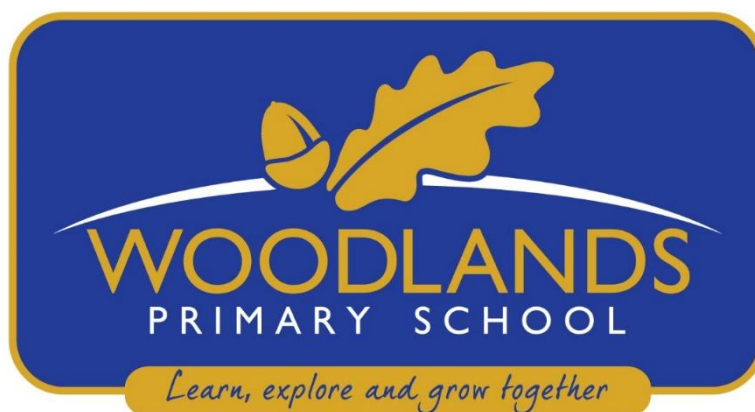


Woodlands Primary School

Assessment Policy



Written by	Mark Burns
Ratified by Governors	May 2025
Date for Review	May 2028
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy?	External
Is this based on a model policy?	No

This policy has been impact assessed by Mark Burns in order to ensure that it does not have an adverse effect on race, gender or disability equality

Woodlands Primary School - Assessment Policy

Our vision for assessment

At Woodlands Primary School, we believe that effective assessment provides information to improve teaching and learning. We see this as a process, not an event, designed to generate inferences. We believe that the best form of assessment results from ongoing dialogue and interactions with children and consequently, we give our children regular feedback on their learning so that they understand what to do in order to improve. These daily interactions are what provide the soundest judgments of pupil progress and are what should consistently inform planning and teaching. We also gather and use assessment information to inform us how well our pupils are remembering the knowledge they are taught over the long-term. We do recognise though that progress in learning is not linear and therefore children should not be judged solely on the basis of single assessments or tests. As Rob Coe (Director of Research and Development at Evidence Based Education) says: 'An assessment is just a brief, inadequate glance.' Therefore, we must use our professional experience and knowledge to assimilate the varied assessment information we gather and then use it to support effective teaching and learning in the future. We give parents regular updates on their child's progress so that teachers, children and parents are working together to raise standards for all our children.

At our school, we believe in providing a fair and effective assessment system that benefits our students. We base our assessment practices on four important pillars: **purpose, validity, reliability, and value.**

- Firstly, **purpose** means that assessments are designed with clear intentions in mind.
- **Validity** ensures that our assessments truly measure what they're intended to measure.
- **Reliability** ensures that our assessment methods are consistent and dependable, providing reliable results over time.
- Lastly, we ensure that our assessments hold **value** for both children and the school, balancing out the cost of and the time it takes to carry out assessments with the outcomes, such as informing learning and providing feedback to teachers.

By adhering to these pillars, we aim to maintain a balanced and meaningful approach to assessment that supports the learning journey of every pupil at our school.

Methods of assessment

At Woodlands, we use a range of methods of assessments:

- a) **Assessment *for* learning - formative assessment**
- b) **Assessment *as* learning – reinforcing knowledge**
- c) **Assessment *of* learning - summative assessment**

a) **Assessment *for* learning - formative assessment**

Assessment *for* learning or formative assessment refers to the ongoing and continuous process of gathering information about pupils' learning and understanding on a regular basis and using this to provide feedback to them. It is the most crucial type of assessment, as it informs the next steps in teaching and learning and what feedback pupils require to improve. It allows teachers to understand pupil performance and learning on an ongoing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. Methods of formative assessment used consistently by teaching

staff at Woodlands, include looking at pupils’ work in books, observational assessments in and outside the classroom, low stakes quizzing, hinge / exit questions, discussions with pupils and peer and self-assessment.

b) Assessment *as* learning – reinforcing knowledge

This refers to when assessment is used in the classroom to help pupils remember what they have previously been taught. By regularly revisiting taught content through deliberate and strategic retrieval tasks, teachers aim to embed and secure understanding in the long-term. It helps bring about automaticity for pupils where they can recall words, concepts and procedures effortlessly. In the classroom, teachers will use activities such as low-stakes quizzes, which allow pupils to go through the process of trying to retrieve information, consequently strengthening the connections in the developing schemas in their own minds. Thus, the assessment activity itself becomes a means of learning.

c) Assessment *of* learning - summative assessment

Summative assessment occurs at pre-defined periods of the academic year. These assessments help teachers to identify gaps in learning for pupils and also to track progress over time. This will then be used to support teachers in planning for future teaching and learning to maximise progress. Summative assessments will also be used by school leaders to monitor the performance of pupil cohorts and groups, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. A range of ‘in-school-summative assessments’ will be used (see table below).

