

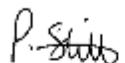


St. Luke's Catholic Primary School
Assessment, Feedback and Reporting Policy 2023-24

Academic Year	Designated Senior Person	Deputy Designated Senior Person	Nominated Governor	Chair of Governors
2017-21	E. Murtagh	M. Grealis		Pauline Stitt
2021/22	E. Murtagh	M. Grealis		P. Stitt
2022/23	E. Murtagh	C Foulds	MPowell	P Stitt
2023/24	E Murtagh	N Jevons	MPowell	P Stitt

Review Date	Changes made	By whom	Date shared with staff /Governors
September 2018	General Review	M. Grealis E. Murtagh	September 2018
September 2019	Update of strategies	M. Grealis E. Murtagh	September 2019
September 2020	General Review/COVID reference	E. Murtagh M. Grealis	October 2020
Autumn 2021	Combining Assessment and Feedback policies	M. Grealis	Autumn 2021
June 2022	General Review	M. Grealis	June 2022
September 2023	dates and Personnel	E Murtagh	September 2023

Policy Review Dates

Signed:  Chair of Governors

Signed:  Headteacher

Date: September 2023



Mission Statement

As God's family we learn, love and laugh.
Together: Love one another, forgive one another
Work together, play together,
Worship together, be happy together.

Introduction

This policy is a statement of the aims, principles and approaches taken to ensure effective assessment, marking, feedback and reporting at St. Luke's Catholic Primary School. It has been written following research, staff meetings and lesson observations considering the strategies in use.

Rationale

At St. Luke's, our aim is to ensure that pupils are given the opportunity to be the very best they can be while developing as unique individuals equipping them with the knowledge, skills, attitude and values to become global, national and local citizens, who are ready to tackle the challenges of life.

Through our Assessment, Feedback and Reporting Policy, we strive to 'unlock the potential inside each and every individual' ensuring that all pupils make excellent progress. This policy is at the heart of classroom practice and is intended to be a practical working document which sets out clear expectations and ensures a consistent approach which can be easily monitored.

Through effective assessment, feedback and reporting, we aim to:

- Develop children's self-esteem through praise and valuing their achievements
- Share high expectations for all learners
- Enable all learners to make progress by informing them how well they are doing and if an objective has been achieved
- Support pupils in becoming independent learners with an awareness of their own strengths and next steps
- Enable staff to effectively monitor attainment and progress ensuring consistency of practice and reflection of effectiveness of teaching and learning
- Provide consistency and continuity in assessment and feedback approaches throughout the school so that all stakeholders have a clear understanding
- Ensure every parent/carer knows how their child is progressing, where they need to improve, and how they can support their child together with their class teachers

Principles of Effective Feedback (EEF June 2021)

1. Lay the foundations for effective feedback, with high-quality initial teaching that includes careful formative assessment;
2. Deliver appropriately timed feedback, which focuses on moving learning forward;
3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered.

Forms of Assessment

Wherever possible, assessment, marking and feedback should take place within lessons and with the child present. If this is not achievable, children read, reflect or respond to comments at an appropriate given time. This may be individually, in pairs, groups or shared as a whole class. There are three broad forms of assessment used at St. Luke's:

Assessment for Learning (*formative*):

- Oral feedback
- Questioning
- Marking of pupils' work
- Observational assessments
- Short quizzes
- Peer and self-assessment

Assessment of Learning (*summative*):

- Assessment judgements recorded in Balance®
- End of term tests, e.g. NFER, Past SATs Papers
- Spelling tests and dictations
- Phonics assessments
- Unit review of pupil attainment and progress (eg Power Maths)
- Grammar Punctuation and Spelling assessments
- Review activities for pupils receiving additional support e.g. intervention groups

Nationally Standardised Summative Assessment:

- National curriculum tests at the end of KS2
- National curriculum teacher assessments at the end of KS1 supported by test
- Multiplication Check in Year 4
- Phonics Screening check in Year 1 and 2
- Assessment against the Early Years Foundation Stage (EYFS) Profile at the end of Reception

Agreed Approaches to Assessment for Learning (AfL)

AfL is also known as 'formative assessment' and informs teachers about pupils' knowledge and understanding of a topic, concept or skill, which is then captured in future planning and next steps in

learning. This information will be collected and communicated in a variety of ways including: verbally; through targeted questioning; in writing; through observation notes on whole-class feedback sheet; and through measurement against learning objectives/ success criteria.

Verbal Feedback

Self-esteem is the most significant factor in being a successful learner. Immediate feedback is the most effective and is therefore most likely to be verbal.

Verbal feedback should:

- Highlight successes and next steps
- Be interactive and developmental
- Involve other learners so that common misconceptions can be addressed as a group or class
- Reiterate expectations and check on progress.

