

Assessment Policy

Rationale

At Heathbrook, we believe that diagnostic, formative and summative assessments allow for targeted provision so that all pupils achieve or exceed expected standards in line with their starting points by the end of the year or key stage. Assessment is inclusive of all abilities and challenging goals for pupils are established.

Formative assessment draws on a range of evidence gathered in a variety of ways to evaluate pupil understanding and identify gaps or misconceptions in the different aspects of subjects in the curriculum. It recognises the needs of individual children and is used to assess knowledge and skills. P levels are used for some children. Formative assessment considers the views of the pupil, who may provide useful insight into their own understanding, alongside the value of feedback to enhance pupils' learning. The e-profile, 2Simple: 2-build-a-profile, is used to gather observations of children's learning in the Early Years.

Feedback and Marking is an important component of the assessment process, providing a basis for both formative and summative assessments. It informs future planning. We believe that high quality, frequent, timely and accurate feedback and marking enhances children's learning. It engages them as active participants in their learning and provides personalised help and guidance in order to meet targets/next steps.

Summative assessment for Reading, Writing, Maths and Science includes baseline testing, specific focus testing, national assessment tests etc. We use GL digital to gain nationally benchmarked pupil results.

Diagnostic assessment is part of our SEN provision at Heathbrook and is used to tailor planned interventions to meet the needs of individual children.

Data is captured from Formative and Summative assessment and once fed in to our data system is analysed for all groups of pupils. This data capture links to a review of planning and class post data action plans are evaluated and revised accordingly.

The assessment tracking tool we have chosen is Pupil Asset because it is adaptable and has been tailored to measure outcomes and coverage of the national curriculum. The GL-Digital summative tests link with Pupil Asset allowing us to have an integrated assessment and tracking system for both formative and summative assessment.

Assessment is moderated within our collaborative of schools termly in Year groups and Keys stages. The quality of assessment at Heathbrook is monitored and reviewed regularly by the Senior Leadership Team, Literacy and Maths Leaders. The senior leadership team report to Governors Achievement Subcommittee.

Assessment is shared with Governors in the form of school data reports showing outcomes for all groups of pupils and executive summaries. It is shared with pupils and parents in the form of termly reports and feedback.

Statutory test results are reported to the LA for Early Years, KS1 and KS2.
CPD for Staff and Governors is regular and bespoke.

Policy Adopted by Governors: November 2017
Policy Last Reviewed: November 2017
Policy Due for Review: November 2018

Feedback and Marking Guidance

Rationale

Pupils need high quality, consistent, regular, timely and accurate feedback and marking to engage them as active participants in their learning. Personalised support and guidance is provided in order to give next steps. Written marking is precise about successful learning and appropriate for the age and ability of the pupil.

Feedback and Marking is a key part of the assessment process providing a basis for both formative and summative assessments. It informs future planning. Summative assessment results are shared with pupils so that they understand their next steps.

(A 'Feedback & Marking' folder containing exemplification of good practice is available)

Guidance for Feedback and Marking

- ✓ If work is marked by an adult who is not the usual classteacher, it should be initialled
- ✓ Pupils' work may be marked with 'WS' (With Support) and 'GW' (Group Work)
- ✓ The WALT (We Are Learning To) will be made clear and may be the same over a unit; e.g. 'WALT: use subtraction strategies'
- ✓ Teachers and pupils may jointly construct WMAG (What Makes A Good) or a checklist for successful learning. This is recorded in books.
- ✓ Pupils edit/tick their work in red
- ✓ Teachers mark in blue
- ✓ Teachers will mark against the WALT or WMAG
- ✓ Teachers will provide feedforward - verbally or in writing in the form of 'Improvement Points (IP or VIP) *and/or* 'next steps' and note this on pupils' work
- ✓ Pupils will be given opportunities to respond to marking and feedback
- ✓ Pupils will be given opportunities to peer critique. This is recorded by the pupil as a 'Pupil Improvement Point' (PIP)
- ✓ Written feedback will be given using child-appropriate language and will be short and incisive in order to maximise impact
- ✓ For younger pupils such as those in the Early Years, emphasis is on verbal feedback and dialogue around learning. Evidence of learning will be seen in the 2 Simple EY online record.
- ✓ New literacy and maths books are given to pupils when they have completed their current workbooks and go up with the pupil to the next class in September. This provides evidence of learning and progression over time. It also encourages the pupil to see his/her learning as an on-going journey.
- ✓ A green box can be drawn around feedback that requires a response.