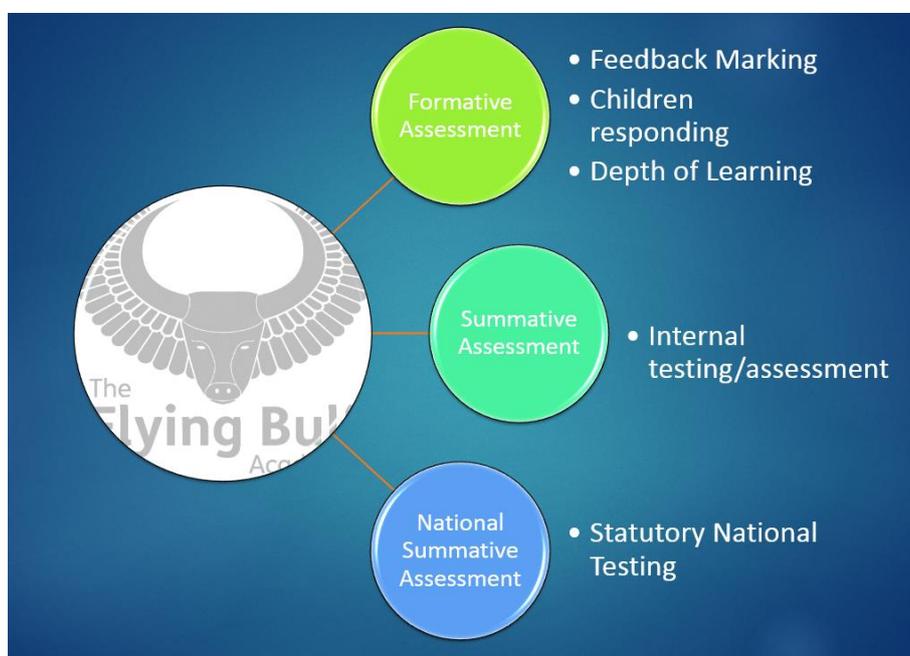


The Flying Bull Academy

Assessment Policy

At The Flying Bull Academy we use a range of methods to assess the children across the curriculum. We understand that close, accurate assessment of each child is key to ensuring that they can make the progress they are capable of. This policy will cover:

- *Formative Assessment* (Ongoing assessment of the children against their learning objectives)
- *Feedback and marking*
- *Summative Assessment* (One-off assessments to measure attainment and progress)
- *Reporting to parents and carers*
- *National Summative Assessments*



Formative Assessment

In the Early Years, children are constantly assessed against the descriptors in *Development Matters* by the adults within the setting. This gives the class teacher a developing picture of the progress each child is making based upon their observations from the child's work in the setting. This is an ongoing process that is recorded termly on SIMS by the class teachers.

From Year 1 to Year 6 children are assessed according to the objectives of the lesson. In Reading, Writing and Mathematics, teachers then record a formative assessment to assess each child's depth of understanding. Broadly speaking, a child will be assessed with *Basic* (denoting a basic understanding of the content), *Advancing* (denoting an ability to apply their understanding of the curriculum) and *Deep* (denoting an ability to work with very little support to solve non-routine problems and justify their answers and opinions). Regular assessment of work throughout the term will enable teachers to make this judgement. Teachers may also choose to use diagnostic tests to support their assessments.

The assessments are recorded on Depth of Learning termly and used to make a judgement for whether the child is: *Working towards national standards*, *Working at national standards* or *Working at a greater depth*.

Feedback and marking

This policy should be read in conjunction with our Feedback Policy. Our Feedback Policy explains our approach to ensuring children make progress through feedback from self and peer-assessment, oral and written feedback. A copy of our Feedback Policy is included in the appendices of this policy.

Summative Assessments

It is our intention to support children with the process of taking a test so that they can be prepared when taking summative assessments, understanding that summative assessments will continue to be a part of each child's learning and assessment at school. In addition to this, the information that teachers can gain from the questions answered by the children helps to support any gaps in their learning and inform future planning for the children. The following table gives an overview of the summative assessments planned for all of the year groups from Year 1 to Year 6.