In-school summative assessment	When in the year the assessment occurs	Year groups	Where assessment is recorded
Phonics assessments using Read, Write Inc. assessment criteria	Termly	Years R-2 (plus select children in Years 3-6)	Insight
RWI scheme level	Termly	Years R-2 (plus select children in Years 3-6)	Insight
Practice phonics screening check	December and March	Year 1 (and Year 2 retakes)	Insight
Practice Multiplication Tables Check	December and March	Year 4	Insight
NTS Reading tests	December, March and June	Years 3-6	Gap analysis on MARK – data then transferred to Insight by Assessment lead
NTS Maths tests	December, March and June	Years 3-6	As above
GAPS (Grammar and Spelling) tests	December, March and June	Years 3-6	As above
Reading fluency assessments (DIBELS)	September, January and June	Years 3-4 (plus select children in Y5-6)	Insight
Weekly spelling tests	Throughout the year	Years 2-6	Teachers’ own records
Comparative Judgement writing assessments	Each year group (excluding Year R) participates in a national assessment window once a year	Years 1-6	Insight
CATs	November / December	Year 5	Insight

See Appendix 1 for a breakdown of how we use assessment in our foundation subjects.

National statutory assessment

National statutory assessment plays an important role in ensuring that every child is supported to leave primary school prepared to succeed. Statutory assessment at primary school is about measuring school performance, holding schools to account for the work they do with their pupils and identifying where pupils require more support, so that this can be provided. School leaders work alongside teachers in statutory assessment year groups to provide any additional support (potentially for pupils and/or staff training), by examining predictions and practice test data and discussing these with year groups. Although familiarising pupils with test formats is important and fair to our children, we always aim to ensure that the full scope of the National Curriculum is offered in these year groups too.

Early Years Foundation Stage (EYFS)

The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5; these standards must be met by all early years providers to ensure that children learn and develop well and are kept healthy and safe. The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Within the first 6 weeks of joining reception, teachers administer the Reception Baseline Assessment.

Throughout the year, we will observe the children, analyse and review what we see or know about each child's development and learning and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps. In order to promote positive outcomes for children's development and well-being, we observe how children engage with activities, environments and experiences to support their development and learning within the three characteristics of effective learning outlined in the EYFS framework (Playing and Exploring, Active Learning and Creating and Thinking Critically).

In the final term of the year, the statutory EYFS framework requires the EYFS profile assessment to be carried out no later than 25th June. We assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at two other points throughout the academic year. EYFS profiles are moderated within school. The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. The EYFS profile data is used to:

- inform parents about their child's development against the Early Learning Goals (ELGs) and the characteristics of their learning
- support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers
- help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

We meet with parents in November and March to discuss progress and provide a written report at the end of the summer term. This report is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

Year 1 phonics screening check

All children in Year 1 will participate in a phonics screening check. This assessment will be administered by our Year 1 teachers. The phonics screening check is a short assessment of phonic decoding. It consists of a list of 40 words - half are real words and half are non-words, which Year 1 children read to a teacher. Results for each pupil are included within their Year 1 end of year report. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the phonics screening check in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test. If, in the opinion of Year 1 teachers and the Headteacher, a pupil cannot access the test, they can be disapplied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Headteacher.

Multiplication Tables Check

The purpose of the Multiplication Tables Check is to determine whether children can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help identify if any children may need additional support. It is an on-screen check consisting of 25 times table questions. Children will then have 6 seconds to answer each question. On average, the check takes no longer than 5 minutes to complete.

Key Stage 2 SATs

Children in Year 6, at the end of Key Stage 2, will take national curriculum tests in English grammar, punctuation and spelling, English reading and mathematics. The tests help measure the progress pupils have made and identify if they need additional support in a certain area. The tests are also used to assess schools' performance and to produce national performance data. The Key Stage 2 tests will be taken on set dates unless a child is absent, in which case they may be able to take them up to 5 school days afterwards. In their child's end of year report, parents receive test results for English grammar, punctuation and spelling; English reading and Mathematics. As there is no test for English writing, this will be reported as a teacher assessment judgement. This is a judgement teachers will make, based on each child's work at the end of Key Stage 2. A teacher assessment judgement for science is also made.

Below is a summary of the statutory assessments that the school completes in chronological order.

