



**Downlands Community School  
Assessment and Feedback Policy  
November 2020**

Policy	Governing body responsible	Date of issue	Review Date
Assessment and feedback	Full Governing Body	November 2020	November 2022

**1. Rationale**

The main purpose of this policy is to clearly define assessment principles

*Feedback has a positive effect on learner achievement. In John Hattie’s seminal work on educational effectiveness, Visible Learning for Teachers (2011), Hattie ranked feedback strategies 10th out of 150 factors that bring about significant improvements in learner outcomes. This was particularly true if the strategies involved feedback about the learner’s own work.*

*Black and Wiliam argue that if teachers use formative assessments as part of their teaching, students can learn at approximately double the rate. Hattie’s research also shows that using formative assessment in the classroom brings about real-world differences in learner achievement.*

Downlands Community School believes that Assessment **for** Learning is an essential component of excellent teaching. This policy aims to make assessment methods smart and well understood by all.

## 2. Basic expectations for learning in lessons

- All learning should be underpinned by Learning Objectives (LOs), which should be clearly communicated.
- All learning should be structured towards success criteria, which are differentiated and clearly communicated, usually through modelling.
- Our 5 pillars of pedagogy (see Downlands Teaching and Learning Policy) should be obvious: Assessment for Learning; Subject Knowledge; ICPS; RRS; Growth Mindset

## 3. Formative assessment and feedback

*"If you believe that feedback should – and can – be:*

- *More work for the recipients (pupils) than the donor (teacher)*
- *More manageable for busy teachers*
- *Involve no writing by the teachers (yes, really!)*
- *Develop a culture of what John Hattie calls "assessment literate pupils"*
- *Be genuinely fun for learners*
- *Leading to meaningful demonstration of pupil progress*

*then this approach may be useful to you."*

Claire Gadsby

The following strategies (1, 2, 3) are **expected** as part of routine formative feedback and will be monitored as part of whole school self evaluation. They are all underpinned by Learning objectives always being presented alongside evidence of pupils' learning:

1. Learning objectives are always marked afterwards to indicate their achievement linked to the success criteria, using either of the following methods:
  - The teacher highlights the LO using pink (positive) or green (growth) colours.
  - Peer or self assessment methods are used in the form of a coloured dot next to the LO (Red - not achieved; Yellow - partly achieved; Green - fully achieved).
2. Grouped verbal feedback coupled with clear NOW tasks
  - The teacher looks at all the children's work, referring to the success criteria.
  - The teacher groups the work according to the feedback needed for continued progress.
  - The teacher plans verbal feedback and NOW tasks for each group of children so that the target and next steps are made very clear to the pupil. A circled 'V' for Verbal Feedback given is written onto each child's work. This 'V' may be coloured or have a number alongside it to direct children to the required NOW task.
  - The teacher plans for the level of support needed to allow pupils to complete their NOW tasks.
  - Children use a purple pen when completing NOW tasks, or the work is highlighted or underlined with purple highlighter.
3. Individual verbal feedback

- Given at any point during the lesson and can form part of live marking or can be given if a child needs more bespoke feedback.
- Teacher uses a circled (L) to show that individual verbal feedback (Live Marking) has been given.
- It may also be accompanied by pink and green highlighting of work.

#### **Frequency of expected feedback**

- All work completed by children alongside a learning objective should receive either of the three forms (1,2,3) methods of feedback described above.
- All children should receive at least one episode of (L) individual verbal feedback in relation to their reading, writing and maths, every week.
- All books should be assessed each week, resulting in at least one episode of grouped (V) Verbal Feedback in English and maths each week. This will also result in obvious NOW tasks completed by each child in English and maths at least once per week.
- Milestone assessment pieces in non-core subjects should be accompanied by grouped verbal feedback (V) or individual feedback (I).

#### **Other considerations**

If a child has received significant adult support in completing work, then a circled 'S' should be written near the child's work to show that Support was given.

The use of lengthy written comments in pink or green is not expected. Nevertheless, depending on the reading ability of the child, this form of feedback may sometimes be effective, especially if it is accompanied by individual verbal feedback (L).

#### **4. Other forms of assessment**

*"The first fundamental principle of principle of effective classroom feedback is that feedback should be more work for the recipient than the Donor."*

Dylan William

#### **Baseline assessment**

After 2 weeks from the start of the academic year (or at the earliest point after a child joins the school), the following baseline assessments are carried out (See appendix 1):

- Reading book level assessment (KS1)
- Phonics assessment of the individual phonemes at the level expected. Blending of phonemes to be assessed formatively\* (KS1)
- Reading age (KS2)
- Reading Fluency test (KS1 and KS2)
- 'Cold task' for writing (KS1 and KS2)
- Reading and spelling of common exception words (KS1)
- Spelling age (KS2)
- Counting accuracy (KS1)

- Times tables speed and accuracy(KS2)

These baseline measures are presented to parents as part of a 'Baseline Report' (\*not phonics) (see appendix 2), issued in the 1st week of October, alongside an opportunity for initial parent consultations. The main purpose of this reporting and consultation process is to signpost additional home learning that would be beneficial, alongside parents. Also, what interventions could be expected in school to address identified gaps.

### **On-going assessment of reading**

KS1 children's reading ability will be assessed in the following ways throughout the year as part of formative methods:

- All KS1 children will be heard reading aloud by an adult, with individual feedback given at the time.
- During Letters and Sounds sessions.
- The progress of KS1 children's reading through the coloured book levels will be monitored throughout the year.
- KS1 children will be tested for their reading fluency four more times after the baseline test (see appendix 1).
- Reading fluency assessments will be captured digitally and saved in each child's 'milestones' Seesaw folder.
- The assessment and progress of pupils in reading, will be monitored and moderated every term during phase planning meetings.

