

# Fiddlers Lane

Community Primary School

## **Assessment and Feedback Policy**

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## Contents

1. General principles.....	2
2. Forms and Purposes of Assessment.....	3
3. Governance, Management and Evaluation.....	3
4. Data.....	4
5. SEND.....	4
6. Pupil Progress Meetings.....	5
7. End of Year Summative monitoring.....	6
8. Progress and End of Year Reports.....	6

## Appendices

Appendix 1 Feedback Proforma English and Maths.

Appendix 2: Assessment calendar

Appendix 3: Pupil progress meeting discussion aid

Appendix 4 Reports to parents

## 1. General principles

At Fiddlers Lane assessment is an integral part of teaching and learning.

Assessment data is collected only where necessary and reported in a way that is clear. It is used to focus on monitoring effective teaching and supporting children's progress, attainment and wider outcomes.

We achieve our assessment without adding unnecessarily to teacher workload. We use a range of assessment forms including 'Day to Day in-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessment'. Assessment is inclusive of all abilities. Summative assessment is predominantly recorded on Target Tracker.

At Fiddlers Lane Community Primary School we believe Feedback should be:

**Meaningful:** Feedback varies and teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching. Throughout school feedback to pupils is usually verbal and immediate.

**Manageable:** Feedback practice is proportionate and considers the frequency and complexity of feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers. Evidence collected from observations and pupils book are recorded onto an English or Maths proforma (hard copy or electronically) and is shared with the pupils when appropriate.

In EYFS (Early Years Foundation Stage) all practitioners are involved in observing children and collating data which is discussed and then used to inform our subsequent planning.

**Motivating:** Feedback should help to motivate pupils to progress.

Every lesson or sequence of lessons, should have clearly identified learning objective. The learning objective may be over a number of strands, linked to the child's next steps.

## 2. Forms and Purposes of Assessment

Our feedback may take the form of:

- Feedback during lessons, at the point of construction, either verbally, marking by adults or by self/peer (edit and proofreading).
- Whole class oral feedback.
- Use of ICT to aid feedback – e.g. pods, Purple mash spellings, x table checks
- Parental meetings, discussions and reports.

### 3. Governance, Management and Evaluation

The Head Teacher is accountable to the Governing body for the implementation of the assessment policy. The head holds responsibility for ensuring:

- The assessment policy is up-to-date;
- It is an accurate representative of best assessment practice.
- That appropriate standards of performance are applied and maintained over time
- That all staff are supported in its use and application.

The Curriculum Leadership Team monitor and evaluate the impact of the policy on teaching, learning and teacher workload. The central question at the heart of evaluation is this: are our assessment systems fit-for-purpose?

The Curriculum Leadership Team ensures that curriculum and assessment framework remain aligned and judge the effectiveness of the assessment policy by consideration of the following criteria:

- There is an impact on teaching and learning
- There is a reduction in teacher work load.
- The validity of assessments used in the school – that is, it measures what it claims to measure.
- The reliability of assessments used in the school – that is, all measurements are consistent
- The cost and impact on staff development and other resources are manageable and provide value for money.

The Curriculum Leadership Team analyses the attainment and progress of all key groups within school. Strengths and areas of weakness are identified All staff are provided with a copy of this policy and it informs part of the school's induction program.

- The school's data management system is continually reviewed and evaluated to ensure it supports the delivery of the school's assessment policy and is in line with the aims and principles outlined.
- The assessment policy is reviewed and re-drafted at least every three years or earlier if there are significant changes to the education system that may impact on our practice.
- The review process involves all staff in dialogue and consultation and is informed by any significant changes to the education system or educational and assessment developments that will improve our practice.
- When all staff have been consulted and their views considered, the final draft is presented to the Governing body for final approval and subsequently made available on the school website.