National statutory assessment	When in the year the assessment occurs	Year groups	Where assessment is recorded
Reception baseline assessment	September and October	Year R	Insight and submitted to the Department for Education
KS2 SATs	May	Year 6	Insight and submitted to the Department for Education
Phonics screening check	June	Year 1	Insight and submitted to the Local Authority
Phonics screening check retakes	June	Year 2	Insight and submitted to the Local Authority
Multiplication Tables Check	June	Year 4	Imported into Insight from the Department of Education
Early Years Foundation Stage Profile assessment	June	Year R	Insight and submitted to the Department for Education

Feedback to pupils

“The whole purpose of feedback should be to increase the extent to which students are owners of their own learning.” Dylan William

Feedback is information given to the learner about their performance relative to learning goals or outcomes. We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. It should always aim to improve the pupils' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. At Woodlands, our teachers provide pupils with feedback guided by the principles below.

Follows high-quality teaching and careful assessment: feedback is not an isolated event and it is even more effective if it is approached systemically and specifically. It is necessary for teachers to lay careful groundwork before the feedback is given, providing well-timed information that focuses on improvement, and also taking into account how learners receive and use that information. The reason that effective feedback requires careful preparation is because the quality of feedback that a teacher can provide depends crucially on the quality of the evidence about learners' achievement that is available. Teachers will use a range of assessments to inform the feedback they use in the future to be more personal and responsive to their pupils' learning needs.

Based upon strong subject knowledge: it is important for teachers to have strong subject knowledge and fully understand the requirements for their year groups, so that they can be accurate with their feedback. For children working below or well-below year group expectations, a good understanding of the foundations in subjects will be important so teachers can prioritise their feedback. For example, they wouldn't give a lower attaining child the feedback to write a complex sentence, if they are not yet managing to write simple sentences accurately and consistently.

As close to the learning time as is practical: feedback is most effective when it is immediate and verbal. However, clearly it is not possible to provide verbal feedback to all pupils at the point at which they are completing their learning. Having said that, we expect our teachers to use lesson time efficiently to ensure pupils receive regular, verbal feedback. We trust our teachers to select the right methods of feedback for their pupils at the right time. This might mean providing feedback in the afternoon to some pupils having looked at their books earlier in the day. In some lessons, teachers will choose to circulate the room, seeing as many pupils as possible; this is particularly useful in Maths, when adaptive teaching can respond to misconceptions immediately as they arise. On other occasions, we will choose to work closely with a focus group, if assessments have shown that these pupils would benefit from some specific input. However, we are mindful that working with the same children each lesson is both restrictive for the learning of these pupils and prevents us from providing feedback to others in the classroom.

Clearly understood by the pupil: teachers need to adapt the language used in their feedback to match the pupil, taking into account their age, specific needs and attainment level. Pupils need absolute clarity of what they need to do after the feedback. Any misunderstanding is not going to lead to improvements being made in the future. For pupils who struggle with verbal instructions or for ongoing targets, we may use a brief post-it as a reminder, which could then move through the book, so it remains visible to the pupil.

Motivates the pupil to improve: feedback should be framed in language that is kind, positive and encouraging. Different pupils respond to feedback in complex ways - some need careful nurturing and respond badly to perceived criticism. Others need a strong push to lead them to increased effort, whilst soft feedback makes them complacent. It is also important to bear in mind that some pupils with specific barriers to their learning, deserve feedback in a wider sense and not just on their most significant weakness e.g. children who struggle with spelling, should not only want to hear about this when writing.

Praise and reward is used judiciously: when praising our pupils, there are a number of things we like to keep in mind. We praise a pupil's efforts, not their ability e.g. *'You kept going even though this was tricky.'* We praise in specifics not generalities e.g. *'You used commas in this piece very well.'* We praise the skills a pupil has used e.g. *'You showed superb reasoning for this answer.'* We praise risk-taking e.g. *'I am really proud of you for challenging yourself today.'* We praise responsiveness to feedback e.g. *'You used capital letters perfectly after our chat yesterday.'* When we want to reward our pupils for good effort and achievements in their learning, teachers can give a child one house point. If pupils' efforts or achievements are outstanding, they may be awarded with two house points. Teachers also may choose to give pupils an Endeavour Award, which celebrate efforts / achievements in learning and are shared in our weekly celebration assembly.

Makes the pupil think and then leads to an action: pupils are more likely to remember their learning if they have thought about it (*'memory is the residue of thought'*, Daniel Willingham). Although feedback always needs to be specific and clear, it should not tell pupils exactly what to do. Teachers need to focus on providing feedback that changes a pupil's capacity to produce excellent work in the long-term not just on completing the specific piece they are working on in that lesson. We want pupils to take improvement steps independently as much as is feasible. Having thought about the feedback, the pupils should then have an opportunity to make improvements afterwards.

