



Newtown C of E Primary School

Assessment and Feedback Policy

Ratification Date:	February 2020	Signed:	Mrs Emma Howlett (HEADTEACHER) Mrs Janet Cane (CO-CHAIR OF GOVERNORS) Mrs Glynis Wright (CO-CHAIR OF GOVERNORS)
Review date	September 2024	Signed:	Mrs Emma Howlett (Headteacher) Mrs G Wright (Chair of Governors)
Review date	February 2025	Signed:	Mrs Emma Howlett (Headteacher) Mrs G Wright (Chair of Governors)
Review date	February 2026	Signed:	Mrs Emma Howlett (Headteacher) Mrs G Wright (Chair of Governors)
Next review	February 2027		

School Vision

At Newtown C of E Primary School, our motto is enriched and sustained by our Christian values of **Love, Courage and Friendship**, rooted in the teachings of the Bible. We are guided by the call to *“love one another as I have loved you”* (John 13:34), *“be strong and courageous... for the Lord your God is with you wherever you go”* (Joshua 1:9), and *“a friend loves at all times”* (Proverbs 17:17).

As a school at the heart of an evolving community, we warmly welcome children and families from a wide range of backgrounds and experiences. We are enriched by the unique qualities each child brings and value the talents and perspectives that help us grow together.

We are an aspirational school serving our community. We seek to know, understand and celebrate every child, nurturing their individual strengths and talents. We prepare our children to become confident, responsible global citizens in an ever-changing world, guided by our core values of love, courage and friendship.

Through **Love**, we show kindness, compassion and generosity, building a community where everyone feels safe, welcomed and valued. Through **Courage**, we persevere, meet challenge with confidence, and stand up for what is right with honesty and grace. Through **Friendship**, we grow together — encouraging one another, celebrating each other’s gifts, and looking to the future with hope and aspiration.

We live out these values by:

- Being a caring, welcoming and inclusive Christian community where staff, pupils, parents and governors work together in a safe and supportive environment, inspired by *“Above all, love each other deeply”* (1 Peter 4:8)
- Promoting the welfare and dignity of every child, safeguarding them from harm — including physical, sexual and emotional abuse, neglect and bullying — in accordance with statutory guidance in *Keeping Children Safe in Education* (Department for Education)
- Providing a rich, engaging curriculum that equips children with the knowledge, skills and character to become lifelong learners and responsible citizens, reflecting Christian teachings and British Values

- Building strong, positive partnerships with parents, the church and the wider community, and encouraging participation in local, national and global initiatives
- Fostering our Learning Behaviours of Resilience, Focus, Independence, Self-Regulation, Respect and Boundaries, encouraging children to act with integrity, perseverance and kindness in all they do

At Newtown, we want every child to know they belong, are cherished, and are capable of great things. Through **Love, Courage and Friendship**, we grow minds, shape futures and journey together in hope.

1. Rationale

Assessment is a continuous process that provides information on the achievements and progress of a child. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and lesson delivery and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at Newtown. Through assessment we seek to promote the motivation and personal development of each child and to promote an opportunity for the collaborative recognition and appraisal of achievement by the child, teacher and parent. It should take place in all areas of the child's development ensuring a match of work, appropriate progression and taking account of particular needs. We believe that effective assessment provides information to improve teaching and learning. We undertake two different but complementary types of assessment: Responsive teaching (assessment in action) and assessment of learning. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2. Objectives

The objectives of assessment in our school are:

- to enable pupils to demonstrate what they know, understand and can do in their work;
- to have a clear picture about the performance of individuals, groups of pupils, cohort, Key Stages and whole school
- to help pupils recognise the standards to aim for, and to understand what they need to do next to improve their work
- to allow teachers to plan lesson sequences, individual lessons and work that accurately reflects the needs all of the children
- to provide regular information for parents that enables them to support their child's learning
- to provide the leadership team, governors and Local Authority (LA) with information that allows them to make judgements about the effectiveness of the school

3. Assessment procedures

- In-school formative assessment
- In-school summative assessment
- Nationally standardised summative assessment

3.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Our approach:

At Newtown, we strive to employ highly effective responsive teaching strategies as part of our embedded, every day practice in all learning. Assessment techniques include:

- Daily retrieval tasks in Writing and Maths lessons
- Retrieval tasks at the beginning of Project learning journeys
- Retrieval tasks weekly in Science lessons
- Effective and specifically targeted questioning
- Pupil voice – the pupils' active participation in lessons and assessment procedures
- Effective marking and feedback (see appendix A)
- Self and peer assessment
- Use of individual whiteboards for children
- Use of talk partners and dialogue between children.