## 4. Data

To inform teaching and learning and progress, the termly data is collected for Reading, writing, maths (Data includes outcomes from termly summative assessments. Science, history, geography, art, DT, RE, French, PE, Computing are based on teacher assessments. See **Appendix 2. Assessment Calendar**

## 5. SEND

Pupils on the SEN register are carefully monitored using, and EHCP (Education, Health and Care Plans), IEP (Individual Education Plans) reviews as well as Play Plans in EYFS. The progress SEND pupils make is tracked through, Welcomm data analysis (EYFS and year1) reading bands, Target Tracker Bands assessments, Dyscalculia Checklists, Reading Wise, Precision teach check lists, Purple Mash Maths scores, SSRT (Salford Standard Reading Test) data, reviewed EHCP and IEPs Impact of therapeutic interventions, CAHMS (child and adolescent mental health services) input and reports are also used to monitor progress of SEND pupils. Pupils are also TALC (Test of Abstract Language Comprehension) screened in Reception class. Programs and interventions used are monitored using Target Tracker and plotted onto a Provision Map.

## 6. Pupil Progress Meetings:

Each term, Maths and English leads analyse data collected (attainment and progress), which is discussed in a 1: 1 meeting with the class teachers. Using Target Tracker, Age related Summary Reports and Progress between term reports are used to form discussions as well as observations during play in EYFS. Interventions are monitored as well as impact. Discussion also takes place. Maths and English feedback to the Head, Governors and staff.

- Appendix PPM proforma

### 6.1 SEND pupil progress:

Each term the SEND Co meets with staff to discuss pupil progress of those on the SEND register. Their EHCPs, IEPs and play plans are discussed / evaluated with the SEND Co.

Termly monitoring and Annual reviews take place for pupils with EHCPs.

## 7. End of Year Summative monitoring

At the end of the year the following reports are run and analysed ready for the next school year.

Age Related Expectation Summary Report (contextual filters can be applied).

Step Attainment Summary Reports (contextual filters can be applied).

The child's current Teacher also meets with the child's next Teacher to discuss their learning and development.

## **ELG attainment summary**

Data calendar (including EYFS summative assessment dates)

Nursery - Baseline in September, End of Autumn Term, End of Spring Term, End of Summer Term)

Reception - Baseline new additions, End of Autumn Term, End of Spring Term, ELG decisions in May

## **8. Progress and End of Year Reports:**

Each year a parents evening takes place in both the autumn and spring terms. In KS1 and 2. We also conduct a 'Meet the teacher' drop-in session at the start of the new academic year and an opportunity to discuss end of year reports with parents in July.

Parents are invited in for 'Pride Time' each term where they can look at their child's books and have open discussion with the class teacher. In EYFS, there are photographic observations of the children on Target Tracker, which school is in the process of allowing Parents access to. End of Year reports are sent out to inform parents if their child has met age-related expectations and these also report on effort, behaviour for learning and attendance.

**Appendix 1: Feedback Proforma**

Year group:            Class teacher:	
Subject:	
Objective/Strand:	
Date/s:	
Praise:	Needs further support:
Presentation:	Basic skills:
Misconceptions/ Next lesson:	

## Appendix 2. Pupil Progress Meeting Discussion Aid

### MONTH-YEAR-TEACHER'S NAME

	ARE (including light pink/at risk)	ARE (Yellow-secure and above)	Exceeding (Green)	
SUM 2 (previous year)	#% (No. pupils)	_ % ( )	_ % ( )	
AT 2 (before meeting)	_ % ( )	_ % ( )	_ % ( )	
AT2 (final)	_ % ( )	_ % ( )	_ % ( )	_ % increase/decrease
SP2 (before meeting)	_ % ( )	_ % ( )	_ % ( )	
SP2 (final)	_ % ( )	_ % ( )	_ % ( )	_ % increase/decrease
SUM2 (before meeting)	_ % ( )	_ % ( )	_ % ( )	
SUM2 (final)	_ % ( )	_ % ( )	_ % ( )	_ % increase/decrease

#### Previous Focus Group:

How are the focus children selected last meeting progressing? Have they made positive progress?

#### New children:

Any new children joined since the last meeting? How does this effect the cohort?

#### Accelerated progress:

Children making more than the expected step progress (AT- 2+, SP- 4+ and SUM- 6+)

NAME (+\_)

#### Limited progress:

Children making less than the expected step progress (AT - <2, SP- <4 and SUM -<6)

NAME (+\_)

#### Target Tracker judgement changes from professional discussion:

Has any discussion took place regarding assessment? Maths or English lead to change these judgements on TT.