Reduced over time with more responsibility given to the pupils: as pupils engage in independent practice and gain confidence, we aim to reduce the detail in the feedback given, allowing more struggle time before offering feedback. In general, we look to train pupils to generate as much self-assessed feedback as possible through our teaching by referencing success criteria, exemplars or worked examples as needed. Rather than telling pupils where their errors are, we promote independence in our pupils by encouraging them to take more responsibility for checking and correcting their work. This requires consistent modelling from the teacher on how to find and correct errors. One step along this continuum is the children working together to edit or check and correct work. Eventually, they will be better equipped and more confident to do this independently. To exemplify this, it is useful to consider the example of using feedback to improve spelling. As our pupils move through the school, we encourage them to check and correct spelling mistakes. It is expected that teachers do this with gradually decreasing scaffolding depending on the pupil's age and confidence in spelling. For example, for younger, developing writers, teachers will likely write the misspelt words for children to copy out. As they progress through the school and mature as writers, these words may be underlined for pupils, or 'sp' could be placed in the margin for children to try and find the misspelt word and write it out correctly. Teachers can also identify common misspellings when they read work and these words can be put on the notebook or on a word mat in the next lesson for pupils to check if they spelt them correctly or if they need editing.

Books are always read and checked: it is crucial that pupils know that their work has been read and checked by their teacher to maintain a sense of pride in their work, keep them accountable and expectations high. We expect teachers to read and check **all** pupil work. To 'show' pupils their books have been checked, it is usual that they will see some form of marking. We use pink and green pens to mark pupils' books. Teachers use pink underlining, highlighting or ticks / double ticks to show the children what they have done well – this could be related to the LI / key question or any other great work. In maths, teachers use a pink tick for correct answers, a green dot or underline for incorrect answers and a green © to indicate where corrections are needed. Corrections are completed generally underneath work or next to incorrect answers. There is no expectation on what or how much teachers should write in pupils' books. Teachers must evaluate the likely impact of any written feedback on a pupil's learning against the time it takes them to complete it – the *time versus impact ratio*. It is down to their discretion as to whether to include individual comments or questions for pupils or whether they will deliver their feedback in the next lesson to the whole class, to specific groups or to individuals. In maths, teachers use ticks for correct answers, dots or underlining for incorrect answers. Where teachers want pupils to complete a correction, they will write a small 'c' in a circle. Any actions to be completed by pupils following written marking, should be completed in purple pen. If pupils are self-assessing their learning, then they should use a purple pen, so it is distinguishable from the teachers' marking.

Planning ahead whilst looking at books: it is crucial that, when looking at pupils' books, teachers think about and make adjustments to future planning based on what they have seen. Teachers will make notes as they check pupils' work. We have distance marking sheet templates (see Appendix 2 and 3), but we do not insist on their use if teachers prefer to use their own format. The key things for teachers to note down are any misconceptions that are evident, building their understanding about specific pupil gaps and / or common issues across the class, which need to be addressed. Teachers will then adapt their planning and create or locate resources that are required to close the gaps and address the misconceptions identified. Teachers may also note down any issues with presentation and incomplete work so these can be raised the next day with the necessary pupils. Teachers can sometimes feel torn between the need for consistency across the year group versus the need to adapt for their

pupils. At times, it can be challenging with three teachers with different classes with differing needs working from one plan. However, when a class needs more time, it is always important to provide this. We must always keep the desired outcomes for a learning sequence at the forefront of our minds; how you get there will be dependent on your class and we can be flexible in our approach to this.

Whole class feedback the next day / lesson: whilst looking at pupils' books, a teacher may well decide that the most efficient method of addressing some of the common misconceptions is to conduct a whole class feedback session the next day or lesson. This can give timely and detailed feedback, whilst minimising workload at the same time. During this short session, teachers can address common misconceptions and the children will spend some time either working independently or with peers on the focused aspect to demonstrate whether they have taken on board the feedback. This may be done in a number of ways, such as editing some writing, correcting calculations or rewriting an answer to a question. Work completed by pupils in the next lesson, following feedback, should always be written in purple pen. Teachers should consider what pupils who were successful in the previous lesson should do, if the feedback does not apply to them. This may be consolidation or revision of previous skills or knowledge, a deeper thinking challenge or other extension activity. The time it takes teachers to give their feedback in the next lesson will vary and there is no set time expected, nor is there an expectation that this must happen in every lesson. However, scope needs to be left across a week's planning to allow teachers this flexibility to adapt day to day. There will be times too, when feedback needs to be more individualised, so delivering this one-to-one (possibly utilising teaching assistants), through an intervention or through homework may well be necessary and more appropriate.