Teaching and Learning strategies

We have agreed a consistent approach to teaching and learning using the Tom Sherrington WalkThru materials that encompass the Rosenshine's Principles of Instruction.

In our classroom we use...



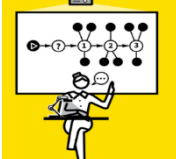
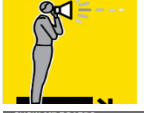
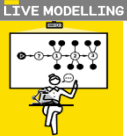
At Newtown C of E Primary School, we have spent time researching the Tom Sherrington materials and have reflected on how these can support our teaching and learning practices so that all learners are supported and reach their potential. We have adapted our teaching to ensure these elements are reflected in our lessons. Teachers are clear that their role is to teach in a precise and consistent way which makes it possible for all children to engage successfully with tasks at the expected level of challenge.

At Newtown C of E Primary School, we strive to have the following in all of our lessons:

1. A review of previous learning using retrieval practice strategies.
2. New material presented in small steps, with teachers ensuring that each step is mastered before moving on.

3. Teachers asking a variety of open questions, and using a range of questioning techniques, to establish children's understanding.
4. Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
5. Teachers check all children's understanding in a variety of ways.
6. Through the use of Talk Partners, pupils are provided with regular opportunities to think and share ideas together to develop their oracy skills and learning of new skills.
7. All learning follows an "I do, We do, You do" model to support and secure pupils' understanding.

Parts of a lesson

I do... LIVE MODELLING 	I do <table><tr><th>Teacher Actions</th><th>Students Actions</th></tr><tr><td> - Describe the learning intentions and success criteria - Think aloud, demonstrating and providing direct instruction - Step, step, repeat - break it down into steps 'Silent' teacher can be effective – you don't have to talk - Demonstrate the struggle - 'live' modelling of language - Plan beforehand - Model mistakes </td><td> - Listen and make connections - Develop a mental model of expertise Teaching strategies - Use visual or diagrams - Use a different background colour - Give extra time for processing </td></tr></table>	Teacher Actions	Students Actions	- Describe the learning intentions and success criteria - Think aloud, demonstrating and providing direct instruction - Step, step, repeat - break it down into steps 'Silent' teacher can be effective – you don't have to talk - Demonstrate the struggle - 'live' modelling of language - Plan beforehand - Model mistakes	- Listen and make connections - Develop a mental model of expertise Teaching strategies - Use visual or diagrams - Use a different background colour - Give extra time for processing	Role of LSA - Refresh yourself with the planning - Settling children - Ensure children have resources - Supporting key children -Further input/further modelling - Peel away group - Support teacher with modelling/scribe - LSA swapping in with class teacher to lead the learning, allowing the class teacher to champion key children.
Teacher Actions	Students Actions					
- Describe the learning intentions and success criteria - Think aloud, demonstrating and providing direct instruction - Step, step, repeat - break it down into steps 'Silent' teacher can be effective – you don't have to talk - Demonstrate the struggle - 'live' modelling of language - Plan beforehand - Model mistakes	- Listen and make connections - Develop a mental model of expertise Teaching strategies - Use visual or diagrams - Use a different background colour - Give extra time for processing					
We do... FEEDBACK THAT MOVES FORWARD  SHOW ME BOARDS  LIVE MODELLING  THINK, PAIR, SHARE  COLD CALLING 	We do <table><tr><th>Teacher Actions</th><th>Student Actions</th></tr><tr><td> - Ask questions - Share another example with prompts and scaffolds - Still 'check in' and assess at this stage - Form groups - Monitor progress </td><td> - Respond to teacher's questions - Think and notice - Experience productive success with the support of the teacher - Work in pairs or threes on a similar task Teaching strategies - Use visual or diagrams - Use a different background colour - Give extra time for processing </td></tr></table> 	Teacher Actions	Student Actions	- Ask questions - Share another example with prompts and scaffolds - Still 'check in' and assess at this stage - Form groups - Monitor progress	- Respond to teacher's questions - Think and notice - Experience productive success with the support of the teacher - Work in pairs or threes on a similar task Teaching strategies - Use visual or diagrams - Use a different background colour - Give extra time for processing	- Teacher and LSA may swap in as part of the team around the child approach. - Providing feedback-helicoptering - Supporting key children -Further input/further modelling - Peel away group
Teacher Actions	Student Actions					
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You do... FEEDBACK THAT MOVES FORWARD 	You do <table><tr><th>Teacher Actions</th><th>Student Actions</th></tr><tr><td> - Develop practice - Monitor progress - Provide scaffolds or remove scaffolds </td><td> - Complete task - Plan and monitor own progress - Reflect on their own successes Teaching strategies - Use visual or diagrams - Use a different background colour - Give extra time for processing - Use multi-sensory approaches </td></tr></table>	Teacher Actions	Student Actions	- Develop practice - Monitor progress - Provide scaffolds or remove scaffolds	- Complete task - Plan and monitor own progress - Reflect on their own successes Teaching strategies - Use visual or diagrams - Use a different background colour - Give extra time for processing - Use multi-sensory approaches	- Deployed to work with specific children, leading learning, balance of which attainment groups/children are supported - Feedback and marking in the moment-Helicoptering - Making adaptations to learning, recording on planning - Marking, assessment/annotate planning, post teaching, check books for non-negotiables, tidy environment - Feedback to class teacher
Teacher Actions	Student Actions					
- Develop practice - Monitor progress - Provide scaffolds or remove scaffolds	- Complete task - Plan and monitor own progress - Reflect on their own successes Teaching strategies - Use visual or diagrams - Use a different background colour - Give extra time for processing - Use multi-sensory approaches					

