

WESTFIELD PRIMARY SCHOOL

# Assessment and Feedback Policy

September 2021

Review date: July 2022

This Policy was written by Andrea Banks.  
It is updated regularly during the academic year.



## ***'Love of Life, Love of Learning'***

### **Our Vision:**

We want all Westfield children to foster a 'Love of Learning and a Love of Life', enabling them to excel, be the best they can and achieve the necessary life skills for their future.

### **Our Mission:**

We believe in the importance of children engaging, enriching and excelling at school. This allows them to make the very best progress they can in their learning, both academic learning and in learning about themselves, their relationships, making a positive difference in their community and the world in which they live.

The school will build on the qualities and skills which parents have fostered in the child at home. From the beginning, staff and governors will aim to create a caring and disciplined environment in which each child's well-being is valued and they are viewed as an individual.

We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum. Through our PLEDGE we strive to provide a range of exciting learning and life experiences.

We help all children to grow emotionally and to learn that courtesy, excellent manners, first class behaviour and consideration and respect for others are very important qualities. We hope all our children will become happy, responsible, and independent young people.

### **The principles and aims of assessment**

Assessment is essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences to prompt appropriate action.

Assessment at Westfield Primary needs to be:

1. Positive
2. Manageable
3. Useful and used
4. Consistent

Assessment in the school will be used to gather information about the performance of individual pupils, groups and cohorts so that it can be used to inform target setting and tracking at a range of attainment. It will also be used to gather information to inform teachers of what needs to be taught next and provide information to inform the schools strategic planning.

## Guidelines

Assessment will take different forms for differing purposes. It needs to be diagnostic and evaluative, finding out which attitudes, knowledge, understanding or skills are not properly learned or acquired yet thus preventing pupils making the expected progress. Assessment informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

**Formative day-to-day assessment** - the information gained "forms" or affects the next learning experience. This will be carried out in a variety of ways including:

- Question and answer in Class
- Feedback from pupils' work
- Observational assessment

**In-school summative assessment** - the information gained allows teachers to evaluate both pupil learning and the impact of teaching. Both these purposes help teachers to plan for subsequent teaching and learning. It includes:

- End of year tests
- Short end of topic test
- Reviews for pupils with SEND

**Nationally standardised summative assessment** - the information allows schools to benchmark their school's performance against other schools locally and nationally. It includes EYFS data, SATs tests in Years 2 and 6 and Year 1 Phonics tests.

Effective assessment is characterised by meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from Foundation Stage (Foundation Stage Profile) to Key Stage 1 and Key Stage 1 to Key Stage 2. It is also used for the smooth transfer between KS 2 and KS 3. Effective assessment should provide opportunities to analyse performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of pupils:

- Children who are on Free School Meals or other social deprivation factors
- Children new to the school
- from ethnic minorities
- with special educational needs;
- boys and girls;
- with English as an additional language;
- travellers;
- asylum seekers;
- refugees;
- pupils who are looked after by the local authority.

## Assessment in this school will be enhanced by:

Pupils' involvement in self-assessment through:

- Self / Peer appraisal of work
- Self-feedback of work
- Summary / evaluation of topic work at the end of the unit
- Thumbs up / thumbs down / Faces (see Feedback Policy for more detail)
- Talk for learning strategies
- Discussions with individuals to set targets

Parents' involvement.

- Meetings with parents
- Provision Map meetings
- Open afternoons
- Parent / teacher meetings (Formal)
- End of year reports
- SAT talks

### Reporting to Parents

Reporting to parents takes a formal approach 3 times per academic year comprising 2 parents' evenings and a formal report in July. **There will be short reports to cover teacher assessments, targets and Learning Behaviours that will be given at the parents' evenings in October and February. Reception will receive an extra report in the Autumn Term as they settle into school life - this will be sent home in December.**

Termly attainment is shared at 6 points during the year. The annual report must cover achievements, general progress and attendance records. In addition, parents of children in Y1, Y2 and Y6 should receive SATs test results/Phonics Screening check. In SATs years, the report needs to contain a comparison of how children in this school have done compared to children nationally.

# Assessment - who is it for?

**Assessment is for the Child.** All assessment should be used to know where a child is, so that work can be set at the appropriate level with high expectations.

**Assessment is for the Teacher** to ensure work is set at the appropriate pitch to challenge children and ensure targets are met.

**Assessment is for the Parent** to give support / knowledge of where their child is, where they go next and how they can help.

## **Teachers will know:**

- Where the pupils are starting from
- Has the class overall learned what was planned?
- Are all the pupils making expected progress?
- Are they making sufficient progress against national expectations?
- How are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils need extension work?
- Is the planning for activities, resources and staffing well targeted?
- How can the teacher do it better next time?
- Has the curriculum been covered?

**Key Questions that the Head teacher, the Leadership Team, the Inclusion Leader, curriculum teams and teachers should know answers to:**

- Are the pupils making expected progress?
- Are there any major problems / barriers to their learning?
- Is the pupil's progress in line with the school's targets / National expectations?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

## **The parents/carers should know:**

- Is my child making good progress?
- Are there any major problems?

- How is my child doing compared in relation to national expectations?
- What can I do to help?

**The Child should know:**

- Their targets/skills and where they need to go next
- The 5Rs

**The LA/Government will know:**

- How is the school and LA progressing against their targets?
- What has been the impact of the school development / improvement plan?
- What is the attainment, in terms of National Curriculum Standards, average scores and teacher assessment at the end of Key Stage 1 and Key Stage 2?
- How does the school compare with other similar schools?

## **Governance, Management and Evaluation**

### **Monitoring and evaluation**

**The Assessment Leader and Senior Leaders (HT/DHT/AHs & Inclusion Leader) will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers (including Pupil Progress Meetings), pupils and parents/carers; sampling pupils' records and reports and sampling teachers' planning. Outcomes of whole school data analysis are shared with Governors through the Autumn term meeting and FGB reports.**

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development/improvement plan. It is a 'live' document to allow for continuous improvement and to provide flexibility.