What's going well?

Teacher time to note anything positive this term.

#### Issues:

Resources	
Staffing	
Behaviour	
Other	

#### Interventions impact:

Name any children and the intervention they have received since the last meeting. Discuss the impact this has had.

#### Focus groups recommendations and actions for AT/SP/SUM term :

List children's names (approx. 4 children- usually from the pink 'at risk' section).

#### MATHS/ENGLISH LEAD ACTIONS:

#### HEAD TEACHER ACTIONS:

## Appendix 3 Assessment Calendar

### Assessment Calendar 2019-2020

#### Nursery

**Base line**

Complete by October - by half term

Number of pupils working at each milestone for Autumn Term.

Areas assessed in 1<sup>st</sup> half term:

Target Tracker All ELGS on going assessments

**Welcomm data.**

Number of pupils Red Amber Green bands for each term.

**Summer 2**

All summative data on Target Tracker

Nursery end of year reports to Head teacher

#### Reception

**EYFS Baseline trail weeks 1-6. ( 2019)**

TALC screening – entry data

**Entry data**

Base line Nursery summer 2 for those who were in our N.

Base line in weeks 1-3 for those new to Reception.

End of Autumn 2 use formative assessment on Target Tracker to say which band pupils are working within.

For class % at each milestone

**Welcomm data.**

Number of pupils Red Amber Green bands for each term.

**Term 3 Year 1 ready assessments (to be developed).**

Summer 2

All summative data on Target Tracker

Year 1 ready assessments - data recorded

End of foundation stage ELG data

Reception end of year reports to Head teacher

TALC screening – exit data

## Assessment Calendar 2019-2020

### Year 1 Base line on entry to Year 1 Pre key stage levels

Autumn		
English Writing	English Reading	Maths
Writing LAP Year and term ELG assessment for those not able to access ( sig below ARE)	SSRT	Lancashire Autumn assessments Arithmetic, Reasoning
Handwriting year and term	Reading band ELG assessment for those not able to access ( sig below ARE)	ELG assessment for those not able to access ( sig below ARE)
Phonics phase		
Spring		
English Writing	English Reading	Maths
Writing LAP Year and term	SSRT	Lancashire assessments Reasoning & Arithmetic
Handwriting year and term	Reading band	ELG assessment for those not able to access ( sig below ARE)
Phonics phase		
Summer		
English Writing	English Reading	Maths
Writing LAP Year and term	SSRT	Y1 Lancashire End of year assessment
Handwriting year and term	Reading band	Reasoning Arithmetic
Phonics phase		
SPAG -		
<p>All summative data on Target Tracker. Reports to SC Target Tracker Summative Band completed termly using formative assessment data gathered for: Science, History, Geography, Music, Art, DT, RE. PE passport data used for PE</p>		

## Assessment Calendar 2019-2020 Year 2

Base line End of year 1 data.

### Summative assessments.

Autumn		
English Writing	English Reading	Maths
Writing LAP Year and term	Teacher assess if at ARE	End of year 1 Lancashire Arithmetic reasoning
Handwriting year and term	Reading band	
Phonics phase	SSRT	
SPAG -		
Spring		
English Writing	English Reading	Maths
Writing Lap Year and term	SSRT	Spring Lancashire test or appropriate for below ARE.
Handwriting year and term	Reading band	X Table Purple mash maths x2, 5 , 10's
Phonics phase	End of year 1 Lancashire paper	
SPAG		
Summer		
Writing Lap KS1 TA for ARE	SSRT	KS1 Maths SAT
Handwriting year and term	Reading band	End of year 2 Lancashire maths paper Arithmetic Reasoning x2
Phonics phase. Re test for Year 1 Phonics Check	KS1 SAT or TA for those not accessing the test	
KS1 SAT SPAG paper		
July Reports to parents Termly: All summative data Target Tracker using formative assessment data gathered for: Science, History, Geography, Music, Art, DT, RE, PE passport data used for PE		