Utilise examples of pupil learning: teachers are encouraged to use examples of pupil work in the next lesson using a visualiser to show good aspects of learning and progress. Teachers can also use pupil work which requires improvement, ensuring sensitivity and avoiding naming and shaming or embarrassment at all costs. This could be achieved by using (unnamed) examples from a previous cohort or another class, by typing out some sentences from a child's piece of writing to effectively anonymise the work. While the feedback is given to the one pupil whose work is displayed, the benefits ripple throughout the class as other pupils react to what is said and begin to make comparisons with their own work. Simultaneously, teachers can model the checking and editing process, building pupils' skills and understanding of this process. Pupils can begin to do this together as they gain experience, and eventually, independently. Not only will pupils become accustomed to identifying errors in shared work, they should also be taught how to identify positive aspects of the learning and explain the reasons for their choices. The more the children carry out this skill and take part in class discussions on shared examples, the more successful they will become when checking and editing their own work.

Teachers should evaluate the effectiveness of their feedback at a class and individual level. This is likely to include occasions when, following feedback, a misconception has been rectified by a pupil. Teachers might also identify that pupils are taking more responsibility for independently checking, editing and correcting their work. They might recognise that pupils are not repeatedly making the same mistakes time and again. If teachers' feedback is failing to have the desired impact on specific pupils, it is likely that a more consistent intervention is required.

See Appendix 2 for additional guidance for teachers for giving pupils feedback in writing in key areas at different stages of their development.

Recording our assessment

The in-school summative data and statutory data is recorded on Insight (our online assessment system), as described in the tables on page 5. In addition to this, three times a year, teachers will use the knowledge and understanding they have gained about their pupils from their formative, summative and (where relevant) statutory assessments to make a teacher assessment; these are also recorded on Insight.

See table below for details on what recorded (this is in addition to the statutory and summative data set out earlier).

Term (month)	Assessment description	Year groups	Assessment options
Term 2 (December)	Teacher assessments for: <ul style="list-style-type: none"> • Reading • Writing • Mathematics • Science • Speaking and Listening 	Years 1-6	<ul style="list-style-type: none"> • Greater Depth • On-track • Just Below (very close to being on-track but not quite there) • Below (working up to two years behind age-related expectations) • Significantly Below (working two or more years behind age-related expectations)
Term 4 (March)	Teacher assessments for all 17 Early Years Foundation Stage areas of learning	Reception	<ul style="list-style-type: none"> • Emerging • Expected
Term 4 (March)	Teacher assessments for: <ul style="list-style-type: none"> • Reading • Writing • Mathematics • Science • Speaking and Listening 	Years 1-6	<ul style="list-style-type: none"> • Greater Depth • On-track • Just Below (very close to being on-track but not quite there) • Below (working up to two years behind age-related expectations) • Significantly Below (working two or more years behind age-related expectations)
Term 6 (June)	Teacher assessments for: <ul style="list-style-type: none"> • Reading • Writing • Mathematics • Science • Speaking and Listening 	Years 1-6	<ul style="list-style-type: none"> • Greater Depth • On-track • Just Below (very close to being on-track but not quite there) • Below (working up to two years behind age-related expectations) • Significantly Below (working two or more years behind age-related expectations)
Term 6 (June)	<ul style="list-style-type: none"> • Art • Design & Technology • History • Geography • Physical Education • Religious Education • Music • French 	Years 1-6	<ul style="list-style-type: none"> • On-track • Working towards

Moderation

Allowing teachers to discuss, challenge each other and feel more confident in their assessments of pupils is critical to building a culture of valid and robust assessment. Carefully planned opportunities to moderate teachers judgements is vital to this. All our teachers participate in moderation meetings internally so that they have a common understanding of the expectations in core subjects. At least once a year, teachers from local schools join the moderation meetings, allowing for a wider discussion and for comparisons to be made. Pupils' learning is

shared and discussed, alongside our knowledge of the requirements of the National Curriculum. By doing this, we ensure that we make consistent judgements about standards in the school. We believe the aspect of the curriculum that most requires moderation between teachers is writing and so we provide a CPD session for year groups to discuss their judgements three times a year; these are planned in to fall before the data deadlines in terms 2, 4 and 6. Each teacher will bring a selection of writing from pupils to a meeting within their year group teams. This allows healthy, professional debate about these pupils' and should help teachers feel more confident in their judgements. Following this CPD session, year group teams are required to provide evidence of their discussions. They will identify four children:

- One child who is *just* on track to be expected at the end of the year
- One child who is *securely* on track to be expected at the end of the year
- One child who is *just* on track to be greater depth at the end of the year
- One child who is *securely* on track to be greater depth at the end of the year