Whole Class Feedback Sheet

Whole class feedback is when a teacher delivers comments about performance to the entire class as a whole, rather than individually. This enables teachers to identify common errors in work and address them as a group; this is an efficient way to use a teacher's time in the classroom without having to comment on the same mistakes time and time again. Whole Class Feedback Sheets (**see Appendix 4**) should be used to support next steps in learning and future planning.

Written Feedback

In English, marking codes are used by teachers (see appendix 1 and 2) and children should respond to marking codes used by the teacher. Only a reasonable number of the most obvious mistakes should be corrected. In Maths, marking usually consists of ticks and dots. Teachers will mark/highlight in green (green is good) and pink (think pink) while the children will respond in purple pen (PIP – purple improvement pen). Success criteria are used in both English and maths and provide an opportunity for pupils and teachers to collaborate in the assessment process. Pupils will assess their overall learning object with a Balance® judgement in the following areas of the curriculum:

- English
- Maths
- Science
- WTL

There are times when more detailed feedback may be required, for example, when a unit of English work is completed.

Peer Marking and Self Assessment

Pupils are encouraged to self-assess their own learning in order to enhance their skills as independent learners. Class teachers must encourage all learners to use the Balance® 'traffic light' model and/ or number system displayed in each classroom. Pupils must be taught explicitly what

'good' looks like and be given opportunities to justify their assessments by sharing examples of their learning with the whole class or with a focus group.

From KS1, children should be introduced to peer marking and taught how to encourage and to support each other in the learning process. Firstly, this will involve identifying things they like about the piece of work, and then suggesting ways to improve it. The learning objective provides the criteria on which this is based. The teacher will be responsible to pair the children appropriately. All children should follow the peer marking agreement, which is shared regularly with all children in KS1/2(see **appendix 3**). All pupils will use a '**Purple Improvement Pen**' to edit areas for improvement.

Class visualisers and other technology are also regularly used to support this. Marking against shared learning objectives or agreed 'steps to success' empowers children to realise his or her own learning needs and to have control over future targets.

Agreed Approaches to Assessment of Learning (AoL)

AoL is also known as 'summative assessment' and informs staff about pupils' attainment and progress against an agreed standard. This information is collected and communicated for tracking and comparative purposes in school. Summative assessment information will have a range of audiences including pupils, teaching staff, leaders, governors and parents.

At St. Luke's, staff use the Balance[®] assessment tool to record judgements against National curriculum objectives. Balance is both a formative and summative assessment tool as it helps to inform both staff and pupils about the next steps of learning. Both AfL and AoL are essential in raising standards and are used in all classes within our school. Through the use of Balance[®], these two forms of assessment complement each other and are central to our assessment, teaching and learning cycle.

The use of Balance[®] and assessment of learning will:

- Provide summary judgements about what has been learned at a specific point in time
- Compare pupils to national curriculum age related expectations
- Show what pupils can do without support
- Inform future planning
- Inform the target setting process
- Identify specific cohort or group issues and where additional resources may be required
- Promote subsequent intervention(s)
- Identify the need for support from outside agencies

Pupil Progress Meetings and Professional Development

At St. Luke's, we value all forms of assessment and appreciate that, although tests provide a simple measurement at a single point in time, professional knowledge and dialogue regarding each unique individual is key. For this reason, pupil progress meetings are held regularly throughout the year. During these meetings, the progress of individuals, and specific cohorts and groups of children, is discussed using assessment data collated and presented by teachers. As a result of these meetings, targets may be revised and interventions are planned. Trends across cohorts, vulnerable groups, key stages and subject areas are collated and actioned as necessary.

Teachers are supported in their judgements through a culture of professional dialogue. All staff are actively encouraged to regularly share good practice and ask probing questions of each other. This is highly supportive of a system of assessment that is designed to promote outstanding teaching and learning.

Teaching staff will be provided with professional development in the following ways:

- Staff meetings dedicated to discussion and development of good practice in assessment
- Regular focused work scrutiny activities conducted by staff and leaders
- Internal moderation activities to agree judgements in: EYFS, reading, writing, maths, WTL, end of KS, and end of KS2
- External (local) moderation activities to agree judgements in: EYFS, reading, writing, maths, end of KS1, and end of KS2
- Attendance at Local Authority moderation events and training

Nationally Standardised Summative Assessment

The school will implement any statutory national curriculum assessments in line with guidance provided by the Standards and Testing Agency (STA), an executive agency of the Department for Education (DfE). The Headteacher is responsible for ensuring that due care and rigorous attention to any statutory guidelines is adhered to. The Headteacher will ensure that papers are kept secure and that a system is in place to ensure that the school works strictly within the administration procedures provided. The school will provide evidence of this during any external monitoring visits. Governor monitoring visits are also encouraged during testing periods. Any statutory national curriculum assessment information regarding EYFS, Key Stage 1, Key Stage 2 and Phonics is kept in the Headteacher's office and provided to teaching staff as necessary to support with the administration.