## Assessment Calendar 2019-2020 Year 3

### Base line KS1 SAT data.

Autumn		
English Writing	English Reading	Maths
Writing LAP Year and term	SSRT	Maths - KS1 SAT for those below ARE at KS1 SATS Or Year 3 Lancashire Autumn for those who were AR or greater depth at KS1 SATS
Handwriting year and term	Reading band	
Phonics phase	End of year 1 test base paper	Purple mash math X tables 3, 4, 8's
SPAG		
Spring		
English Writing	English Reading	Maths
Writing Lap	SSRT	Spring Lancashire maths paper or appropriate for below ARE.
Handwriting year and term	Reading band	
Phonics phase	End of year 1 test base paper	Arithmetic
SPAG -		Reasoning
Summer		
Writing Lap	SSRT	Spring Lancashire test or appropriate for below ARE.
Handwriting year and term	Reading band	
Phonics phase	End of year test base paper	
SPAG		
July Reports to parents Termly: All summative data Target Tracker using formative assessment data gathered for: Science, History, Geography, Music, Art, DT, RE, PE passport data used for PE		

## Assessment Calendar 2019-2020 Year 4

Autumn		
English Writing	English Reading	Maths
Writing LAP Year and term	SSRT	End of year 3(Summer) Lancashire Maths paper if below ARE when finishing Y3.
Handwriting year and term	Reading band	
Phonics phase	End of year 3 test base paper	Lancashire Y4 Autumn test for those ARE when finishing Y3.
SPAG -		X table test
Spring		
English Writing	English Reading	Maths
Writing Lap	SSRT	Spring Y4 Lancashire paper or suitable for below ARE.
Handwriting year and term	Reading band	X table tests all 2-12
Phonics phase	End of year 4 test base paper	
SPAG -		Spring Lancashire test or appropriate for below ARE.
Writing Lap	SSRT	
Handwriting year and term	Reading band	
Phonics phase	End of year test base paper	
SPAG		
Summer		
July Reports to parents Termly: All summative data Target Tracker using formative assessment data gathered for: Science, History, Geography, Music, Art, DT, RE, PE passport data used for PE		

## Assessment Calendar 2019-2020 Year 5

Autumn		
English Writing	English Reading	Maths
Writing Lap	SSRT	Autumn Lancashire paper or appropriate for the below ARE children.
Handwriting year and term	Reading band	
Phonics phase	End of year 4 test base paper	
SPAG -		
Spring / Summer		
English Writing	English Reading	Maths
Writing Lap	SSRT	Spring Lancashire test or appropriate for below ARE.
Handwriting year and term	Reading band	
Phonics phase	End of year 5 test base paper	Re test x tables
SPAG -		
Summer		
Writing Lap	SSRT	
Handwriting year and term	Reading band	Spring Lancashire test or appropriate for below ARE.
Phonics phase	End of year 5 test base paper	
SPAG		
July Reports to parents		
Termly: All summative data Target Tracker using formative assessment data gathered for: Science, History, Geography, Music, Art, DT, RE, PE passport data used for PE		

## Assessment Calendar 2019-2020 Year 6

Autumn		
English Writing	English Reading	Maths
Framework	SSRT	
Handwriting year and term		Year 6 SAT paper
SPAG -	Year 6 past SAT	
Spelling test	Reading band if still on	
January / February		
English Writing	English Reading	Maths
Framework		Lancashire paper
SPAG Test base suite 1	Test Base suite 1 reading test	
April		
English Writing	English Reading	Maths
Framework		
SPAG Test base suite 2	Test Base suite 2 reading test	Lancashire papers Past paper practice
May 13 <sup>th</sup> 17 <sup>th</sup> KS2 SATS		
SPAG	English Reading	Maths
Framework		
June		
TA for writing using ARA for SAT result Framework document		
July		
July Reports to parents Termly: All summative data Target Tracker using formative assessment data gathered for: Science, History, Geography, Music, Art, DT, RE, PE passport data used for PE		

## Appendix 4 Thresholds for assessments. Maths autumn

All year groups	A	R	T
b+	80%	70%	
b	60%	50%	
s+	50%	40%	
S below	Previous year end of year years group or appropriate (SEND)		

Year 6 Autumn Maths test	A: 40	R: 35	7: 75
Y6b+	32+	24+	56+
Y6b	24-31	17-23	41-55
Y5s+	20-23	14-16	34-40
Y5s	End of Y5 paper or below (SEND)		