KS2 children's reading ability will be assessed in the following ways throughout the year as part of formative methods:

- During guided, individual reading, phonics sessions.
- Any child whose reading age is significantly below their chronological age, will be heard reading aloud by an adult with individual feedback given at the time.
- The progress of KS2 children's reading will be monitored using periodic comprehension tests, the outcomes of which will be captured digitally and saved each child's 'milestones' Seesaw folder.
- The assessment and progress of pupils in reading, will be monitored and moderated every term during phase planning meetings

These assessments in both KS1 and KS2 will be used to signpost children for additional interventions in reading, led by teachers and/or TAs.

### **On-going assessment of writing**

KS1 children's writing ability will be assessed in the following ways throughout the year as part of formative methods:

- All KS1 children will be asked to complete a 'Big Write' task every two weeks
- Children's written outcomes will be assessed using Andrell Statements (presented in the back of children's books or 'Big Write' folder.
  - Expected progression for the current academic year of the child:

- A child is deemed to be on track using the points score allocated to the year group's Andrell Statements (see bottom of Andrell assessment sheets) as follows:
- Autumn term - Emergent (E)
- Spring term - Secure (S)
- Summer term - Advanced / Assessment Point (A)

Pieces of writing that achieve 'Advanced' must always be assessed for the next standards expectation. (See Andrell Education explanation)

- 'Big Write' outcomes will be captured digitally and saved in each child's 'milestones' Seesaw folder.
- The assessment and progress of pupils in writing, will be monitored and moderated every term during phase planning meetings.

KS2 children's writing ability will be assessed in the following ways throughout the year as part of formative methods:

- All KS2 children will be asked to complete an independent writing task every 2-3 weeks.
- Children's written outcomes will be assessed using the methods described previously.
- Independent writing tasks will be captured digitally and saved in each child's 'milestones' Seesaw folder.
- The assessment and progress of pupils in writing, will be monitored and moderated every term during phase planning meetings.

These assessments in both KS1 and KS2 will be used to signpost children for additional interventions in writing, led by teachers and/or TAs.

### **On-going assessment of mathematics**

Children's maths ability will be assessed in the following ways throughout the year as part of formative methods:

- Daily 'early bird maths' low stakes testing.
- Regular use of *White Rose Maths* topic tests.
- Use of SUMDOG and TTRS to assess number fluency, (parents have access to these online platforms).
- Periodic investigative tasks which are captured digitally and presented in each child's 'milestones' Seesaw folder.

These assessments in both KS1 and KS2 will be used to signpost children for additional interventions in writing, led by teachers and/or TAs.

### **Summative assessments**

At the end of the academic year, teachers will use the accumulated on-going assessment, combined with robust moderation, to assign the following teacher assessments for reading, writing and maths:

- Working below the expected level for their age (BLW)
- Working towards the expected level for their age (WTS)
- Working at the expected level for their age (EXS)

- Working at a greater depth within expected levels for their age (GDS)

These attainment descriptors will also be measured against previous statutory testing points (Reception Baseline; KS1 assessments) and the following progress descriptors will be used:

- Progress is below that which was expected (Below)
- Progress is at expected level (Expected)
- Progress is above that which was expected (Above)

This will be presented alongside a broad ranging comment on achievement and attitude, in the final school report of the year (see appendix 1 and 3).

If a child is in a year with national statutory testing, currently (Y2 and Y6), then these assessment outcomes will be presented as part of the final school report of the year.

## Appendix 1 - Assessment and reporting calendar

	KS1	KS2
September	Baseline assessments (RWM)* Curriculum overview issued to parents	Baseline assessments (RWM)* Curriculum overview issued to parents
October	Baseline report and parent consultation	Baseline report and parent consultation
November		
December		
January	Curriculum overview issued to parents	Curriculum overview issued to parents Practice SAT (Y6 only)
February	Parent consultations	Parent consultations
March		
April	Curriculum overview issued to parents	Curriculum overview issued to parents
May		
June		
July	Summative report	Summative report

*\* or after 2 weeks of child starting 'in-year'*

## Appendix 2 - Baseline Report (KS1 - KS2)

# Downlands School



## Baseline Report - Autumn Term - 2020

Name		Class	
NC Year		DOB	

Baseline measure	Description
Reading age/level	
Spelling age/Common Exception Words	
Number fluency	
Writing	

Learning behaviours	(Area for development)1 ← → 5 (Strength)
Independence	
Resilience	
Peer relationships and problem-solving	
Creativity	
Growth Mindset	

Extra Support:		
Special Educational Needs or Disabilities Register	EHCP/ SEN Supported/Monitor	
Early consideration for interventions:		
Reading	Writing	Speech and language
Fine motor skills	Movement	Social and emotional
Early consideration for external support:		
Educational Psychologist	SALT	Behaviour Support
SENSS	OT	Mental health support



### Appendix 3 - Summative Report (KS1 - KS2)

<b>Name:</b>	
<b>Class:</b>	
<b>NC Year:</b>	
<b>DOB:</b>	

#### Attendance:

	<b>Attainment Descriptor</b>	<b>Progress Descriptor</b>
<b>Reading</b>		
<b>Writing</b>		
<b>Maths</b>		

<b>Comment on child's progress in R/W/M (including reference to milestone pieces):</b>
<b>Comment on child's progress across the curriculum (including reference to milestone pieces):</b>
<b>Comment on learning behaviours:</b>

<b>Extra Support:</b>		
Special Educational Needs or Disabilities Register	EHCP/ SEN Supported/Monitor	
Interventions received:		
Reading	Writing	Speech and language
Fine motor skills	Movement	Social and emotional
External support received:		
Educational Psychologist	SALT	Behaviour Support
SENSS	OT	Mental health support