Collecting and using data:

Responsive teaching takes place within every lesson by teachers and LSAs. It is used to guide the course of a lesson, decide which tasks, support or challenge each pupil receives and informs the next lesson or future learning that is linked. There is no official recording of Responsive teaching but evidence can be seen in lessons, in pupils' books and as planning is created and adapted. It is all used to inform the in-school summative assessment.

3.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Our approach, collecting and using data:

At Newtown, we have a rigorous process of summative assessment and data collection. This is achieved through:

- Entry baseline assessments at the beginning of each year using NFER tests when appropriate.
- Annual end of year assessments in reading, writing and maths using NFER tests and SATs when appropriate.
- All children are assessed in reading, writing and maths at each milestone (November, February, May and July) in line with the Hampshire Assessment Model and this is recorded on Arbor.
- Data analysis and pupil progress meetings follow these data drops to ensure actions are put in place for the next milestone.
- Assessment of foundation subjects is tracked and recorded at the end of each half term. This is recorded on Arbor.
- Teachers take part in in-school and cross-school sessions to standardise and moderate assessments across the curriculum.
- IBMPs, SEND trackers and intervention records are all updated half termly.
- Additional diagnostic and evaluative assessments will be carried out either for whole year groups or individually identified children as appropriate.

3.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Reception Baseline Assessment
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- National Multiplication Tables Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

4. Assessment in EYFS

Assessment in the EYFS is measured against the Early Learning Goals. These are subdivided into 17 areas of learning and measure each child's holistic progress. An on-entry assessment is completed which is then used as a benchmark to measure progress on a half- termly basis.

Assessments are made through a combination of teacher judgements, work samples and photographic evidence. At the end of the year a pupil is considered to have achieved a 'Good Level of Development' if they have made expected levels in a prescribed 15 of the 17 areas.

5. Assessment in the Resourced Provision

In the Resource Provision, Early Years Development Matters is used to assess and monitor children's progress across all areas of the curriculum. Children's progress is captured using a range of evidence, including observations recorded on Tapestry, learning from adult-led activities, and evidence gathered through transitional activities.

Assessment information is collated into a spreadsheet to identify areas of the curriculum where children are making effective progress, as well as areas requiring further focus and support. Additional assessment information is gathered through Step into Phonics, ELS Phonics, Attention Autism activities, Communication Passports, PIVOT Point assessments, and Blank Level Language Assessments.