Year 5 Autumn Maths test	A: 40	R: 35	7: 75
Y5b+	32+	24+	56+
Y5b	24-31	17-23	41-55
Y4s+	20-23	14-16	34-40
Y4s	End of Y4 paper or below (SEND)		

Year 4 Autumn Maths test	A: 35	R: 35	7: 70
Y4b+	28+	24+	52+
Y4b	21-27	17-23	38-51
Y4s+	17-20	14-16	31-37
Y4s	End of Y3 paper or below (SEND)		

Year 3 Autumn Maths test	A: 32	R: 33	7: 65
Y3b+	25+	23+	48+
Y3b	19-24	16-22	35-47
Y2s+	16-18	13-15	29-34
Y2s	KS1 SATS paper or below (SEND)		

Year 2 Autumn Maths test	A: 25	R: 35	7: 60
Y2b+	20+	24+	44+
Y2b	15-19	17-23	32-43
Y1s+	12-14	14-16	26-31
Y1s	End of Y1 paper or below (SEND) – REC statements.		

Year 1 Autumn Maths test	A: 25	R: 35	7: 60
Y1b+	20+	24+	44+
Y1b	15-19	17-23	32-43
REC+	12-14	14-16	26-31
REC	REC/NURSERY statements.		

## Appendix 4 Example End of year report to parents template (KS1)

# Fiddlers Lane

## Community Primary School

### Annual Report to Parents

**Firstname Surname**  
**Year X**  
**July 2019**

**Class teacher: Mrs Curriculum**  
**Support staff: Teaching assistant**

Dear Parents/Carers,

As we approach the end of the academic year, I am pleased to share with you your child's annual report for 2018-19. This gives an overview of your child's achievements this year, as well as some indications for their progress in the year ahead. I hope that you find its contents informative, and that you enjoy the opportunity to celebrate the progress made.

If you have any questions about the report, please do not hesitate to contact the school to make an appointment to discuss its content with your child's class teacher.

**Ms S Cooper**  
Headteacher

**Class Teacher's Comment**

**Subject attainment**

Core Subjects		Foundation Subjects	
Speaking & Listening	Greater Depth	Art	
Reading	Expected	Computing	
Writing - overall judgement	Working Towards	Design & Technology	
Composition / grammar	Expected	French	
Phonics / Spelling	Below	Geography	Expected
Handwriting	Below	History	
Mathematics *Arithmetic		Music	
Mathematics *Reasoning		Physical Education	
Science		Religious Education	

Arithmetic = mental maths Reasoning = problem solving

Pupils' attainment is compared to the expectations for their year group. Attainment is graded in the following bands:

**Greater Depth** Pupils working beyond the standard expected for their year group, showing greater depth of understanding.

**Expected** Pupils who are working at the standard expected for their year group.

**Working Towards** Pupils working at the appropriate age curriculum, but who have not yet secured all the expected learning for their year group.

**Below** Pupils who are not yet working on the objectives linked to their year group.

**Preparation for Learning**

	Attendance	Behaviour	Effort	Homework
<b>Exceptional</b>	Attendance is 99% or higher. Always in school on time.	A role model for other pupils due to their excellent behaviour.	Goes beyond expectations in lessons.	Goes beyond expectations in completion of homework.
<b>Good</b>	Attendance is 95% or higher. Very rarely late to school.	Always meets the FLCP Expectations for behaviour.	Consistently good effort with all work set.	Consistently good effort with all homework set.
<b>Room for improvement</b>	Attendance falls below 95% or occasionally late to school.	Occasionally misses learning opportunities due to behaviour.	Effort is sometimes good, but not always consistently applied.	Homework set is sometimes completed or partially completed.
<b>Cause for concern</b>	Attendance is below 90% or frequently late to school.	Incidents of poor behaviour cause disruption for other pupils.	Shows a poor attitude in lessons.	Homework set is rarely completed.

A full transcript of your child's attendance up to Friday 5<sup>th</sup> July will accompany this report.

**Targets for the Year Ahead**

**Headteacher comment**

**Class teacher** **Headteacher**

**Fiddlers Lane**  
Community Primary School