Year Group	Reading	Writing	Grammar, Punctuation and Spelling	Mathematics
1	Phonic Screening Practice	Ongoing assessment against Depth of Learning		Maths No Problem <i>Review</i> sections.
2 – Mid Term	Past SATs	Ongoing Assessment against Interim Framework	Past SATs	Past SATs
2 – End of Year	National Curriculum Tests	Ongoing Assessment against Interim Framework	National Curriculum Tests	National Curriculum Tests
3 – Mid Term	Progress Test	Ongoing assessment against Depth of Learning	Progress Test	Progress Test
3 – End of Year	Testbase	Ongoing assessment against Depth of Learning	Testbase	Testbase
4 – Mid Term	Progress Test	Ongoing assessment against Depth of Learning	Progress Test	Progress Test
4 – End of Year	Testbase	Ongoing assessment against Depth of Learning	Testbase	Testbase
5 – Mid Term	Progress Test	Ongoing assessment against Depth of Learning	Progress Test	Progress Test

5 – End of Year	Testbase	Ongoing assessment against Depth of Learning and Interim Assessment Framework	Testbase	Testbase
6 – Mid Term	Past SATs	Ongoing Assessment against Interim Framework	Past SATs	Past SATs
6 – End of Year	National Curriculum Tests	Ongoing Assessment against Interim Framework	National Curriculum Tests	National Curriculum Tests

Timetabling and administration

The mid-term assessments must be administered during Spring 1 (Jan/Feb). The end of year assessments must be administered during Summer 1 (April/May).

Staff will organise to administer the tests in consecutive weeks in the phase. This is designed so that support within the phase can be used to support those children who may require it.

For example, the children in Year 3 will take their tests in Week 1 with the support of adults in Year 4. Subsequently the children in Year 4 will take their tests in Week 2 with the support of adults in Year 3.

For the majority of children, they will be comfortable to take the test with their peers in the classroom. There will be some children for whom it will be more suitable to take the test with extra support; for example with an adult reading some questions or supporting with concentration. Where this is the case, this should be noted during pupil progress meetings termly. Depending upon prior assessment in a Pupil Progress meeting, it may be deemed appropriate to allow some children extra time to complete the test.

Marking

It is vital that the children have the opportunity to learn from their mistakes. Teachers will address specific questions or areas so that children can understand where they can improve in the future. Equally teachers will support children with the process of taking an assessment so that they can learn from the process itself and be better prepared for the future.

Reporting to Parents and Carers

Parents/carers will receive two written reports a year. The mid-term report will be given to parents/carers at the consultation in February. The end of year report will be given to parents/carers at the consultation in June.

The purpose of these reports is to provide an update as to their child's progress towards the national expectations as well as provide a full picture of the children as learners. Teachers will use all forms of assessment explained in this policy to support their judgements in each child's report. A blank copy of these reports is contained in the addendums to this policy.

National Summative Assessments

At The Flying Bull Academy we take our responsibility to ensure the very best outcomes for all of our children in the range of national summative assessments. We ensure that our curriculum is full of first-hand experiences to enrich all of the children's learning with topics that engage the children across the range of subjects. Equally we ensure that the curriculum prepares children for the appropriate national summative assessments.

As of the academic year 2016/2017 children will be assessed according to the following:

➤ **Reception – Early Years Foundation Stage Profile**

(Children are observed throughout their Reception year against a series of statements working towards a series of 17 Early Learning Goals. GLD is awarded when the child reaches the Early Learning Goal in; Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy and Mathematics.)

➤ **Year 1 – Phonics Screening Check**

(Children work with a teacher to read a range of 40 real and synthetic words to apply their phonic and reading skills.)

➤ **Year 2 – Key Stage 1 Assessments**

(Teachers will make an assessment of each child's ability in Reading, Writing, Mathematics, Science and Grammar, Punctuation and Spelling. Teachers use both testing and children's work to assess the children. All children will be assessed as either Working Towards National Standard, Working at National Standard or Working at a Greater Depth.)