### **Class Assessment Data**

Assessment data for the class should be kept at hand in the classroom so that relevant assessments can be easily reviewed by the teacher, the leadership team and any visiting inspectors.

The assessment file should contain the following. (This will differ for Reception to cater for how they do their assessments)

1. Policy
2. Data sheet
3. Venn Diagram sheet showing Key Marginal Children
4. The most recent Pupil Progress form

At the end of the year the information in this file will be passed to the next teacher. Time will be allocated for teachers to meet and discuss the progress of the children using the file as an aid.

Old test papers should be shredded, providing the data is written down.

NTS tests for Reading and Maths and GAPs tests provide standardised scores - Standardised scores are now used where 100 is the expected level from SATs. Standardised scores will be used to analyse the data using 94+, 100+, 115+ thresholds. Whilst NTS and GAPs won't say what to teach, they should be broadly in line with teacher assessments. In NTS and GAPs tests, a SS of 94 to 115 is 'Expected' for a child on track to be Expected at the end of the year.

After NTS tests for Reading and Maths are completed, the QLA needs to be completed on MARK website. This then in turn links to the SHINE interventions that should be used to support children's progression further.

### **Use of Assessment in Other Subjects**

There are assessments for English (NTS & GPS) and Maths (NTS). On ScholarPack, there are formative and summative assessment grids for Science and Computing which should be completed termly. On the Summer Term reports attainment, effort and progress is recorded for all Subjects. There is a class overview of the Foundation Subjects (Excel document) which shows teacher judgements made termly.

- Yellow means they are working below age-related expectations;
- Green means they are working at age-related expectations and;
- Blue means they are working at Greater Depth.

Teachers add comments to the excel document to show the support that specific children in their class are receiving to enable them to learn in the lessons. The excel document is a working document for the teacher to review regularly throughout the term. The document calculates the percentage of children in each class working at/above age-related

expectations for each Foundation Subject. Subject leaders of foundation subjects use these documents to analyse their subject across the school and act accordingly.

### **Internal Moderation and Cross Phase Moderation/Cross-school Moderations (EEEE/Woking Partnership)**

At set dates throughout the year schools from the local area and from the MAT, meet and moderate specific pieces of work. In a staff meeting the leader of the subject will ask all teachers to bring specific pieces of work to be moderated by teachers in the school. Teachers will also join with other schools to moderate work in their year group.

### **Staff Development**

The Assessment Leader and Senior Team will ensure that class teachers go on appropriate training courses linked to assessment in your age phase and role. After training courses, teachers will cascade information in Staff Meetings and/or to key staff members. Assessment overviews will be shared during INSET and staff meetings. The Assessment Leader and Senior Team will stay up-to-date with key assessment changes and initiatives and act appropriately.

### **Formative, Day to Day Assessment**

Assessment should be used in every lesson. This can happen in a variety of different ways to suit the needs of the pupils and the purpose of the assessment e.g.

- **Questioning** -Assess what is known through targeted questioning. Use open questions for those who offer ideas and to selected pupils to assess understanding.
- **Self-assessment** -Faces / Thumbs up / self-assessment by the child. Children can also assess themselves verbally, written - on their own, in pairs or in a group. Teacher should provide reflection time throughout lessons. RAG rated trays enable pupils to demonstrate their assessment of their success against the learning objective.
- **Observations** - By the teacher & TA. Notes may be recorded using post it notes / notes on planning (evaluation and next steps section if appropriate). EYFS - use IPAD - "2 build a profile"



- **Feedback** - During the lesson with the child (best) and after the lesson (See feedback policy section below). It is important for the children to be given time to reflect on this and respond to the feedback as soon as possible.

At the start of a lesson the learning objective (L.O.) should be made known to the children and how they will achieve it (Skills slip - must, should, could). This can be returned to during the lesson and at the end. This will allow the teacher to focus their questions and feedback to these skills and to allow the children to assess themselves.

Maths -

KS 2 - Weekly skills review sheet

Writing -

Year 2 and KS2 - Skills review sheets during each 3 week block

Reading -

KS1 - skills cards in class reading folder

KS2 - skills cards in class reading folder

Skills cards in the back of Literacy/Maths books are optional for all year groups. However, at certain times, some teachers may be directed to use them in order to support teaching and learning.

Class teachers should be updating the ScholarPack statements (at the end of each unit) based on the pupil book target outcomes. In order to promote rapid progress. They show which targets have been met and which are being addressed. All children should be exposed to the targets from their year groups. However, some children will need to continue to work on previous targets to address 'gaps'. These should be in addition to the targets from the current year group. Children on the SEN register should have bespoke targets (which may be below year group expectations) that link to their provision map.

### **Curricular Targets**

Literacy and Numeracy Targets for each child should reflect at least 6 steps of progress, which supports the whole class target of at least a "0" progress measure, based on standardised scores.

These class targets come about from the analysis of tests throughout the school, teacher assessments and SATs (see Analysis of Tests and Whole School Curricular Targets section).

### **Planning for Assessment**

Planning formats throughout the school should allow for assessment. They should have the L.O. and the steps to success and allow for individual, group and whole class assessment of children. Feedback from LSAs should also be used to support planning. Daily conferencing, as part of fast feedback, should be reflected through annotation on the weekly subject plan.

## **Internal Summative Assessment**

### **Assessments**

Each term teachers are required to assess their children for *GPS*, Writing, Reading and Numeracy. This is by teacher assessment and through the use of NTS and *GAPs* tests at the end of the term. The test should support a teacher assessment judgement. From these teachers will be able to accurately judge where the children are in terms of expected attainment.

