

**St Patrick's Catholic Primary & Nursery
Voluntary Academy
Assessment & Feedback Policy**



St Patrick's
Catholic Voluntary Academy

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St Patrick's Catholic Voluntary Academy Mission Statement

Love First. Live the Gospel. Learn for Life

At St Patrick's Catholic Academy, we are an inclusive, caring, learning community who endeavour to use the gifts and talents given to us by God to our full potential to help others. The life, example and teachings of Jesus Christ underpins everything we do and who we are. We want our children to **Love** themselves and others first, **Live** out the Gospels and **Learn** for life.

At St. Patrick's we strive to live, and encourage others to live the Gospel. We aim to achieve this through:

- The nurturing of the Catholic Faith.
- Seeking to develop the faith of all at school, irrespective of where they may be on their personal faith journey.
- Putting our Faith into practice in the quality of care and support that we extend to others; creating an ethos that exemplifies the teaching of Jesus Christ so that others can come to know God's love as we do.
- Celebrating our Faith through Mass, Collective Worship, Personal prayer and taking part in the preparation for the Holy Sacraments.
- Welcoming the community to share all forms of prayer and worship with us making it a relevant and meaningful experience for all.
- The effective delivery of a quality, rich curriculum, striving to develop the whole child and enable all pupils to fulfil their full potential by acquiring the knowledge and skills that will enable them to grow spiritually, morally, physically and academically and to make a valuable contribution in society.
- The encouragement of a positive partnership between home, school and parish, respecting all cultural and faith backgrounds and practices.
- Having high expectations for all, leading by example, encouraging pupils to develop self-respect, confidence, independence, personal aspirations and to set themselves high standards.
- The establishment and maintenance of a strong sense of identity and belonging, through the consistent promotion of high standards of conduct and respect for all.
- We want our children to feel happy, loved, respected, safe and valued as individuals in order for them to show kindness, respect, tolerance, acceptance and to celebrate our differences as we work together as a community.
- We work and worship collaboratively with all the schools in Our Lady of Lourdes Trust to deliver the best Catholic education for all our pupils.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, special educational needs, faith or religion or socio-economic background. We aim to develop a culture of inclusion and celebrate diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

We believe everyone has a contribution to make and will enrich our community.

At St Patrick's, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. We believe every individual is created in the image of Christ and as such should be respected, welcomed and valued in order to be able to **Love First, Live the Gospels and Learn for Life.**

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Governors and staff at St Patrick's Catholic Primary & Nursery School value each child as a unique individual made in the image and likeness of God with a range of individual gifts and talents. Therefore, we aim to provide every child with access to a broad and balanced education and to ensure their continuous progress to meet their full potential. Assessment & feedback is an essential tool in empowering and supporting pupils to be proud of what they have achieved and know how to move forward in their learning.

This policy has been revised in response to the coronavirus pandemic to minimise transmission of the virus between members of the school community.

Assessment

Aim

To ensure the maximum progress possible for every child & to involve them in their own learning & progress.

Objectives

- To find out what each child knows, understands and can apply
- To set challenging and achievable targets for all children
- To diagnose strengths and weaknesses
- To inform future teaching and planning and target setting
- To measure progress over a given timescale
- To ensure continuity when moving class
- To discover if the teaching methods used are effective and are covering all learning styles
- To give the child a feeling of success and achievement
- To fulfil statutory requirements
- To know how the school achievement compares within the LA and nationally

We aim to assess

- Academic progress in all curriculum areas
- Positive learning behaviours, motivation, co-operative skills
- Social and emotional development and behaviour
- Physical skills and development

Planning for Assessment

A balance of formative (on-going assessment used to inform the next steps in teaching and learning) and summative (end stage assessment of learning progress) assessments will be used as follows:

Long Term (summative)

- Assessing pupils work against key objectives for their year group within the New National Curriculum 2014.
- Assessing pupils work against school targets at the end of each Key Stage

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- Assessing pupils work against national results at the end of each year and Key Stage
 - Recording the progress made over the year
- Medium Term (formative & summative)
- Recording progress in relation to targets set
 - Measuring attainment at the beginning and end of a unit of study
 - Identifying strengths and weaknesses of group and individual performance
 - Assessment to inform future planning
- Short Term (formative)
- Assessment through question and answer in every lesson
 - Assessment through responding to children's work
 - Assessment against the Learning Objectives and Success Criteria underpinning learning within the lesson
 - Assessment through observation

Assessment Methods

Ongoing

- Classroom observation
- Question and answer
- Discussions with individuals and groups
- Intervention in small group work
- Responding to children's work
- Testing
- Weekly comprehensions.
- Discussion with Teaching Assistants
- Peer assessment
- Self-assessment by encouraging the children to identify where they have exemplified the success criteria in their work.
- Teacher Assessments using English and Maths Trackers