Children's progress is further monitored through termly tracking of:

- Progress towards EHCP targets
- Speech and Language therapy targets, linked directly to daily planned activities
- The percentage of time children successfully transition into their mainstream classes

This triangulated approach ensures that assessment accurately reflects individual progress, informs next steps, and supports carefully planned transitions and personalised provision.

6. Feedback to Pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, although our preferred feedback is via verbal conversation.

For further information on expectations for recording in all subjects and how feedback and marking will be given (including marking codes), please see appendix A.

7. Pupil self-assessment

Pupils self-assess their work in a number of opportunities:

- Reflection upon their understanding of the learning objective and success criteria for every lesson
- Using a purple 'polishing pen' (or a pencil in KS1), to self-edit their work before it is seen by a member of school staff
- Reflection upon writing outcomes against a given success criteria which is based upon the writing learning journey.
- Entry and exit tasks at the beginning and end of each Maths unit
- Evaluations of final outcomes in Art and DT against success criteria
- Reflections upon own handwriting targets in handwriting lessons
- Use of the Fluency Rubric to self-assess and evaluate own reading fluency attainment when reading aloud.

Pupils also assess each other's work in a number of opportunities:

- Use of the Fluency Rubric to assess and evaluate their Reading Partner's reading fluency attainment when reading aloud.
- Reading their writing aloud to a partner and partner suggesting improvements or additions that could be made.
- During 'Think, Pair Share', children listen to and build upon each other's' ideas
- 'Elaborative Interrogation' in pairs to check for full understanding of learning during lessons.

8. Reporting to parents

Parents receive a summary of their child's progress in the Autumn and Spring terms in a summary report. This can be discussed during parents evening. The summary highlights the expected level of attainment for each year group and clarifies the child's level of attainment. It also gives key information regarding attendance.

Parents receive a full written report at the end of each academic year. In KS1 and KS2 this comments on the child's academic attainment and progress in the core and foundation subjects and on their skills and abilities. For children in Year 1, 4 and 6, this includes statutory assessment results. Attendance data for the academic year is also included.

Parents of children in the Reception classes receive a report based on the Early Learning Goals. In addition, throughout the year parents will have access to their child's tapestry account which will document experience in school. When appropriate, Tapestry may also be used for other children across the school.

Parent/teacher consultation evenings take place three times a year.

9. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically and proactively to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress within the four key areas of learning: cognition and learning, sensory and/or physical, communication and interaction and social, emotional and mental health. We will have the same high expectations of all pupils. However, our assessments seek to ensure that the right support can be put in at the right time, resulting in the best outcomes for children.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

10. Roles and responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

Although the headteacher has overall responsibility for the areas below, responsibility may be delegated to the deputy headteacher, SENCo, learning leaders, SLT or subject leaders where appropriate.

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

11. Monitoring

This policy will be reviewed annually by TLS. After every review, the policy will be shared with the full governing body.

All teaching staff are expected to read and follow this policy. The Senior Leadership team are responsible for ensuring that the policy is followed.

Senior leadership team will monitor the effectiveness of assessment practices across the school, through:

- Moderation
- Attendance at local authority training and briefings and any other relevant CPD
- Lesson observations

- Book looks and planning scrutinies
- Data analysis and pupil progress meetings
- Discussion with staff and via PDM time.

Our Marking Code

All work (particularly maths and English) **MUST** be seen and, in some way, marked – see above.

Adult's marking:

- LO stickers to be marked by highlighting green any SC met, dotting in pink any attempted but not achieved, leaving blank any not attempted. Initials to show who taught / marked the work.

Additional marking directly onto work:

- The MITA triangle codes are used to show live feedback that has taken place in the lesson.
- **Green pen/highlighter** indicates a 'got it' comment/feedback including highlighting the achieved success criteria.
- **Pink pen/highlighter** is a 'think comment' to be responded to, this could include errors, corrections to be made and next steps. This includes spelling errors or errors in number formation.
- In maths, correct answers are ticked in **green**, incorrect answers are dotted in **pink** (a **pink** box or line indicating where corrections / right answers should be completed can be used).