These include:

- Timetables for testing
- Applications/ information about pupils with additional time
- Briefing guidance for adults supporting individual/ groups of children
- Copies of Assessment and Reporting Arrangements (ARA)

Early Years Foundation Stage (EYFS)

At St. Luke's, we carry out the statutory Reception Baseline Assessment (RBA) alongside making our own baseline judgements within the first half of the autumn term using Learning Book. Judgements are recorded using the Learning Book Profile package, which summarises information gathered from a range of sources including from parents, liaison with early years' settings during transition and observations. Learning Book is used to gather assessment information for both formative and summative purposes throughout the year. Pupils at the end of Reception are assessed using the EYFS Profile. For each Early Learning Goal (of which there are 17), teachers decide which one of the following judgements is most accurate as a 'best fit' using evidence gathered throughout the year:

- Emerging - The child has not yet reached the expected levels
- Expected - The child is meeting the 'expected' levels

Reporting to Parents

Annual reports are sent to parents at the end of each academic year. These reports inform parents of their child's effort, progress and achievement when compared to the end of year age related expectations. They also give suggestions for the targets and areas for development. Alongside the annual reports, parent consultations are vital to the reporting and communication process promoting the positive partnership between home and school. Parents' Evenings are held in the Autumn and Spring term each year. Termly Progress Reports are sent home at the end of Autumn and Spring Term informing parents of their child's progress towards their end of year target and offering suggestions of ways in which they can be supported.

SMART targets are shared with parents of children on the SEND register and are updated each half term.

Monitoring

Teaching staff, leaders and governors are all actively involved in monitoring and responding to assessment data, and therefore monitoring the effectiveness of assessment practices, at St. Luke's.

The Senior Leadership Team will ensure that they also make full use of the data available to them from national sources, such as:

- Analyse School Performance (ASP)
- FFT Aspire

Key messages will be sought from both this and internal data and will be used to inform school development planning. However, due respect to the effect of small cohort sizes in small schools such as ours will also be given and carefully considered.

Marking and Feedback will be monitored on a termly basis by the Senior Leadership Team and Subject Leads.

Appendix 1



St Luke's Catholic Primary School

Mar king Co de KS1

My Teacher	
	Green is Good
	Think pink
	Finger space
CL	Capital letter
FS	Full stop
Sp	Spelling
P	Punctuation error
T	Tense error
//	New paragraph
^	Word omitted

Me	
...	Go back and check
Purple Pen	Purple Improvement Pen
IPTGS 	Self-Assessment

Appendix 2



St Luke's Catholic Primary School

Mar king Co de KS2

My Teacher	
	Green is good
	Think Pink
CL	Capital Letters
FS	Full Stop
Sp	Spelling
P	Punctuation Error
T	Tense Error
//	New Paragraph
S	Sense
^	Word Omitted

Me	
	Go back and check
Purple Pen	Purple Improvement Pen
I P T G S 	Self-Assessment

Appendix 3

Our Agreement

Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.
- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.
- Tell our partner the good things that we see in their work.
- Listen to our partner's advice because we are trying to help each other do better in our work.
- Look for a way to help our partner achieve the learning objective with more success.
- Try to make our suggestions as clear and positive as possible.
- Get our partners to talk about what they tried to achieve in their work.
- Be fair to our partner; we will not talk about their work behind their backs because we wouldn't want them to do it to us.

Appendix 4

Whole Class Feedback

Date:

Lesson:

Next Steps in Learning	Misconceptions/Errors	
	Further Support Needed	
	Star Performers	
Good Examples	Presentation Issues	Incomplete or Absent

Appendix 5

Assessment Overview

Year Group	Autumn Term	Spring Term	Summer Term
FS2	Reception Baseline Assessment (Sept) Learning Book Assessment (Dec)	Learning Book Assessment (March)	Learning Book Assessment (June) EYFS Data return (June)
Year 1		NFER Assessments (March)	Phonics Check (June) NFER Assessments (June)
Year 2	NFER Assessments (Dec)	Past SATs Paper (March)	KS1 SATs (May) Phonics Check (June)
Year 3	NFER Assessments (Dec)	NFER Assessments (March)	NFER Assessments (June)
Year 4	NFER Assessments (Dec)	NFER Assessments (March)	Multiplication Check (June) NFER Assessments (June)
Year 5	NFER Assessments (Dec)	NFER Assessments (March)	NFER Assessments (June)
Year 6	NFER Assessments (Dec)	NFER Assessments (March)	KS2 SATs (May)