The statements that remain un-highlighted should feed into individual targets and IPPs as appropriate. Other sources of information used for teacher assessments include: -

- Planning
- Guided Reading Sheets
- Contact Books
- Levelled work from staff meetings
- Moderated work
- Feedback
- Observations
- Tests

In addition, Science and Computing formative and summative assessments should be completed termly. At the same time, the excel spreadsheet for the other subjects should be completed to show children working below, at and above age-related expectations. Notes should be added to show support that certain children are receiving.

## Data Sheets

At the end of each half term, the on-going teacher assessments recorded on ScholarPack will be analysed by the Assessment Lead and shared with SLT/ Governors as appropriate. This data, alongside test results will be put into the termly class data sheet to monitor the progress measures and outcomes. These are then used as the basis for discussion at the Pupil Progress Meetings with the Assessment Lead, the Deputy Head and the SENCo. Teachers should have filled in their Pupil Progress Document, including possible internal class support for children before they come to the meeting. It is the responsibility of the class teacher to consider the necessary provision and implement clear differentiation within their planning.

## Reporting Children's Attainment and Progress

### Attainment

Children are working at least a year below age-related expectations	Children are working within a year of age-related expectation	Children are working at the age-related expectation	Children are working above the age-related expectation
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N=year group

Autumn 1 (Checkpoint 1)	Autumn 2 (CP2)	Spring 1 (CP3)	Spring 2 (CP4)	Summer 1 (CP5)	Summer 2 (CP6)	Teacher Judgements
n:3	n:4	n:5	n:6	nx1	nx2	Greater Depth
n:2	n:3	n:4	n:5	n:6	nx1	
n:1	n:2	n:3	n:4	n:5	n:6	Expected
Next 5 steps down						Working Towards
6 or more steps below age-related expectations						Pre-Key Stage

This forms the basis of moderation with schools in the EEEA. In Years 2 and 6, the Government Teacher Frameworks are used too.

## Progress

Over an academic year, children are expected to make 6 steps of progress. If a child finishes at :6, then they should finish the next academic year at :6 or higher. For a child working below year group expectations, they need to be making more than 6 steps of progress to close the gaps. For those children finishing an academic year on x1 or x2, their expected progress would mean they finish the next academic year on x1. If they finish on x2, then they have made accelerated progress.

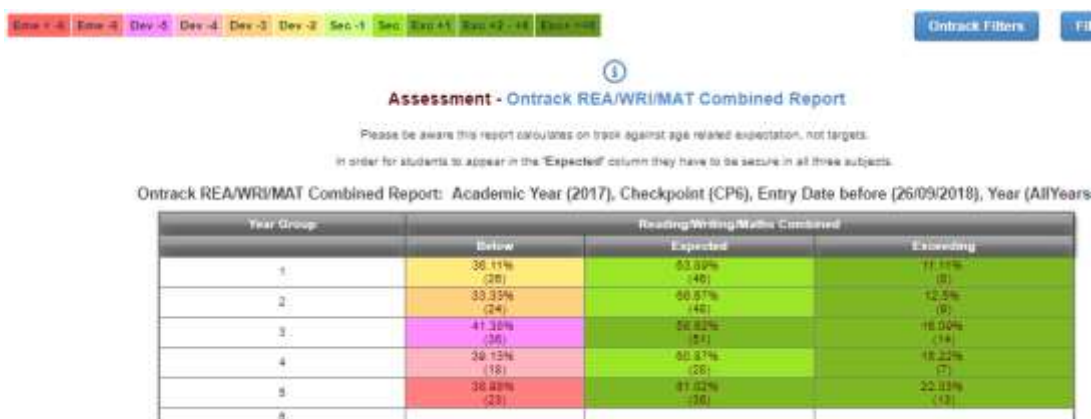
## What do we mean by Value Added?

Some pupils will always find it difficult to do well in assessment tests. It may be, for example, that they have significant special educational needs (SEN). All pupils at Westfield Primary are capable of making progress and it is important that we are able to measure their progress year on year. Expected progress each year is 6 steps. Any child achieving more than 6 steps of progress is making more than expected levels of progress.

## Reporting to the Trust

We will use the following documents to report to the data.

- 1) On-track combined (Reports - Assessment - On track - Combined)  
Change filters for academic year and checkpoint.



**Assessment - Ontrack REA/WRI/MAT Combined Report**

Please be aware this report calculates on track against age related expectation, not targets.  
In order for students to appear in the 'Expected' column they have to be secure in all three subjects.

Ontrack REA/WRI/MAT Combined Report: Academic Year (2017), Checkpoint (CP6), Entry Date before (26/09/2018), Year (AllYears)

Year Group	Reading/Writing/Maths Combined		
	Below	Expected	Exceeding
1	38.11% (20)	53.09% (49)	11.11% (10)
2	33.33% (24)	58.87% (48)	12.5% (19)
3	41.38% (26)	58.82% (38)	18.00% (14)
4	38.13% (18)	58.37% (26)	18.22% (7)
5	38.89% (23)	51.52% (38)	22.83% (18)
6			

- 2) School Overview of progress in Reading, Writing and Maths for All children, PP and SEND cohorts. (Reports - Assessment - School Overview). Change filters for different cohorts.

## 2018 - All Students

2018 summaries for Reading - All Students

Year	Overall from CPE	Overall from RE	Start CPE		CP1	Change last CPE to CP1	Change	This Calendar Year									
			Items	Points				Change	CP1	Change	CP1	Change	CP1	Change	CP1	Change	
1	0.0	0.0	0.0	0.0	18.73	18.73	0.0	18.73	1.3	20.03	1.30	21.43	0.40	22.47	1.04	0.0	0.0
2	4.81	0.0	23.5	0.0	24.51	1.00	0.0	25.45	1.94	25.71	0.26	27.1	1.39	28.07	0.94	0.0	0.0
3	4.64	0.0	29.52	0.0	30.54	0.74	0.0	31.01	0.47	31.95	0.94	32.44	0.49	33.87	1.43	0.0	0.0
4	4.58	0.0	34.49	0.0	35.42	0.93	0.0	36.19	0.77	37.07	0.88	38.19	1.12	38.6	0.41	0.0	0.0
5	4.91	0.0	40.81	0.0	41.75	0.89	0.0	42.39	0.62	43.39	1.0	44.22	0.83	45.38	1.16	0.0	0.0
6	5.27	0.0	46.29	0.0	47.49	1.2	0.0	48.41	0.92	49.43	1.02	50.49	1.06	51.53	1.04	0.0	0.0

## Assembly Analytics

This is a strategic tool used by the CEO and Excellence Board to report to the Trust.

