

Termly Pupil Progress meetings assess and review the progress of cohorts, target groups and individuals. Staff are held to account and support is offered as required to ensure children remain on track.

In EYFS we facilitate learning during Child Initiated and Adult led Activities. The Characteristics of Effective Learning are used to encourage children to concentrate, persevere and self-evaluate. We allow children time and space to become involved in their learning and give verbal 'next step' targets in order for them to develop further.

## Feedback

Research has consistently shown that the most effective feedback for progress in learning comes in the form of high-quality adult input in lessons. Therefore, this is our primary method of formative feedback. Teachers select other forms as and when appropriate, depending on the nature of the task and needs of the children.

### Types of feedback

|                                     |  |
|-------------------------------------|--|
| <b>Adult feedback during lesson</b> | Teachers and other adults use high-quality assessment for learning techniques to assess understanding, and re-shape learning as required.  |
| <b>Adult feedback after lesson</b>  | Teachers use feedback marking strategies in work to assess understanding and provide an opportunity for children to either consolidate the skill or move on to the next element in their learning. |
| <b>Peer feedback</b>                | Children have opportunity to analyse and provide constructive feedback on each other's work.   |
| <b>Self feedback</b>                | Children have opportunity to analyse their own work and identify areas for improvement.  |
| <b>Summative feedback</b>           | Teachers use termly summative assessments to help support their judgements, check retention and identify areas for future learning.  |

## Inclusion

Children with SEND are identified and their progress assessed using SEND continuums. Provision is planned to ensure their needs are made and they can make good progress, initially through quality first teaching and weekly interventions. Any additional support plans are reviewed in line with our Inclusion Policy.

Local and National comparative data is used to ensure all of our pupil groups with additional needs (SEN, EAL, disadvantaged) are set targets which enable them to make good progress.

## Reporting to parents

Each term we offer parents the opportunity to meet their child's teacher. These meetings consist of evaluation and discussion around their child's progress against specific targets, the setting of new targets and how parents can support from, home with achieving these. We also provide details of the child's achievement in National Assessments in Year R, Year 1, Year 2, Year 4, and Year 6.

In the Summer Term a written report is sent home and parents are given the opportunity to discuss this.

We hold regular Parent Workshops throughout the year to communicate learning needs specific to each Year Group.

All parents have the opportunity to discuss the progress of their child at any time with their child's teacher.

### Anglesey Marking, Feedback and Book expectations

#### For all Subjects:

Children to mark own work (if appropriate) with a **red pen**

Adults mark work using a **yellow** or **pink** highlighter



Support Given



Verbal Feedback given

#### EYFS:



Copied



Independent



Support Given



Verbal Feedback given

#### Independent Writing:

- Title e.g. 'A biography of Queen Victoria'
- Long date (once able to)

\* = rewrite    (this can also be highlighted in green)



= add more



= Spelling/Punctuation/Vocab check

Children respond to the above in a **red pen**

Adults mark independent work book using a **yellow** only (SG used as needed for SEN)

- Class teacher should mark minimum 6 children's work using the Year group TAF in addition.
- Progress monitored through ranking, moderation during the year and TAF judgements.

#### Scaffolded Writing:

- Title e.g. 'Story Day 1' 'Balanced Argument Day 3'
- Long date (once able to)



Support Given



Verbal Feedback given

- The class teacher should actively mark 6 children's work each lesson (in highlighter)



- Each child should have highlighted work at least once a week to evidence active marking

#### Phonics:

- Short Date  
Children/Adults to mark work (if appropriate) with a **red pen**
- Progress will be monitored through the Little Wandle Assessment cycle.

#### Guided LW Reading:

- Short Date
- Title of book
  - Work needs to be marked by the teacher (in highlighter) – one group each day
  - Progress will be monitored through the NTS termly assessments, fluency assessments and any Guided Reading/Intervention records. These will be used to target set and plan for whole class / small group interventions.

#### Whole Class Reading:

- Long date (once able to)
- Title e.g. 'Class Novel' 'Poem' 'Newspaper Report'
  - Work needs to be marked by either the child (in red) or an adult (in highlighter)
  - Quiz type questions can be self-marked daily (in red)
  - The class teacher should actively mark 6 children's work each lesson (in highlighter)
  - Regular active marking should be evidenced in each child's book.
  - Progress will be monitored through the NTS termly assessments, fluency assessments and any Guided Reading/Intervention records. These will be used to target set and plan for whole class / small group interventions.

#### Maths:

All sheets must have

- Pupil's name and short date
- Title linked to Learning Objective
- Work needs to be marked by either the child (in red) or an adult (in highlighter)
- The class teacher should actively mark 6 children's work each lesson (in highlighter)
- Each child should have highlighted work at least once a week to evidence active marking
- Progress should also be monitored by 'deep marking' the White Rose End of Block Assessments and the termly maths assessments. These will be used to target set and plan for whole class / small group interventions.

#### Wider Curriculum:

Each new piece of work must have:

- Date
- Title linked to Learning Objective (this should be highlighted in yellow if achieved)