



Puttenham
Church of England School

Assessment and Feedback Policy

Date of policy: Autumn 2024

Date of next review: Autumn 2026

Our village school strives to provide the best possible education for all its children in a caring and happy Christian community.

This policy is rooted in our school values of love, hope, wisdom, respect and resilience. We demonstrate these values by planning exciting and engaging learning experiences for all children. Our aim is to provide feedback that will ensure children feel empowered to take responsibility to improve their work and fulfil their potential to 'be the very best they can be'.

Aims

At Puttenham CofE Infant School, we understand the importance of giving feedback as an essential part of the assessment process. We aim through our continual assessment procedures to know what each individual child's strengths and needs are. This will ensure the children are provided with appropriate challenge and support allowing them to make excellent progress.

This policy aims to:

1. Provide guidelines on our approach to formative and summative assessment
2. Establish a coherent approach to recording summative assessment for parents
3. Clearly set out how and when assessment is carried out, monitored and evaluated.

Principles of assessment:

Assessments enable:

- School staff to focus on improving children's learning;
- School staff to respond accurately to the learning needs of each pupil and give ongoing support to enable children to make progress;
- Children to demonstrate what they have learnt, remembered and can apply in their learning;
- Class teachers to provide targeted support for gaps or misconceptions;
- Children to identify their own strengths and next steps in their learning. Children will know how to improve their work;
- Parents to support their child's learning;
- Leaders to evaluate and continually improve the quality of provision for all children.

Assessment Approaches (See Appendix 1 for assessment and reporting schedule)

At Puttenham Infant School, we understand that assessment is an important part of teaching and learning. Assessment is an integral part of teaching and learning and linked to the school's curriculum. Assessment is used to identify children who need targeted support such as consolidating learning or challenges to deepen understanding. Assessment enables class teachers to evaluate their teaching and inform future planning.

We use different forms of assessment such as formative assessment within lessons, summative assessment and national standardised summative assessments.

Formative assessment

- Teaching staff will continuously assess children's learning and use this to provide feedback, support or challenge. Assessment of children's learning will inform future planning.
- Children will use the learning objectives to assess their own learning and identify their next steps to improve their learning. The children will use the learning line to focus their assessment.
- Parents will be informed of their children's learning and next steps.

A range of assessments used within the lesson will include:

- Self-assessment - using the learning line to assess learning and identify next steps;
- Verbal feedback in class or small group sessions identifying areas to improve or develop;
- Marking children's work using pink pen (to show where the success criteria has been met) and green pen (showing areas to develop or improve);
- Editing work (polishing/editing pen or pencil);
- Observations;
- Questioning to remember and retrieve previous learning;
- 'Prove it' statements/explain their answers to yes/no statements;
- Quizzes;
- Discussions with the children including 'pupil voice';
- Peer assessment/feedback and partner talk;
- The use of visualisers to demonstrate learning or editing;
- Use of IT e.g. explorify or espresso.

Summative assessments

A range of summative assessments are used to evaluate children's learning at the end of a topic, year group or Key Stage.

Summative assessments enable:

- Teachers and Senior Leaders to evaluate teaching and learning;
- Subject leaders and school leaders to monitor performance and identify where interventions may be required;
- Children to evaluate what they have learned and understood at the end of a unit/topic and their next steps in learning;
- Parents to be informed of achievement, progress and outcomes for their child.

Summative assessments include:

- Reception Baseline Assessments (completed in the first six weeks of starting school);
- Termly assessment against National Curriculum age related expectations. This is reported on Pupil Asset for all 17 Early Learning Goals (EYFS), reading, writing and Maths at KS1;
- End of topic/unit assessment;
- Half-termly Read, Write, Inc assessments;
- Early Years Foundation Stage profile at the end of reception;
- Phonic screening in Year 1;
- National curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2);

Class teachers have overall responsibility for assessment of children in their class. However, they will also take into account the observations of teaching assistants (TAs), and others such as the SENCo and multi-professional external agencies, for example the speech and language professionals.

Ongoing assessment and evaluation of children's learning in all areas of the curriculum will take place throughout the year. This will give the teachers an understanding of the children's knowledge and understanding and their next steps. Termly assessment data is tracked in all the areas of learning in the EYFS curriculum and for reading, writing, maths and science at KS1.