## Termly Tests and Assessments

### EYFS Baseline

Assessments are made of all children during their first 6 weeks in school, based on the EYFS profile. This data is shared across EEEA. In Sept 2021, Westfield will be completing the new national baseline.

### Phonics Screening

Carried out in Yr1 during Summer Term; children who did not meet the Threshold retake in Year 2 at the same time. During COVID affected years, the whole of Year 2 take the Phonics Check during Autumn 2 due to the check being cancelled while they were in Year 1.

### Reading Benchmarking

Benchmarking will take place to monitor children's progress throughout the year.

### NTS tests and GAPS

NTS and GAPS tests are used in the school as an indicator of how the children are progressing alongside teacher assessments as well as providing evidence for analysis by Literacy, Numeracy and the Assessment Leaders, SENCO, Inclusion Leader and the Leadership Team. (See Analysis of Tests Section)

Once test papers for Maths and Reading are marked, the class teacher will complete the QLA (Question Level Analysis) on the MARK website. This will be used to identify appropriate SHINE interventions on the same website. Standardised scores and age-related standardised scores will be

compared to their predictions and the variance will be used for progress measures.

ScholarPack must be updated by the teachers at the end of each unit of work and this is linked to the APP statements created. In ScholarPack, teachers will complete the 'multi-ticks' to show attainment against specific statements.

What you tick	What it means
Emerging	The child is beginning to understand the statement and has been exposed to the learning in class.
Developing	Generally, the child understands the statement but could be inconsistent. They need a bit more practise.
Secure	The statement understood and the child can generally complete questions independently.
Exceeding	The child understands and can apply this learning to a variety of contexts.

### **EYFS assessment:**

Formative assessment using Evidence Me , Summative assessment on ScholarPack: baseline, Autumn 2, Spring 2, Summer 1, Summer 2

By the end of the Summer term, to support transition into Year 1, EYFS staff are to complete formative assessment ticks on ScholarPack for Reading, Writing and Maths for where the children are currently working e.g children achieving ELG need ONLY the ELG statements ticked, children achieving 40 - 60 months will need these statements ticked.

The Year 1 teachers can then use this information to pitch work appropriately at the start of the year, identifying any gaps and suitable interventions. They can also use this information to make end of year targets more accurately.

### **Important dates for 2021/2022 (Added/updated as necessary)**

#### **Autumn Term**

1<sup>st</sup> six weeks - EYFS Baseline to be completed.

15<sup>th</sup> October 2021 - EYFS On-Entry data to be entered into ScholarPack

15<sup>th</sup> October 2021 - Children's short reports and children's review sheets sent home.

15<sup>th</sup> October 2021 - Checkpoint 1 data on ScholarPack finalised

15<sup>th</sup> November 2021 - start of assessment period  
Data to ABa 3<sup>rd</sup> December 2021 8am (Checkpoint 2 on ScholarPack; test scores)  
From 6<sup>th</sup> December 2021 - Pupil Progress meetings - Pupil Progress notes to be completed by teachers in black font before meeting commences.

Year 2 Phonics (from cancelled Y1 Phonics) - Autumn 2

### **Spring Term**

7<sup>th</sup> February 2022 - Checkpoint 3 on ScholarPack finalised  
7<sup>th</sup> February 2022 - Year 6 mock SATs  
11<sup>th</sup> February 2022 - Children's short reports and review sheets sent home  
7<sup>th</sup> March 2022 - Start of assessment period  
Data to ABa 18<sup>th</sup> March 2022 (Checkpoint 4 on ScholarPack; test results)  
From 21<sup>st</sup> March 2022 - Pupil Progress Meetings Pupil Progress notes to be completed by teachers in green font before meeting commences.

### **Summer Term**

Week of 9<sup>th</sup> May 2022 KS2 SATs :  
Monday 9<sup>th</sup> May - GPS and Spelling  
Tuesday 10<sup>th</sup> May - Reading  
Wednesday 11<sup>th</sup> May - Maths 1 (arithmetic); Paper 2 (reasoning)  
Thursday 12<sup>th</sup> May - Paper 3 (reasoning)

May 2022 KS1 SATs

16<sup>th</sup> May 2022 - Checkpoint 5 on ScholarPack finalised  
Week starting 6<sup>th</sup> June 2022 KS1 Phonics Check (all Year 1 plus resits in Year 2)  
3 weeks from 6<sup>th</sup> June 2022 Y4 Multiplication Check  
13<sup>th</sup> June Reports to SLT for signing  
20<sup>th</sup> June 2022 - start of assessment period  
Data to ABa 1<sup>st</sup> July 2022 8am (Checkpoint 6 on ScholarPack; test results)  
From 5<sup>th</sup> July 2021 - Pupil Progress Meetings  
6<sup>th</sup> July 2022 - Reports sent home with Children's review sheet

**TBC - submission of EYFS profile (awaiting Government guidance)**

**TBC -Deadline for TA assessments (Year 6, Year 1 and Year 2)**

## **ScholarPack**

Class teachers update the assessments on ScholarPack at the end of each unit of work and these are analysed appropriately with information being shared with all staff. A termly report is presented to Governors.

# **National Standardised Summative Tests**

## **Year 6 SATs**

SATs (or Standard Attainment Tests) are ordered automatically for the school. This is because Westfield Primary takes part in the pupil level annual census (PLASC).

