Holmer Green First School and Pre-School
Assessment and Feedback Policy

This document breaks down our rationale for assessment within Holmer Green First School and Pre-School and to set standards and expectations across our school community to ensure consistency and understanding in both the practice and purpose of assessment to ultimately improve teaching and learning.

Formative assessment is a continual process. It provides information on strengths and learning difficulties, acting as a guide to future action in the form of amending planning, giving extra support or extension work. Successful learning occurs when learners have ownership of their learning; when they understand the goals that they are aiming for.
Summative assessment reports the current position of a pupil in the respect of the National Curriculum subject areas.

Formative and Summative assessments are carried out across the school. Assessment data is captured using Tapestry.

There are three data captures across the year – October (Autumn 1), February (Spring 1) and June (Summer 2).

<u>Early Years Assessment (Pre-School and Reception)</u>
There are three statutory assessments that must be carried out during the Early Years Foundation Stage, the Progress check at age 2, the Reception Baseline assessment, and the Early Years Foundation Stage Profile.

- The Progress check at age 2 will be completed before a child reaches 3 years old. The aim of the check is:
    - to review a child's development progress in the three prime areas (Communication and Language, Personal, Social and Emotional Development and Physical Development).
    - to ensure that parents have a clear picture of their child's development.
    - to enable practitioners and parents to understand the child's needs and plan activities to meet them.
- The Reception Baseline (RBA) must be completed within the first six weeks of starting Reception.
    - It provides a snapshot of where pupils are when they arrive at school.
    - It will provide a starting point to measure the progress schools make with their pupils between Reception and the end of primary school.
- The Early Years Foundation Stage Profile is completed at the end of the summer term in Reception.
    - The EYFS profile summarises and describes children's attainment in each of the Early Learning Goals indicating whether they are meeting expected levels of development or have not yet reached expected levels (emerging).

- Development Matters is used throughout the EYFS as a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age. We use observation checkpoints to help make informed decisions about each child's development and what help they may need to progress.
- We use Tapestry (our online learning journal) to record photos, videos and comments to help build a picture of each child's experiences, development and learning journey. The information uploaded onto Tapestry will help us to monitor and decide the needs of each child.
- Pre-School children who are due to begin school in September, will receive a reading book to take home during the second half of summer term.
- Children in Reception will read phonetically decodable books that are closely matched to their phonics knowledge.
- Each Tapestry observation will be flagged to link to the relevant areas of learning. This will help provide an overall picture of every child's progress.
- On Tapestry, children will be recorded as no concerns, concerns or under review and notes will be made to reflect this. These observations are updated regularly.

Key Stage One Assessment

- Teachers in Key Stage One assess the children in their class at the half term point. These judgements are made using information from exercise books, Tapestry and observations during practical lessons.
- All subjects are assessed every term.
- When looking at each objective, the teacher must decide if the child is Working Towards (WTS) or working at the Expected standard (EXS). Greater Depth (GDS) is used for reading, writing and maths only.
  WTS – The child is beginning to understand the concept.
  EXS – The child is secure with the objective.
  GDS – The child is able to apply the objective across the curriculum.
- Pupils in Year One and Year Two have targets set at the beginning of the academic year. These targets are based on their achievement at the end of the Foundation Stage and the progress during Year One (where applicable).
- The children in Year One and Two complete assessment papers during the spring term to inform teacher assessments and identify any gaps in knowledge.

Phonics Assessment

Teachers assess all children and complete a whole class phonics assessment tracker every half term and at the end of every phase. This will cover the GPCs and common exception words taught for each phase. Children identified as needing extra support will also have an individual assessment record completed to be used to inform targeted 1:1 support.

In the Summer Term, Year One will take the statutory national Phonics Screening Check. This is designed to confirm whether the children have learnt phonic decoding to an appropriate standard and to identify those that need extra support. Those that have not reached the appropriate standard will take the Phonics Screening Check again in the Summer Term of Year Two.

Reading Assessments

Reading Assessments take place every half term. We carry out this assessment regularly to ensure that children are reading books at the appropriate level.