Children's code:

- Children polish their own work in **purple**.
- Children respond to an adults marking in **red** (KS2)

APPENDIX A: **Feedback Guidelines: Clarifying expectations and ensuring consistency**

The most valuable feedback comes directly from adult to child in verbal conversation and face to face support. Any other marking done (after the lesson – via marking in books) must have an impact and be useful to the child to help them improve or develop their work.

Subject		Book	Stickers	Quantity of work	Comments	Marking
<u>Science</u>		Science book	Bookend to introduce new topic. Use an LO sticker	Something in books for each lesson / week Can be piece of work / recording or a sticker with a ‘today we....’ explanation if didn’t have recording. In a 6(ish) week unit, must see at least 2-3 pieces of individual written work / recording.	Avoid work sheets with limited space for writing. Where possible, avoid plain paper spaces for written recording Consider that there should some written work with more extended pieces of writing; written work with sentences and paragraphs and not just words / notes within project and science work. <i>Link to inset day from Oct 18 with Chris Cheal on cross-curricular writing.</i>	<u>Marking using LO stickers – all books:</u> Initial to say who has marked work. Use the MITA triangle codes to show where live marking has taken place. <u>Highlight SC ...</u> ❖ Highlight in green when it’s been achieved / done ❖  Dot in pink if attempted but not achieved – <i>don’t fully highlight whole lines in pink</i> ❖ Leave <u>not highlighted</u> if not evidence to base assessment on e.g. if child didn’t get far enough or didn’t get onto that specific SC
Project work	<u>Geog</u>	Project book	- Date - Learning objective - Success criteria - if applicable / suitable. <i>Could also be a ‘Today we are learning about’ or explanation of practical / group work that hasn’t been recorded in the books.</i>		DT: Should follow plan, design, make, evaluate model from National Curriculum. Any physical DT work produced should be photographed and stuck into book in order for an evaluation to be completed.	
	<u>History</u>					
	<u>DT</u>					
<u>Art</u>		Sketch book		Should see a progression across an art unit – initial analysis, skills’ practice, development then plan and production of final piece (photo in included in book) with evaluation.		
<u>RE</u>		RE book		2-3 pieces of work in book per unit block. Consider opportunities for extended pieces of writing (see above)		
<u>PDL</u>		Stuck in the back of project book.		1-2 pieces per unit (half term).		
<u>Computing</u>		Work sheets to be collated in plastic files		1-2 pieces per unit (half term).		

Marking in English and Maths books:

<u>Subject</u>	<u>Sticker and work</u>	<u>Always</u>	<u>In depth</u>
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<u>Maths</u>	There should be something in every day. This includes written recording / children's work, photos or a sticker with a 'Today we' explanation. LO stickers can run for more than one day... - Put inclusive dates on sticker to run for two or three days or sticker each day (if learning focus or SC changes day to day). - Add short date and continue from last lesson's work / sticker if LO ends up needing more than one lesson. NB: <i>If there is a 're-teach' lesson, either do a new sticker – with amendments to learning or SC if needed or just put the short date and continue with previous day's LO. Don't identify it specifically as a 're-teach'.</i>	Initial to say who has marked work. Use the MITA triangle codes to show where live marking has taken place. Incorrect answers should always be identified with pink dots. <i>However, if child has everything wrong and will receive support the following lesson, a comment to say 'we'll look again tomorrow' would be fine in order to avoid loss of confidence or upset by entire piece of work being marked as incorrect!</i> Incorrectly formed numbers should be picked up.	2 – pieces per week should be marked in-depth	In-depth ... something (other than non-negotiables or spellings) that requires a response by children. ○ Support prompt with request to try something again ○ A model given to do another sentence / calculation ○ Request for further development or additions to be made ○ Request for specific editing / amendments to be made ○ Question to clarify or develop ○ Request for explanation / reasoning ○ Extension or challenge NB: <i>Judge this yourself as marking can open a dialogue that some children are more comfortable with than directly asking for help. However, generally, do not allow comments in response from children such as 'thanks', 'OK', 'Don't know'.</i>
<u>Reading</u>		Initial to say who has marked work. Use the MITA triangle codes to show where live marking has taken place.		
<u>Writing</u>		Spellings and non-negotiables should be picked up whenever appropriate. Any spelling errors of high frequency / common exception words / yr group spelling lists should be identified for child to correct (2-3 per piece of work).		