All pupils in the final year of Key Stage 2 and who are working at the appropriate level for the tests at Key Stage 2 must take the tests.

If pupils have been assessed as working below the level of the tests they should not be entered. These pupils should be marked a B on the mark sheet which accompanies the tests.

MOCK SATs- Year 6 children will complete practice papers each term as part of their preparation for the final tests in May and they will sit previous papers as MOCK SATs.

SATs follow a strict timetable set yearly. Schools are responsible for deciding the start time for the tests each day although the tests must be taken on the day they have been timetabled. All pupils taking the tests must take each test at the same time, unless unavoidable practical difficulties make this impossible.

Pupils with Special Educational Needs / EAL children may be eligible for extra time or an amanuensis for the tests but this must be discussed with the Assessment Leader and the SENCO as evidence must be provided online at the Primary Assessment Gateway website where an application deadline applies. The class teacher should complete these applications alongside the Assessment Leader.

SATs test usually arrive around 1 / 2 weeks before the test dates. Delivery of the SATs papers need to be checked by the Assessment Leader and another member of staff. Once checked, the papers must be stored in a secure, lockable place. A log will be there to complete. On the week before the tests, the Year 6 team will give details of administering the tests out to relevant staff. They should take part in an



organised meeting to discuss any difficulties that may arise. It is the Headteacher's decision whether a child should not be entered for the SATs. The Headteacher must write a report (See ARA for details) and send a copy to the Parents, the Chair of Governors, the LA and a copy must be on the child's educational record.

Once complete the tests are collected up alphabetically and stored in a lockable, secure area to await collection.

Once the test results have been delivered to the school, the Assessment Leader along with the subject leaders should be given time to look over the tests for inaccuracies in feedback. (See 'Analysis of the Tests'). After the SATs, the school will use the conversion table published by NCA tools to convert raw scores to a scaled score and a scaled score of 100+ will mean the child has met "Expected Standard". By the end of the Summer Term, parents must be informed as to whether their child has met expected standards or not in Reading, Writing, GPS, Maths and Science.

Teacher assessments for Writing and Science must be returned to Surrey by **TBC**. At this time, Teacher Assessments for any child that did not sit the Reading, GPS, Maths tests need to be submitted. Statutory external moderation must take place before schools submit their data. These assessments must be based on a broad range of evidence from across the curriculum e.g. Written work, practical work, oral work and informal tests. To meet the Expected Standard, there must be evidence of the pupil demonstrating consistent attainment of all the statements in the Teacher Framework document for Expected and the previous standard. For Writing, there are four categories of accountability: Pre-key stage; Working towards Expected Standard; Working at Expected Standard; Working at greater depth within the Expected Standard. For Science, two categories are used: Working at Expected Standard; does not meet Expected Standard.

## Year 2 SATs

SATs (or Standard Attainment Tests) are ordered automatically for the school. This is because Westfield Primary takes part in the pupil level annual census (PLASC).

All pupils in the final year of Key Stage 1 must have the opportunity to sit the papers. These will be administered by the end of May.

Delivery of the SATs papers need to be checked by the Assessment Leader and another member of staff. Once checked the papers must be stored in a secure, lockable place. A log needs to be filled in.

On the week before the tests, the Year 2 team will give details of administering the tests out to relevant staff. They should take part in an organised meeting to discuss any difficulties that may arise.

Key Stage 1 SATs are marked by the Year 2 teachers. Raw scores are then converted to National Standardised Scores when the conversion tables are released by the Government in June.

## **Phonics Check**

Delivery of the SATs papers need to be checked by the Assessment Leader and another member of staff. Once checked the papers must be stored in a secure, lockable place. A log needs to be filled in.

The Phonics Tests will be carried out by the class teachers in Years 1 and 2. The Assessment Leader will monitor tests for moderation purposes.

Teachers new to role will go on courses as appropriate. All teachers need to watch the relevant training video in the week before delivering the Phonics Check.

## **EYFS**

Teachers submit their judgements near the end of the Summer Term.

They assess each child against the Early Learning Goals (ELGs) in each area of the profile. If a child has not reached the ELG, they are given Emerging (1). If they meet the ELG, they are given Expected (2). The results show which children gained the Good Level of Development (GLD). Staff new to EYFS will attend training as appropriate. As part of the new framework, there will no longer be external county-run standardisation sessions. Instead, there will be in-school and cross-school (in the Trust) moderation.

## **Analysis of Tests**

### **Whole School Curricular Targets**

When all Optional SATs data and SATs data have been returned to the Assessment Leader, SLT will discuss areas that the school have done well in and areas for improvement. This will inform future CPD and targets on the SDP.

# Westfield's Fast Feedback Policy

## The purpose of feedback

- Fast Feedback should always enhance the child's learning and provide effective feedback to the teacher about a child's learning and / or misconceptions to ensure planning is focussed and for a pupil to take responsibility to enhance their learning. It should never make a pupil feel their efforts are inadequate so that they either play safe next time or stop trying to improve (*I tried my best but I still got it wrong...why bother?*). The purpose of effective fast feedback is not to criticise what the child is working on, but to assess both what has been learnt and understood and what the next step for learning is, in relation to focussed ScholarPack assessment statements. Children should self-correct their work. We aim to teach and train the children to self-correct and re-draft, as part of their growth mindset, drawing on our underlying values. This is a long term process which is related to Teaching and Learning policies.
- As part of the process children will be supported to reflect on ways to improve their work. Reflective Reindeer sentence starters will be displayed around the IWB to support children's self-reflection.
- We aim to foster and develop a true love of learning, through children being able to reflect and up-level their work, based on:
  - Positivity- "I am positive about my learning, I may not understand it YET... but through perseverance and resilience to keep going.. I will eventually." A positive Growth mindset.
  - Respect - "I respect myself and others and show this through producing work to the highest standard I can and ensuring presentation is of a good quality. "
  - Independence - "I know it is my choice to make a change and uplevel my work... I can do it!"
  - Diversity - "I will listen to and act on advice and thoughts given by an adult through pupil conferencing or through my peers."
  - Excellence - "I will strive for Excellence to be the best I can be."
- Feedback is always related to the child's needs (targets), the learning objective and the success criteria of the lesson. It is used by the teacher and pupil to assess against the learning objective and move the *individual* child on to the next learning target. Feedback is wholly verbal

and predominantly within the context and delivery of the lesson. Each child is fully involved in understanding the "tool kit" of success (identified in the ScholarPack statements and in the Writing Mats). They are guided to reflect and take ownership of their learning, using a red pen to demonstrate reflection and self- assessment in their written work.