Children in Year 2 will, unless disapplied, for educational reasons, sit the KS1 SATs papers in the summer term.

Children in Year 1 will, unless disapplied, for educational reasons, sit the Year 1 phonic screening test in the summer term. Children in Year 2 who did not reach the phonic screening pass mark will retake the test in the summer term.

The teachers will carry out a final assessment of the Early Learning Goals (ELGs) for the children in reception in the summer term. The children who have achieved the ELGs in the prime areas, literacy and mathematics measure will have achieved a Good Level of Development (GLD).

Moderation with other schools in the confederations and the local area will take place to ensure standardisation of assessment data.

Monitoring

Tracking data will be given to the Headteacher for monitoring each term. The Headteacher and subject leaders will monitor progress and standards through data analysis and work scrutiny in the core subjects and other areas of the curriculum.

The Curriculum and Data Analysis governing committee will monitor progress and attainment termly. The Headteacher will carry out pupil progress meetings with the class teachers to ensure children are making expected or better progress. Children who need additional support or are not making expected progress will be identified for specific interventions.

Assessment for learning (AFL)

Assessments will be used to inform what the next steps are for each child's learning and form a crucial part of teacher's planning. Next steps in children's learning will be shared with them through feedback and marking.

Through AFL strategies, including setting understandable success criteria, good questioning which encourages learners to think, self-assessment and peer-assessment, children will be taught to

evaluate their own learning, identify their strengths and know how to improve their own learning (See Teaching and Learning Policy).

When intervention is necessary assessments will be used to plan Individual Support Plan and Education and Health Care Plans (See SEN policy). Parents and others such as learning support assistant (LSA), TA, SENCo and external agencies will be informed and consulted.

Self-Evaluation

Children are encouraged to self-evaluate their own work. For example, the teacher may use the 'thumbs up/down' approach (appendix 2), or the pink and green Puttenham marking approach. Each of these strategies encourage the child to think about their learning. Other assessment for learning strategies, which involve the child's own thinking as well as self and peer-evaluation are used.

The children will evaluate their learning against the learning objective (LO) and success criteria (SC) using the learning line.

Reporting to parents

At Puttenham, we work in partnership with parents to ensure the very best outcomes for all pupils. There are two parents' evenings; one in the Autumn term and one in the Spring term. Parents will receive two written reports; one mid-year interim report and the summative end of year achievement report. Targets for children's learning are included in the reports and communicated during the consultations.

We encourage parents' interest in their child's learning and report informally as needed about all children's successes and areas to develop. The next steps in a child's learning is shared with parents.

Parents are invited to see their child's work at regular 'Come and See My Learning' sessions, where the child can show and talk about their learning with their parents.

Marking and Feedback

At Puttenham, work is marked whenever possible with the child present. If the class teacher has insufficient time to mark work immediately, they will, if appropriate, write their comments on the work or will talk with the child about their work as soon as possible.

Children are praised for parts of their work that meet the success criteria and given ideas of how they can improve further. Children are given time to improve/edit their work. In response to the teacher's feedback, children will edit selected pieces of work independently using purple pen.

Teachers' will use a marking code to ensure that marking is consistent across the school.

Marking Code

- 😊 - Tickled pink (positive, has met the success criteria)
- 🌱 - Green for growth (to improve/next steps)
- 👉 - Purple polishing (editing)
- I - Independent
- T/TA - support given
- VF - verbal feedback given (VF to be used at discretion of teacher)
- ↓ - sit the letter(s) on the line

Marking Symbols for Writing



- Finger space

C- Capital

F- Full stop

L – Letter on the line

Valuing and celebrating children's work

Examples of children's work are displayed around the school to reinforce how much it is valued and to inspire all children.

Examples of children's work are read to others and children share their work from time to time with the whole school in Celebration Assembly. Awards for improvements in learning and high standards are given either as Headteacher Awards or specifically for presentation in 'Puttenham Pride in Presentation' Awards.

Sometimes children take their work to another member of staff, especially the Headteacher, for special praise and encouragement.