These children will have one piece of writing photocopied and this will be stuck onto an agreed proforma. Teachers will then summarise the reasons for the assessment decision and the next steps for this particular pupil. This evidence is gathered by the English subject lead and stored in portfolios. We have several years of this evidence stored and they provide a very useful resource for teachers to refer to in these moderation meetings, which helps us ensure that assessment standards over time are maintained consistently. To further enhance our assessment of writing, we subscribe to Comparative Judgement and the year groups from 1 to 6 participate in the national assessment windows. This entails pupils completing a piece of writing to a centrally prescribed task that other pupils across the country complete. All teachers then use the No More Marking software to assess the writing. The software works by asking teachers to compare two pieces of writing, requiring them to choose the better piece of writing. The algorithm in the software then ranks all pupils' writing and ultimately provides very useful data for each pupil within the context of a national sample of thousands of other schools.

Data analysis

The above teacher assessment data is analysed three times per year and school leaders will look for trends and identify areas of strength, improvement and those requiring development. Data analysis of pupils in vulnerable groups (e.g. Pupil Premium and SEN) will be given more attention by school leaders. All data analysis is shared with year group teams and Governors.

Monitoring pupil progress

Children's progress is closely monitored at Woodlands Primary School so that we can provide the best possible opportunities and highest levels of support for all children. PPR (Pupil Progress Review) meetings are held during the year to discuss the progress of all children by referring to teacher knowledge and by looking at data. Points for action are made and specific areas of support are identified. These meetings are integral to the school being able to allow children to make progress that is at least in line with the national average. Following these meetings, some children will be identified as requiring additional support and this will be reviewed regularly.

Reporting to parents

At Woodlands, we have an open-door policy and encourage parents to contact their child's teacher if they would like to discuss their child's learning. In addition to this, we offer parents the opportunity to meet their child's teacher formally in November and March. In these meetings, part of the discussion will be focused on the child's

progress and attainment. During the summer term, we give all parents a written report of their child's progress and achievements during the year. Following this, parents are given the opportunity to meet with their child's teacher to review their written report. For year groups completing statutory assessments, they will also receive a report of these results. In Year 5, children undertake a Cognitive Abilities Test (CATs). This is commonly used to help inform parents about their child's potential to pass the Kent Test. We provide a breakdown of how to interpret these results for all parents and how these may relate to the Kent Test. In Years 5 or 6, we also hold additional meetings to provide information for parents opting for secondary selection into Kent Grammar schools.

Appendix 1

Assessment in our curriculum					
	Science	Computing	History, Geography, RE, French	Art, DT	PE, Music
How do we use ongoing / formative assessment in lessons? <i>Assessment for learning</i>	<ul style="list-style-type: none"> • Learning in books assessed by teachers • Feedback • Questioning • Retrieval practice • Opportunities for oracy • Big questions that overarch units of learning • Key questions for each lesson • Hexagon connections • Images for discussion – use of Explorify 	<ul style="list-style-type: none"> • Learning assessed by teachers • Feedback is ongoing and verbal within lessons • Questioning • Retrieval practice • Opportunities for oracy 	<ul style="list-style-type: none"> • Learning in books assessed by teachers • Feedback • Questioning • Retrieval practice • Opportunities for oracy • Big questions that overarch units of learning (excl. French) • Key questions for each lesson 	<ul style="list-style-type: none"> • Learning in books assessed by teachers in the moment • Feedback • Questioning • Retrieval practice • Opportunities for oracy 	<ul style="list-style-type: none"> • Learning assessed by teachers • Feedback • Questioning • Retrieval practice • Opportunities for oracy
What if there are gaps? <i>Assessment for learning</i>	<ul style="list-style-type: none"> • Activate prior knowledge • Scaffolding in later lessons • Additional teaching • Remodel learning / task • Update planning for next year • More time for completion 	<ul style="list-style-type: none"> • Activate prior knowledge • Scaffolding in later lessons • Additional teaching • Remodel learning / task • More time for completion 	<ul style="list-style-type: none"> • Activate prior knowledge • Scaffolding in later lessons • Additional teaching • Remodel learning / task • Update planning for next year • More time for completion 	<ul style="list-style-type: none"> • Activate prior knowledge • Scaffolding in later lessons • Additional teaching • Remodel learning / task • Update planning for next year • More time for completion 	<ul style="list-style-type: none"> • Activate prior knowledge • Scaffolding in later lessons – this could happen in PE if the skills used in prior lessons are revisited. • Additional teaching • Remodel learning / task • Update planning for next year (music)
How do we know if children know what we want them to know at the end of units? <i>Assessment of learning</i>	<ul style="list-style-type: none"> • End of unit quizzes • Pupil voice sessions with YGL and SLs • Work scrutiny • Hexagon connections • Low-stakes quizzes / Plickers 	<ul style="list-style-type: none"> • Pupil voice sessions with YGL and SLs • Work scrutiny • Low-stakes quizzes / Plickers 	<ul style="list-style-type: none"> • Pupil voice sessions with YGL and SLs • Work scrutiny • Composite tasks – drawing knowledge together (History, RE, French) • Low-stakes quizzes / Plickers 	<ul style="list-style-type: none"> • Pupil voice sessions with YGL and SLs • Work scrutiny • Composite tasks – drawing knowledge together • Low-stakes quizzes / Plickers 	<ul style="list-style-type: none"> • Music – teacher assessed constantly in lessons