- **Who is feedback for?**

*Feedback is for:*

1. The pupils - to know what they are doing well and reflect on any misconceptions or next steps, "Steps to Success." Question stems/ prompts provide scaffolded support and reflection time. SEN pupils may require additional written feedback to address their misconceptions and close their gap as part of their provision map.
2. The Teacher -to inform planning and record on the school's assessment system (ScholarPack) as a record of how the child has progressed according to the Learning Objective, against focussed Steps to Success (success criteria). This should be completed regularly (at the end of each unit of work). This enables teachers to notice gaps and plug these through group or individual conferencing.
3. The Parents and other adults - receive  $\frac{1}{2}$  termly feedback (except Summer 1) about whether the pupil is working at the expected standard (based on ScholarPack statements) and pupils' books will demonstrate progress as a result of feedback. Pupils record a reflection, using a red pen, after there has been feedback/ input during the class or at the end of a lesson.

What type of feedback occurs?

1. Teacher - group or individual feedback through conferencing - the teacher may use a post-it to feedback spellings, or support a child in verbalising their reflection after discussion. The pupil should take responsibility for this.
2. Partner review- this is co-operative feedback using the pupil friendly feedback mats and/ or identifying pupil outcomes in books against specific criteria evidence in each other's books that demonstrates this.
3. Individual review - using the feedback mats or identified steps to success (success criteria).

### **Class Teacher Conferencing**

Each child should have at least one CT conferencing session in both Writing and Maths each week. If they are one of the identified key marginal children, then they need two for each of Writing and Maths in one week. For each CT conference, the red "I spoke with my teacher and..." needs to be completed by the child. When the child works with the teacher, they should be using red pen (red pencil in Year 1).

At the end of the lesson, children should put their books in the RAG trays to support assessing the children who have not worked with the teacher. Each pupil will RAG rate their lesson's work in a tray at the end of a lesson. The teacher is expected to look at each book, starting with the red tray, without adding any comment in the book. A stamp and sticker acknowledging the work is the minimum amount expected to be seen in the children's books. This process helps teachers to identify whether the children need intervention before the following lesson either by the CT or the LSA. It also informs their planning and teacher "groups" which are flexible to reflect this.

When a pupil has input from an adult this should be evident on their work through a VF stamp / TA assisted stamp AND his/ her reflection written in red completing the teacher stamp, I spoke with my teacher and... (whenever the teacher has completed conferencing) or independently without the teacher stamp as an independent reflection.

Maths - children can mark their work as a class or independently to reflect on whether they have any misconceptions during the lesson, so that these can be addressed through fast feedback.

The teacher should give regular input, through conferencing or written feedback, for more-able or 'light touch' pupils, at least once a week in English and Maths. Verbal feedback or feedback stamps / stickers will be used in all other subject areas, with verbal feedback given where appropriate. A record of this should be kept on the back of each week's plan.

Name	TC English	TC Maths	Marvellous Me	Etra CT conferencing	TC English	TC Maths	Marvellous Me
Skye				Mason			
Jay				Cameron			
Finley				Balint			
Charlie				Óláwọ			
Callen				Óscar			
Summer				Tej			
Marley				Alfie			
Layla				Martha			
Yusef				Hugo			
Ólúwa				Ayoan			
Mack				Eleanor			
Keira				Phoebe			
Milla				Howie			
Annalise							
Aleesha							

Work may be photographed and uploaded to Seesaw. Photographic evidence and printed off ICT work may be used to provide evidence of pupils' work, alongside a pupil's reflection about their role within the group/ individual exercise recorded, I spoke with my teacher and ...

Positive praise stamps/ stickers and 5R stickers should be used to support verbal feedback, where pupils have demonstrated the 5Rs or progress in moving their learning forward.

"Marvellous Me" is used for feedback to parents regularly throughout the term, linked to pupils' positive outcomes, progress and attitude.

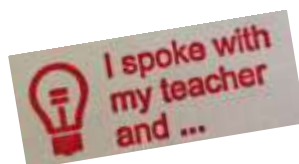
The final week before each half-term or full-term break is partner or independent review week. Teachers will carry out pupil conferencing over the week for English and Maths to ensure pupils have the opportunity to reflect on their progress over the half term. Positive praise stamps/ stickers and 5R stickers should be used to support verbal feedback, where pupils have demonstrated the 5Rs or in moving their learning forward.

## Common Approach to feedback in all work

1. Has the child met the learning objective? - child's self-reflection (red pen) and the teacher's assessment (pink pen) using the following code.

Symbol	Meaning
☺ smiley face	LO understood
☹ face with straight lips	LO partially understood
☹ face with wiggly (not sad) lips	LO not understood

2. Next steps/hints for improvement. Use the *Steps to Success* (Success Criteria) to mark/next step against. Red Biro Pen/ pencil is used to show that the teacher's comments have been thought about or the child has reflected on their learning, using the "tool kit" of success as support.
3. The teacher should stamp the work with the appropriate stamp (s) and/or stickers.



Each class should have a set of red biro's/ pencils that children use and return once they have responded.