The process involves teachers hearing children read their independent reading book on a 1:1 basis. The teacher will then ask the child comprehension questions so that all aspects of reading is assessed.

Once the child has been assessed, the teacher will write a comment for the parent in the child's reading record. This comment will include:

- The date.
- How well the child read.
- Whether the child is being moved on to the next phase or colour.
- What the child needs to focus on next to develop their reading further.

By the end of the year, each child should have five comments in their reading record made by the class teacher.

Children should regularly read to an adult in their class. This could be to the teacher or teaching assistant, during a guided reading session or 1:1. Once the child has read to the staff member, a 'I read today' stamp along with the date should be entered into the child's jungle book. This acknowledges the regular reading which takes place in school. The adult will also put a red/orange/green spot next to the stamp to indicate how the child read. If a red/orange spot is marked, the teacher will comment which aspect the child struggled with.

Moderation

We recognise that moderation is key as it allows us to be consistent with our judgements. We carry out various moderation activities across the school, including:

- Moderating as year group teams during PPA using Tapestry.
- Moderating work and exercise books during staff meetings and support staff meetings.
- Moderating judgements during staff twilights.
- Moderating with local schools.
- Attending standardisation sessions.
- Moderating with other Pre-Schools.
- Teachers are also encouraged to have professional conversations about pieces of work and assessments.

Pupil Progress Meetings

Pupil Progress meetings take place with the Headteacher and Inclusion Leader after each data capture. Specific children will be discussed and judgements will be checked to ensure that they are in line with the child's progress. If any children are identified as not being 'on track', these children will be discussed and interventions will be put in place for them. Individual curriculum objectives will also be looked at to ensure that there is even coverage.

Reports

All parents receive a progress report at the spring Parent Teacher meeting which includes ideas on how to help their child at home. It also highlights their child's strengths and development needs. An annual report is sent home for all children in July. This report contains the child's end of year results, attendance and targets for the child to work on.

Marking

We recognise that feedback is most powerful when it is immediate. During the lesson children will be given verbal feedback to enable them to progress, improve and develop throughout the lesson. VF will be clearly marked on the page to demonstrate that the child has received verbal feedback.

Staff are also encouraged to live mark during a lesson.
In Key Stage One, children will be regularly given a task to respond to in literacy and numeracy, this could be as simple as copying out a list of spellings, correcting a number sentence or completing an activity to move the child on with their learning. Children should respond using a writing pencil.

Staff mark using blue pens. Teachers in Year Two use the school's handwriting script and Reception and Year One use clear printed letters, allowing the children to focus on the correct letter formation.

Teachers mark using stars to indicate what the child has done well and wishes to let the children know what they need to focus on next. This marking should be completed regularly in literacy, numeracy and theme. Marking should be easy for the children to read and so the use of agreed codes and short phrases are appropriate. Marking Codes are displayed in every classroom. We do not expect staff to write in full sentences.

- In Reception this is given as verbal feedback when the child completes a task.
- Year 1 work is marked with one star and a wish.
- Year 2 work is marked with two stars and a wish.

Central to our marking policy is our use of success criteria as this indicates to the children our expectations of what they need to do in order to have a successful piece of work.

All work should have clear success criteria which is set out in a table. Teachers should indicate in the 'teacher' column whether it has been achieved:

- ✓✓ - success criteria achieved to a high level and with thorough understanding.
- ✓ - success criteria partially achieved.
- ● – success criteria not achieved.

All classes will use success criteria which has I (independent), WS (with support) and VF (verbal feedback) written across the top. Adults should circle the appropriate code during the lesson.

Numeracy

- All questions should be marked with a ✓if it is correct.
- If a question is wrong then it will be marked with a . and a line _____ next to some of the questions for children to write the correct answer on.
- If a teacher corrects a misconception during a lesson then they need to write VF (verbal feedback) on the work to show where this has happened.
- KS1 - When a teacher provides extra challenge then this needs to be indicated by writing EC. This may be in the form of some greater depth questions.
- Any pre-prepared extra challenges are photocopied onto pink or lilac paper.
- Practical maths activities are captured using assessment sheets.