<p>How do we encourage retrieval / revisiting of knowledge in lessons? <i>Assessment as learning</i></p>	<ul style="list-style-type: none"> • Retrieval quizzes from last lesson/ last unit/ last year • Discussion to activate previous learning at the start of lessons (use of images/videos from Explorify). • Low-stakes quizzes / Plickers 	<ul style="list-style-type: none"> • Multiple choice quizzes • Plickers 	<ul style="list-style-type: none"> • Timeline tasks (History) • Multiple choice quizzes • Vocabulary retrieved at the start of each lesson (History) • Mapwork / location quizzes • Plickers 	<ul style="list-style-type: none"> • Plickers • Links to everyday life/learning • Retrieval questions/quizzes 	<ul style="list-style-type: none"> • With one music teacher for the school, it is far easier to ask chn to recall and retrieve prior learning and this happens frequently in lessons. These opportunities are identified across all planning. • Relate skills that cross over with other units where possible e.g. throwing in cricket, athletics, rounders etc
<p>How will subject leads gather information and carry out their own monitoring?</p>	<ul style="list-style-type: none"> • Pupil voice sessions with YGL and SLs • Work scrutiny • Lesson visits • Feedback from YGs termly • SLT monitoring • Evaluate current planning 	<ul style="list-style-type: none"> • Pupil voice sessions with YGL and SLs • Work scrutiny • Lesson visits • Feedback from YGs termly • SLT monitoring • Evaluate current planning 	<ul style="list-style-type: none"> • Pupil voice sessions with YGL and SLs • Work scrutiny • Lesson visits • Feedback from YGs termly • SLT monitoring • Evaluate current planning 	<ul style="list-style-type: none"> • Pupil voice sessions with YGL and SLs • Work scrutiny • Lesson visits • Feedback from YGs termly • SLT monitoring • Evaluate current planning 	<ul style="list-style-type: none"> • Pupil voice sessions with SLs • SLT monitoring • Evaluate current planning • Lesson visits (PE)
<p>What do we do with this information?</p>	<ul style="list-style-type: none"> • Evaluate current planning, teaching and learning to ensure subject is taught in best way to help pupils learn • Support teachers with planning or pedagogy • Review curriculum sequencing • CPD on strategies within subject that can be used to support pupils with SEND 	<ul style="list-style-type: none"> • Evaluate current planning, teaching and learning to ensure subject is taught in best way to help pupils learn • Support teachers with planning or pedagogy • Review curriculum sequencing • CPD on strategies within subject that can be used to support pupils with SEND 	<ul style="list-style-type: none"> • Evaluate current planning, teaching and learning to ensure subject is taught in best way to help pupils learn • Support teachers with planning or pedagogy • Review curriculum sequencing • CPD on strategies within subject that can be used to support pupils with SEND 	<ul style="list-style-type: none"> • Evaluate current planning, teaching and learning to ensure subject is taught in best way to help pupils learn • Support teachers with planning or pedagogy • Review curriculum sequencing • CPD on strategies within subject that can be used to support pupils with SEND 	<ul style="list-style-type: none"> • Evaluate current planning, teaching and learning to ensure subject is taught in best way to help pupils learn • Support teachers with planning or pedagogy (PE) • Review curriculum sequencing • CPD on strategies within subject that can be used to support pupils with SEND (PE)