### What does Fast feedback look like in class?

- Whole Class teaching (10 mins max) - before the independent session children will stick in a LO/steps to Success in KS1 and lower KS 2 or write the LO (this can be abbreviated) at the start of lessons. The learning objective and *Steps to Success* (success criteria) will be discussed with the class during the input.
- Teachers (or appropriate adult) could carry out focussed input with any children who need a follow up, this may be from the "red tray"

or other children identified by the teacher from the previous session. (Max 10 mins)

- Teacher will then carry out focussed conferencing with individual or paired children (roughly 6 per lesson, which would also include the children identified and worked with from the previous session, to ensure every child supported in their learning once per week). During this conferencing session, the child will work in red biro pen to show where they received assistance. The children would then try some more on their own in pencil/blue pen.
- Teachers feeds back in pupil books using green pen, if needed in Years R - 4 and in purple pen in Years 5 and 6.
- If it is a misconception that many children are demonstrating this need will be addressed by the teacher using a mini-plenary to redirect learning.
- For each Maths and English lesson, teachers must plan which children they are going to complete a conference with. The children and focus must be stated on the Maths/English plan. The teachers must have done this with each child at least once in Maths and once in English in a weekly period, for example, they may have had their conferencing when identified from the previous session as needing a focussed input or it maybe a planned or non-planned conferencing slot. It is the teachers' responsibility to ensure they have done this. A teacher may also conference with other children they notice who are struggling either on a 1:1 basis or as a small group.
- During the lesson or plenary, teachers may have answers up on the board for children to use to self/peer mark. The teachers may choose to read out the first set of answers after a given amount of time.
- Last 5/10 mins - At the end of the lesson, the children will use a red pen to reflect on their learning either individually or as peer feedback, identifying next steps or lessons learned. E.g. I spoke with my teacher and .....
- The pupil finally reflects using the smiley face system to indicate how they felt about the learning.



- After the lesson, the children will RAG their books, teachers will prioritise looking at the books in the red tray (those that feel they struggled with their learning). Teachers will highlight the LO/ steps to success (KS1/lower KS2) and add the appropriate face using pink pen/highlighter. Teachers can use short motivational comments (written in pink pen Y1-4/purple pen Y5/6) and/or stamps to praise the children.
- On the plan, teachers must jot down the names of any children who struggled - these children can receive some gap plugging either later on that day or during the next lesson (indicated with their initials on the plan.)
- In EYFS feedback will look slightly different. Feedback would continue to be immediate with children responding to next steps/green comments immediately with the adult. The teacher would continue to use a pink pen (for praise) and a green pen (for next steps) with the adult verbalising the comments with the children.
- If work is on Seesaw, the LO/Skills slip will still be put in the workbook and stamped accordingly. Teachers are expected to evaluate this although children's comments may be on-line.

## **The Learning Objective/Steps to Success**

- Throughout the school, the learning objective (LO) and steps to success should consistently be displayed and discussed with the children for every lesson. The teacher should discuss and share the LO and steps to success so that the children have a clear understanding of what they will be learning in that particular lesson and what they need to achieve by the end of it. The success criteria can be agreed with the children in the lesson.
- In KS1/ Lower Key Stage 2 the LO and Steps to Success should be stuck in children's books and then hi-lighted to show the children's progress against them. (This can be used in upper KS2 where deemed appropriate).
- In KS2 the children have a summary title (eg fractions) of the LO copied at the beginning of the lesson (with exceptions for the less able who may have it scribed or stuck in) and on occasion give a written explanation / evaluation of how they have achieved the LO or if they need extra help in a specific area.

- During the lesson the teacher should return to the LO and *Steps to Success* and ask the children questions or describe what they have learned which will allow them to demonstrate their understanding of the lesson (eg mini-plenary where appropriate).

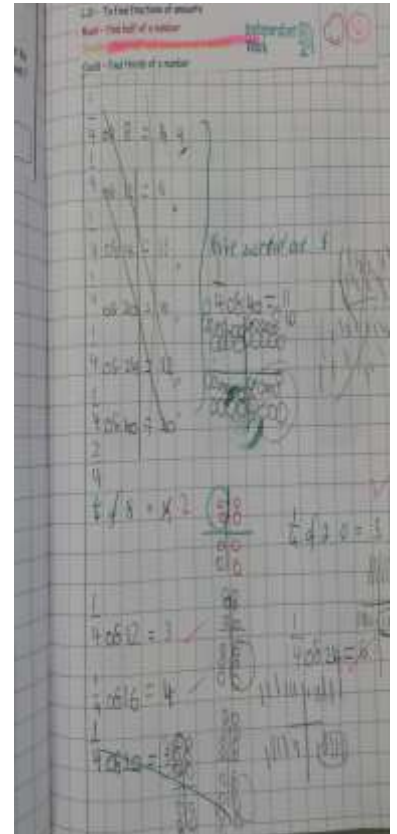
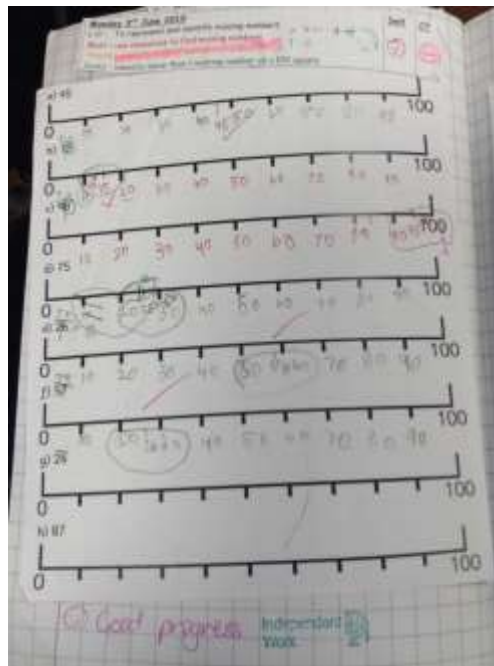
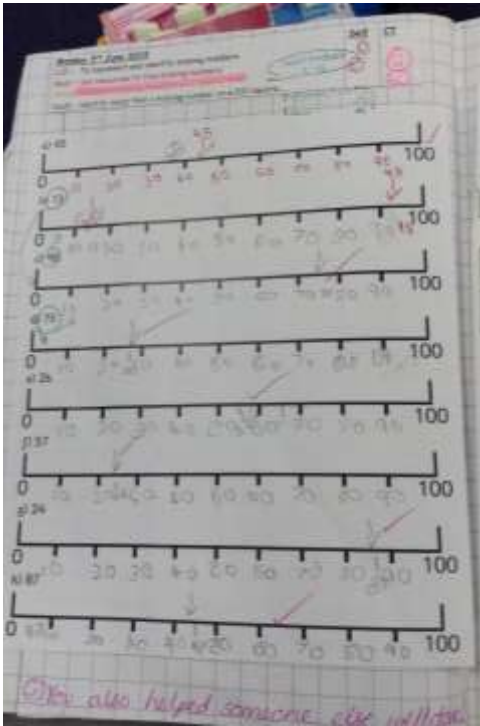
## **Self-Evaluation / Assessment**