Formal

- Early Year's Profile.
- Reception Baseline Assessment; September 2021
- Y1 phonics screening & Y2 phonics screening for any pupils who do not achieve the standard at the end of Y1.
- Key Stage 1 SATs
- Key Stage 2 SATs
- SEND Assessments (as appropriate)
- PIRA & PUMA assessments for reading and maths
- White Rose Assessments for maths
- STAR Assessments in reading & maths

Target Setting

- Whole Class or individual targets
- Learning Objectives and numbered success criteria, in easily understood language, set by the teacher at the start of the lesson to be stuck in books by the child.

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- Individual targets based on success criteria not yet evidenced in the child's work set highlighted by the teacher when responding to children's work. These targets may be prepopulated next steps or the use of maths masters in maths, which children stick in themselves at the end of lessons and respond to.
- Attention is drawn to an individual's targets by the teacher/teaching assistant (often verbally) during lessons and pupils are encouraged to address them in improvement time.
- SEND Provision Map targets are set with the child being involved in this process and parents have an opportunity to review these targets at termly SEND reviews.
- Group targets are set for interventions which are used to close the gap in pupils skills and knowledge of a particular aspect of learning.

Recording

Short & Medium Term Assessments

- Recorded by the teacher on the child's individual tracker for English, maths & PSHE in the assessment file and on 'I Can Statements' in RE books.
- Recorded by the teacher termly in EAZMAG
- Recorded by the teacher/teaching assistant in the child's Provision Map.
- Coverage of key knowledge and skills in topic subjects recorded by pupils on their topic front covers in topic books.

Long Term Assessments

- Nursery Profile.
- Early Years Profile.
- Reception Baseline Assessment Sept 21.
- Termly Records – EAZMAG
- Year 1 & 2 Phonics Screening
- Key Stage 1 SAT results
- Key Stage 2 SAT results
- Report to Parents

Effective Feedback

The Purpose of Effective Feedback

For the Teacher:

- To identify levels of attainment.
- To move pupils on and ensure progress.
- To identify where more help is needed.
- To inform the planning of future work.
- To ensure children are appropriately challenged.

For the Pupil:

- To understand their own level of attainment.
- To be clear about how to make improvements in their work.
- To have an opportunity to respond to comments/targets set by the teacher during 'improvement' time during the school day.

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- To evidence their understanding and further learning.
- To feel that their work and achievements are valued.

Types of Feedback

There are many forms of feedback. Selecting and using the most appropriate form with regard to the age and aptitude of the child and the activity in question, is an essential part of effective teaching.

- **Correcting** involves drawing the child's attention to errors in spelling, punctuation through the use of verbal feedback.
- **Identify own errors** involves asking children to look for example in maths or in a piece of writing to identify errors they have made.
- **In R.E** 'driver' words are used to set targets for next steps.
- **Rewards** such as house point stickers and smiley faces can be used to provide encouragement to a child and also to reward their efforts.
- **Verbal Feedback** is done with the child present during the lesson and is a vehicle for praise, reinforcement, encouragement, explanation of errors and target setting; use VF to show where errors have been identified and a discussion has taken place with the child. This must be done briefly by the adult whilst standing beside/behind the child, not face to face with the child or sitting in close proximity for more than 15 minutes.
- **Self-assessment** in KS 2 and as children are ready in KS 1, to identify and correct their own errors and to evidence in their work where they have achieved the success criteria. This is the most effective form of feedback as it develops metacognition within the child.
- **Teachers** will check the child's self-assessment against the success criteria and highlight in pink the success criteria achieved and in green the success criteria not achieved. Those not achieved will be set using an arrow symbol with SC and the number at the bottom of the page as the next step target to move the child on which they will respond to in 'improvement time'.

Effective Feedback

Feedback is most effective where:

- Constructive comments encourage improvement.
- Judgements are explained in accessible terms.
- Pupils receive a quick response.
- There is a clearly understood focus for feedback.
- Success criteria can be easily understood by the child.
- The criteria for assessment and feedback are shared with pupils.
- Pupils are challenged to make improvements.
- Pupils' contributions are valued.
- Errors are dealt with positively so that they inform future action.
- Issues raised are followed up.