Appendix 2

Guidance for giving pupils feedback in writing in key areas at different stages of their development				
<p>Important things to note</p> <ul style="list-style-type: none"> All corrections and changes made by children as a following feedback to be written in purple pen. Be mindful of each pupils' ability to read, understand and act upon written feedback. Consider how much developmental feedback is optimal and be mindful about pupil cognitive load as to what they can feasibly action. Plan in time to allow pupils to action feedback in your weekly planning otherwise it will be forgotten. Teachers should identify the aspects of writing that a pupil has done well in pink pen – this may be through ticks, smiley faces or highlighting. Teachers need to check actions following feedback have been completed by pupils correctly. 				
Feedback focus	Early writer	Developing writer	Fluent writer	Mature independent writer
Sentence structure	If a child shows a weakness in terms of writing sentences that make sense, then feedback will be best delivered verbally either individually or in small groups.		<p>Focus on:</p> <ul style="list-style-type: none"> Accurate use of tenses Subject-verb agreement Accurate use of pronouns <p>In books: Write 'c' for correction in margin and circle the mistake. Pick out up no more than 3 mistakes.</p>	<p>Focus on: A child is likely to have a more secure understanding of basic sentence structure at these stages of their development, however you might want to challenge them by asking them to vary sentence structure e.g. considering word order, conjunctions and additional clauses etc. To do this, teachers should mark up the section or sentence (using asterisks or brackets) they want the child to edit and write a specific instruction. If there is no space to edit, children should do this underneath their writing.</p>
Spellings	<p>Spellings to focus on: High frequency words (HFW) and words made up of already taught sounds</p> <p>Verbal feedback is preferable at this stage. The child should be encouraged to edit incorrect HFWs with support from adults.</p> <p>If a HFW is taught consistently wrong, teacher could ask child to write this out 3x.</p>	<p>Spellings to focus on: High frequency words and words made up of already taught sounds</p> <p>In books: Underline word, 'sp' in margin. Write out word for child (in agreed handwriting) underneath the work for child to copy correctly once. Pick out no more than 3 words.</p>	<p>Spellings to focus on: NC words, tier 2 words and key words</p> <p>In books: Underline word, write 'sp' in margin and child rewrites word correctly. Pick out no more than 3 words. Where a child needs more guidance on the word in question, we could write the word with key letters removed for the child to insert or provide examples of different words that follow that spelling pattern to act as a prompt.</p>	<p>Spellings to focus on: NC words, tier 2 words and key words</p> <p>In books: Write 'sp' in margin and child rewrites word correctly. Pick out no more than 3 words. Encourage more pupil independence by asking them to underline with a wiggly line spellings they are unsure of; they can use a dictionary later to check these or the teacher can correct.</p>
Punctuation	<p>Punctuation to focus on: Capital letters and end of sentence punctuation</p> <p>In books: Verbal feedback is preferable at this stage. The child should be encouraged to edit this with support from adults.</p>	<p>Punctuation to focus on: Capital letters, end of sentence punctuation, commas and apostrophes</p> <p>In books: Write 'p' in margin and circle the mistake or the missing punctuation for child to correct. Pick out no more than 3 mistakes.</p>	<p>Punctuation to focus on: Commas, apostrophes, speech, parenthesis</p> <p>In books: Write 'p' in margin to indicate there is an error on that line for the child to correct. Pick out no more than 3 mistakes.</p>	<p>Punctuation to focus on: Commas, apostrophes, speech, parenthesis and advanced punctuation</p> <p>In books: Write 'p' in margin to indicate there is an error on that line for the child to correct. Pick out no more than 3 mistakes.</p>
Word choice	If a child chooses a word which does not fit the purpose or context,	<p>Focus on:</p> <ul style="list-style-type: none"> Words / phrases that could be more ambitious Words / phrases that are used repetitively 		Teachers should have higher expectations of writers at this stage to encourage pupils to

	<p>verbal feedback is preferable at these stages. The child could edit this with you.</p>	<ul style="list-style-type: none"> • Words / phrases that do not fit the audience / purpose <p>In books: Underline word / phrase needing attention along with comment directing pupil to reconsider word choice</p>	<p>draw on their own reading and choose words with precision.</p>
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Appendix 3 - Whole class feedback templates (x2)

Appropriate for all subjects

Date:
Subject:
Objective:
Pupil learning to celebrate:
Misconceptions:
Next steps (including revisiting and further challenge):

Appropriate for use after writing lessons

What Went Well	Areas for Development	
Special Mentions		
Common Spelling Errors	Grammar Errors	Punctuation Errors

Document History	
Date	Summary of changes
April 2021	Significant changes to policy given changes in statutory requirements since 2018 and also internal procedural changes
August 2023	Significant changes to policy given changes in statutory requirements since 2018 and also internal procedural changes
April 2024	Additional changes following recent training and to reflect other changes in approach
April 2025	Use of pink pen for feedback added back in to policy. Three appendices added: Appendix 1 – Assessment in foundation subjects Appendix 2 – Guidance for giving pupils feedback in writing in key areas at different stages of their development Appendix 3 – Whole class feedback templates