- KS2 self-evaluation skills sheets - in Maths and English books.
  - Writing target sheet for children at the front of a block of work (eg 3 weeks) with 1 or 2 self-reflection questions (linked to 5Rs) to be completed at the end of the block of work. Children self-assess by highlighting targets (in any colour) and answering questions. Skills should be pupil friendly i.e. I can... (APP foci). See appendix for example.
  - KS2 Maths skills sheet in books of a block of work. Children self-assess by highlighting skills (in any colour) and answering questions (1 or 2 self-reflection questions, linked to 5Rs).

Teachers should use short motivational comments and/or stamps to praise the children.

- ScholarPack - gap analysis, half-termly data collection for progress and achievement, feeds into reports and feeding back to parents. Multi ticks.

# Photos of feedback using pupil conferencing

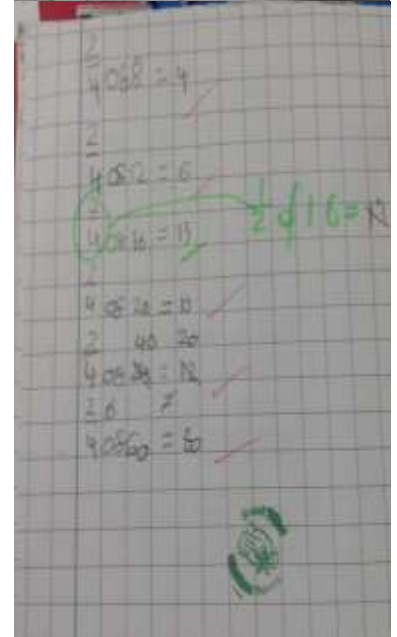


purple crayon  
Duncan's room Duncan  
house crayon  
All right Dear Duncan  
I like this letter

Purple crayon  
Duncan's  
Duncan's  
Crayon L  
7.6.A

Dear Duncan:  
All right then to me  
it is with great smelly  
I wrote this letter  
Love that I am you  
favourite crayon so  
grape dragon and  
Melantha has. R.d

The brown bridge is wiggly  
the down is rusty  
the see house is crabs  
It is a wrong house and  
It has lots of parts. The word house  
is by a bird in light. It was  
a old bridge and a little  
window as the crab house.  
The crab are just scrap land  
scrap and there is a pond  
perfectly one from the  
crabs and its wiggly.  
It was slippery bridge a  
and strong bumpy bridge.  
The see pp one is scary.



## Appendices

### KS2 self-evaluation target sheet example:

*Our Writing targets are ...  
to be able to ...*

- *To spell words with an extended range of suffixes: including- tion, sion, ssion, cian*
- *Use apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)*
- *Some variety in subordinating connectives, because, if, which (e.g. because the rain can damage their skin...which was strange...If she could...)*
- *Show main features of structure to organise events or information within paragraphs /sections, some links between sentences e.g. use of pronouns or adverbials*
- *Related events or ideas organised into paragraphs or sections to support the content of the writing in different text types*
- *Create an appropriate opening and closing which tie together to impact on the reader*
- *Sequence sentences logically to extend ideas*
- *Use a question or interesting opening statement to hook the reader*
- *Summarise the main events of the person's life in the first paragraph*
- *Use third person pronouns*
- *Write about key events in the person's life*

*Write about key influences in the person's life*

*1. What are you proud of in your writing recently?*

*2. When or where have you been resourceful when you've been writing?*



### KS1/ Lower Key Stage 2 self-evaluation target/SC sheet example:

Monday 1 <sup>st</sup> July 2019 LO: To use and spell plural words accurately Must: add -s, -es accurately Should: add -ies, -ves accurately Could: spell irregular plural words accurately	Self	CT
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### Fast Feedback - Key points

- Plan to conference with each child, at least once a week in Maths and Literacy.
- Helicoptering after initial conferencing can lead to other conferencing.
- Children write in red pen when they are working with you.
- Adults to use green pen for jottings/examples while working with children (purple pen in Years 5 and 6).
- Pink pen/highlighter to show good aspects (purple pen in Years 5 and 6).
- After conferencing, stamp work for children to complete the sentence "I worked with my teacher and...." in red pen.
- Other children to write a reflection at the end of the work.
- Children to complete red face and put in marking boxes.
- Teachers to start marking with those in the red box. Stamp work, tick and highlight LO/Steps to Success and add pink face. Write on plan the initials of the children that struggled...address these at some point during the day or at the start of the next lesson.
- Stamp/sticker to acknowledge the children's work.

Example of CT conferencing on plan:

Teacher conference: Harvey, Gracie, Effie, Ellie, Kamil - check understanding of tens and ones then use to add on tens or ones.

