



"Loving and Learning for Life, as Jesus taught us."

Leonard Stanley C of E Primary School

Assessment, Feedback and Reporting Policy

Title: Assessment, Feedback and Reporting Policy

Person(s) who created policy: Head teacher

Date reviewed: April 2024

Review Frequency: Bi-annual

Date for next review: April 2026

Introduction

Leonard Stanley C of E School's vision, "Loving and Learning for Life, as Jesus taught us" ensures that every child is treated as an individual and the academic journey for every child is individual. Assessment, feedback and reporting policy is based on the following principle: Research indicates that improving learning through assessment depends on five, deceptively simple, key factors:

1. the provision of effective feedback to pupils;
2. the active involvement of pupils in their own learning;
3. adjusting teaching to take account of the results of assessment;
4. a recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning;
5. the need for pupils to be able to assess themselves and understand how to improve.

Feedback & Marking

- **Educative:** To provide a constructive response to a completed piece of work in order to support and extend learning, and show how improvements can be made.
- **Performance:** To highlight aspects of children's work in order to praise success and raise self-esteem. To create an ethos which children are confident to learn from their mistakes.
- **Planning:** To inform teachers to plan effectively.
- **Targets:** To set targets for progression.

Feedback and marking is a professional judgement which is designed to enable children to improve.

Types of Feedback

Our intention is that feedback does not become burdensome or create an excessive workload. Each class uses a 'Feedback & Marking' sheet with simplified planning on it. These sheets are used during and after lessons and have a 'next steps' section to inform on-going lessons or interventions. All staff in the classroom (Teachers and Teaching Assistants) have access to these sheets as a working document.

Example Feedback Sheet

	The Leonard Stanley C.E. Primary School English Marking & Feedback				
Teacher:		Date unit started:		Year:	
Final Writing Outcome:					
Phonics:		SEND:	20%:	6D:	
NATIONAL CURRICULUM / KEY CONCEPTS:					

Week	Monday	Tuesday	Wednesday	Thursday	Friday
MARKING & FEEDBACK					
<i>Work and Praise to share</i>					
<i>Needs Further support</i>					
<i>Presentation</i>					
<i>Basic skills and errors</i>					
<i>Feedback and Next lesson notes</i>					

Oral feedback happens throughout the lessons. This may be done on a one to one basis, group or whole class, about work or about praising appropriate behaviour. This is a two way dialogue and may be indicated in a child's book that verbal feedback was given. Sometimes feedback may be written for the child. This may take the form of a comment. Written self-assessment and peer assessment may also be used in order to judge progress against the learning objective. Children are given an opportunity to read or listen to feedback and act upon it in lesson times or a convenient time later that day.

Children are rewarded with house points, stickers and weekly praise in collective worship on Friday. The children's work is displayed in the classroom and added termly to the Wow Writing display by the Hall.

Feedback in other subject Areas

This marking policy applies to all subject areas as feedback in any endeavours is essential to acknowledge achievement and provide progression opportunities.

The feedback and marking sheets in foundation subjects differs slightly with a rag rated sheet for assessment.

Foundation Subject Feedback and Assessment Sheet

Subject: HISTORY

Teacher:

Date	Lesson Focus	Working Below	Needs some Support	Expected	Work to Praise	Basic Skills and Errors	Feedback & Next Lesson Notes

Assessment

We assess the children every time we teach them - we find out what they do and don't know so that we can help to address anything they don't understand, to move them on steadily in their learning and to challenge them when it's needed. We do this by talking with the children with feedback and marking work where necessary. This is referred to as formative assessment.

The following is specifically for Year 1 to Year 6, although Year 1 has subtle differences to provide progression from the EYFS.

Every year children, in each area of the curriculum, have a set of objectives or key knowledge that they are taught and should endeavour to understand. These stem from the National Curriculum. Many of these objectives (or Age Related Expectations) are recorded on our target tracker, called Insight. The following criteria are used:

- 0 - Taught, but not yet understood
- 1 - Some evidence, but not yet secure
- 2 - Objective secured
- 3 - Working at greater depth

Throughout the year if children record a “2” for every objective they will have achieved 100%. To reach the expected standard children should have achieved at least 80%. This is categorised as follows:

0-40% Working below the national standard

40%-80% Working towards the expected standard.

80%-100% Working at the expected standard.

Above 100% Working at greater depth.

Not all work can be assessed using written evidence so we use a combination of questioning, observations and discussion to ensure children understand knowledge and concepts. This allows children to learn in a variety of learning styles.

Throughout the year children also undertake summative assessments to provide key information regarding progression and attainment and to prepare them for the guise of SATs and other formal tests in the future.

Please see Appendix B for the summative assessment schedule.

Following these assessments, the data is examined carefully and, if required, intervention programmes are put into place for children who are making insufficient progress, regardless of their ability. We will normally inform parents if children are on an intervention programme so they may be supported at home.

Children in EYFS (Reception)

Children in reception follow the Early Years Foundation Stage (EYFS). Children are involved and experience the following programmes:

1. Communication and Language
2. Physical Development
3. Personal, social and emotional development
4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

Children are assessed using the following grade descriptors:

- Emerging
- Expected

If children achieve an expected or exceeding grade in the first five areas of EYFS they are deemed to have reached GLD (Good learning development).

Leonard Stanley, uses Evidence Me as a learning journal for children in reception to plan their experiences and achievements. Parents are encouraged to view and add to the journey.

National Assessments

Certain summative results are either shared with or marked by the National bodies. These are:

- EYFS results in reception
- Phonics in Year 1 (and re-tests in Year 2, if required)
- Multiplication Tests in Year 4
- SATs (Reading, Writing, Maths and SPAG) in Year 6

These results are shared with parents.

Reporting

The school reports progress to parents formally in three ways:

Parents Evening

In the Autumn and Spring term, parents have an opportunity to have a 5/10 minute slot to discuss academic progress and pastoral development with class teachers. It is a crucial meeting to discuss attainment and to focus on targets moving forward. If parents do not attend, class teachers follow up after the event.

Written reports

In the summer term parents/carers will receive a written report which charts academic attainment and gives a summary of the child's progress throughout the year. Written feedback from parents and children is encouraged via a feedback form.

National Tests

All National tests results are shared with parents, either within end of year written reports or separately.

[Appendix A \(Grade Cards to be introduced 2024-5\)](#)

Appendix B: Summative Assessments

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading						
NTS Reading Assessments		Y1,2,3,4,5 & 6		Y1,2,3,4,5		Y1,3,4 & 5
Cloze Reading Age Tests			Y4,5 & 6			
Book Bands	KS2	KS2	KS2	KS2	KS2	KS2
National SATs						Y6
Phonics						Y1, Y2 retakes
Phonics Assessment	YR,1 & 2	YR,1 & 2	YR,1 & 2	YR,1 & 2	YR,1 & 2	YR,1 & 2
Writing						
Cold & Hot Writes	All Year groups	All Year groups	All Year groups	All Year groups	All Year groups	All Year groups
SATs (teacher assessed)						Y6
SATs SPAG						Y6
NTS SPAG Assessments		Y1,2,3,4,5 & 6		Y1,2,3,4,5		Y1,3,4 & 5
Mathematics						

NTS Maths Assessments		Y1,2,3,4,5 & 6		Y1,2,3,4,5		Y1,3,4 & 5
National Multiplication (MTC)						Y4
National SATs						Y6