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The Process of Feedback

In response to the covid pandemic, childrens' books should be handled as little as possible by staff. Encourage pupils to stick in their own success criteria and targets, identify and correct their own errors or when verbally pointed out to them by the teacher and to make corrections themselves. If books are handled by staff, good hand hygiene is essential. Staff must wash their hands thoroughly before touching a child's book and after touching it. Staff must be careful not to touch their face, eyes, nose or mouth when handling a child's book. Ideally, children's books should not be taken home for feedback; this should be done in school. We appreciate that some staff may prefer to feedback on extended writing more fully by taking the books home rather than doing this in school. In this case, the books must be taken and returned in a clean disposable bag and when in the teacher's home must not be touched by anyone else. When giving feedback to groups and individuals in class staff must not be face to face, at head height with the child or remain for longer than 15 mins with 2 metre distance. Ideally approach the child from behind or stand alongside them when feedback back on an individual piece of work. The use of 'casting' a piece of work from an I pad on to the IWB to highlight a good example or common error taking place in the class is also a safe method of feeding back.

Our own school research has shown that children like marking to be easy to read and to be in colour.

-Pink pens are used by staff for identifying achievement- pink for positive.

-Green pen is used by staff and pupils to identify areas for improvement- green for growth.

During the Lesson:

- Spelling mistakes should be highlighted in a piece of work in any area of the curriculum not just in English. The words should be underlined by the child in the piece of work and written correctly at the end of the work or in the body of their work in green pen. In most cases, the words chosen for correction will be those in common use.
- Errors in punctuation can be highlighted by circling the error or where the punctuation is missing. Attention can be drawn to this verbally to the child.
- Where verbal feedback is undertaken, this should be indicated by placing a 'V.F' on the page.
- House point stickers are used throughout the school to reward good work, behaviour and effort. House point stickers should be cut from the role, not touched by the adult, to be given to the child where they can then add them to their house point chart; young children may want a sticker for themselves to take home.

In response for the need for social distancing during the covid pandemic, children can be encouraged to mark their own work; this should be done in a green pen.

Pupils-Self-assessment in KS 2 and as children are ready in KS 1, they identify and correct their own errors and evidence in their work where they have achieved the success criteria by numbering examples in their work of success criteria

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achieved which correspond to success criteria given out at the start of the lesson. In RE children will be encouraged to find examples of how they have responded to the 'driver words' and discreetly use green pen to 'tick' the examples in the body of the text.

This is the most effective form of feedback as it develops metacognition within the child.

Teachers-Feedback in most subjects will check the child's self-assessment against the success criteria and highlight in pink the success criteria achieved and in green the success criteria not achieved. Those not achieved will be set using an arrow symbol with SC and the number at the bottom of the page as the next step target to move the child on.

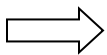
In RE teachers will highlight the 'driver words' in the learning objective that have been achieved in pink and the 'driver words' not exemplified in green. In the current covid pandemic, prepopulated targets will be used to move pupils learning forward or to give them a further opportunity to exemplify understanding of 'driver word' not shown during the lesson.

In maths children will self-assess their work in lessons. Teachers will highlight success criteria achieved in pink and those not achieved yet in green and 'maths masters' will be used as forward marking targets.

Children should be given the opportunity to respond to their teachers' feedback immediately in lessons and in 'Improvement Time'; all responses will be in a green pen.



Outside of the covid pandemic, a star will mean represent something a child has done well.



An arrow (can be followed by SC 1, 2 or 3), represents something a child needs to improve on or hasn't shown that they have achieved a success criteria- a target for improvement.



A bubble is used to set targets related to presentation.

Recording

Recording of evidenced attainment of objectives in reading, writing and maths will be carried by the teacher on the English and maths trackers in the teachers' assessment file. This will be transferred to EAZMAG as an overall judgement termly by teachers. Recording of evidenced attainment in EYFS, music and computing will be carried out by teachers on seesaw. Coordinators will have an overview of attainment in all other subjects through monitoring e.g. book looks, learning walks, lesson visits and pupil voice.

Reporting

To Parents

- Informally throughout the year
- Formally at 3 Parents' Evenings

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- Via the reading diary
- In the Achievement Assembly and on seesaw
- Through termly special needs reviews
- Through the annual written report
- Through SATs results at the end of each Key Stage
- Via letters to the parents

To the LA & DfE

- Early Years Profile & Reception Baseline to the LA
- SATs results returned to the DfE
- Yr 1 & 2 Phonics Screening to the LA
- HLN Funding applications to LA
- Annual Progress Review Meeting with the school consultant.
- Annual Reviews for children with EHC plans are sent to the LA.
- PEP reviews with the LA for any Children in the care of the LA.

Information Analysis

SLT analyses information received from SAT results, Early Years Profile, the DAISI report and the IDSR as well as in school tracking data. Conclusions with regard to the school and LEA and national comparisons are disseminated to all staff and governors. Targets are set in the light of this analysis at pupil progress meetings.

Policy Review

This policy will be reviewed in line with the school review cycle.

Reviewed by SLT, Staff & Governors September 2020