Teachers and other staff pay special attention to how they speak to children in the classroom, the words they use and the tone of their voice. They always try to think of something to praise and to encourage children to improve their work. (See Behaviour policy for further details)

Appendix 1

Puttenham Church of England Infant School Assessment and Reporting Schedule

Time	Assessment and Reporting	Purpose
Autumn	<ol style="list-style-type: none"> 1. EYFS Baseline/Profile for Reception 2. SEN 3. On-going assessment 4. Parents' meetings 5. Tracker system – baseline and at the end of term. 6. Work moderation and work scrutiny 	<ol style="list-style-type: none"> 1. Reception Baseline Assessment within the first six weeks of starting school. 2. Assessment of individual's skills in all 17 areas of the EYFS Curriculum. 3. Progress and individual targets reviewed. ISPs (EHCP needed) set as appropriate and shared with parents. 4. Assess achievement against daily lesson objectives. Confirm progress relevant to targets. Assess progress against curriculum objectives. Review Individual and group targets. Identify pupils who need additional support and intervention. 5. Discuss progress achieved, including EYFS Profile. Share next steps in learning. 6. In KS1 record baseline, targets and progress achieved in English and maths. Termly progress for science, PE and RE. 7. Moderate samples of work in school or Pobble (online) with other schools.
Spring	<ol style="list-style-type: none"> 1. EYFS Profile 2. SEN 3. On-going assessment 4. Parent/Teacher meetings 5. Mid-year interim report 6. Tracker system – at the end of term. 7. Work moderation and work scrutiny 	<ol style="list-style-type: none"> 1. Assessment of individual's skills, in all 17 areas of the EYFS Curriculum. 2. Progress and individual targets reviewed. ISPs (EHCP) set as appropriate and shared with parents. 3. Assess achievement against daily lesson objectives. Identify areas of exceptional or limited progress, enabling more appropriate differentiation of work. Review group and individual targets, & check pupils are on course to achieve as expected at end of Key Stage (KS1 and EYFS). Confirm progress relevant to targets. Assess progress against Curriculum. 4. Discuss progress achieved, including EYFS Profile. 5. Mid-year progress and attainment shared with parents. 6. To record progress achieved in English and maths. 7. Moderate samples of work in school and with other school.
Summer	<ol style="list-style-type: none"> 1. EYFS Profile 2. SEN 3. On-going assessment 4. End of Year assessments 5. End of Key Stage Assessment 6. Written reports 7. Tracker system – at the end of the year 8. Work moderation and work scrutiny 	<ol style="list-style-type: none"> 1. Statutory - Assessment of individual's skills, in all 17 areas of the EYFS Curriculum. Results sent to LA. 2. Individual targets and ISP's (EHCP) reviewed and set as appropriate and shared with parents. 3. Assess achievement against daily lesson objectives. Identify areas of exceptional or limited progress, enabling more appropriate differentiation of work. Confirm progress relevant to targets. Assess progress against Curriculum. 4. Use of published KS1 assessment materials, & teachers' professional judgment. Assess against previous targets. Set targets for following year. 5. Statutory - To assess progress achieved by pupils. Results sent

	<p>9. Puttenham Speaking and Listening Award Year 2</p> <p>10. Phonic Screening Year 1 and retest for Year 2</p> <p>11. Transition reporting meetings (internally and with the junior schools).</p> <p>12. End of Year Achievement report for parents.</p>	<p>to LA, to parents and to next schools.</p> <p>6. To provide a record of achievement for pupils and their parents.</p> <p>7. Compare results with projected targets. Use to evaluate assessment procedures and Teaching & Learning.</p> <p>8. Moderate samples of work in school and with other schools.</p> <p>9. Assess Y2 pupils' attainments in Speaking and Listening.</p> <p>10. End of Year written record achievement for parents.</p> <p>11. Transition meetings to inform next school or class teacher of pupils' attainment and needs.</p>
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Abbreviations: ISP – Individual Support Plan(s), EHCP – Education Health Care Plans; EYFS – Early Years Foundation Stage; LA- Local Authority; SEN – Special Educational Needs

Appendix 2

Self-assessment

I can do this!
I'm ready to
move on.



I'm almost
there. I
might need a
bit of extra
help or
practice.



I don't
understand. I
need more
work on this.