➤ **Year 6 – Key Stage 2 Assessments**

(Children will be assessed through formal testing in Reading, Mathematics and Grammar, Punctuation and Spelling. Children's writing will be assessed by their teacher reviewing a range of writing pieces. Teacher assessments are also submitted for Reading, Mathematics, Science and Grammar, Punctuation and Spelling. All children will be assessed as either Working Towards National Standard, Working at National Standard or Working at a Greater Depth.)

Appendix 1

Feedback Policy

At the Flying Bull Academy, we know that providing quality feedback to the children on the work they have produced is a key element in ensuring that children can make strong progress across the curriculum. We understand that feedback can take a variety of forms and this document sets out our agreed policy of how children, regardless of ability, should be involved in effective feedback.

The following diagram illustrates the approach to providing quality feedback that should be implemented throughout the school:



Self and Peer Assessment

We believe that children learn effectively from their peers and by reflecting on their own work. When a child comments on another child's work or learning, a child has the benefit of a child's perspective and a child's explanation. In discussing their thinking, children progress their own learning. Children will engage in self and peer assessment across the curriculum throughout the week.

Children across the school will be trained in and given opportunities for self and peer assessment. Simple, clear self and peer assessment will be explored and taught to children in the Early Years and Key Stage 1. The more this skill is developed across the curriculum the more informative and effective an assessment tool it will become.

In Key Stage 2, children will be able to use the success criteria to make qualitative statements in assessing their own work and that of their peers. To help learners provide focused, valuable feedback, teachers will model appropriate written feedback for the learner to refer to, while also supporting through questioning and clarifying. Any written feedback from a child, about their own work or when peer assessing, should be written in purple pen.

Self-assessment may take the form of a comment or indication of their confidence in relation to the success criteria. E.g. a traffic light system, a smiley/straight/sad face.

Teacher to Child Feedback

Oral Feedback

Learners will receive regular, targeted feedback orally from their class teacher or other adults. This feedback supports a child in answering their questions, responding to their misconceptions and identifying ways of helping the child to make progress. To support learners and to record that a discussion has happened with a pupil, a child's book will be marked with "DWP". In Key Stage Two (as well as for competent readers in KS1), a child's book will be annotated with a post-it note identifying that a discussion has taken place and with a clarifying question or an area of feedback that promotes a response from the child to support their progress.

Written Feedback

When delivering written feedback teachers will:

- Ensure feedback is legible so the children can read it and models good handwriting.
- Ensure differentiated written feedback is given that relates to the success criteria – this can begin and include a process of peer and self-assessment.
- Ensure that the feedback is shared with the children as soon after completing the work as possible. There should be a routine within the class so children are expecting to respond to their written feedback at a given time.
- Ensure time is planned in for children to respond to feedback (PIT STOP – Pupil Improvement Time) so that they understand what has been written and the children can respond to it. This could take place in groups or whole class, but it must be planned for and seen as an important element of the way a child progresses in the subject. This will help to develop breadth and depth of learning in the curriculum.
- Ensure children respond to the feedback using the purple pen.

- Ensure other adults within the classroom are empowered to support the feedback strategies employed in the classroom. All adults in the classroom should actively seek to reinforce the feedback that has been given to direct support which enables progress to be made.

Written Feedback Marking Code

- Any written feedback should be completed in black to clearly differentiate from the blue handwriting pens used by the children.
- Green Highlighter – Green for Go: This is to highlight areas of a child’s work where they have met the Success Criteria.
- Pink Highlighter – Pink for Think: This is used to highlight areas of a child’s work where children need to address attention. The pink is then referred to in the written feedback.
- A pink zig-zag line underneath a word denotes an incorrect spelling. Attention should be drawn to medium and high frequency words in particular. In Years 1 and 2, one incorrect spelling should be identified. In Years 3 and 4, two incorrect spellings should be identified. In Years 5 and 6, three incorrect spellings should be identified. Children will then practice the correct spelling underneath their work. In KS 2, children should be involved in identifying their own spelling mistakes in addition to correcting them.
- WOW and NOW - When providing written feedback, teachers will follow the WOW and NOW model. WOW will allow the child to see an area of their work that has met the Success Criteria and has been highlighted in Green. NOW provides feedback to the child that challenges them to extend their progress either by clarifying an area for them (which should be highlighted in Pink) or providing a challenge to help them to make progress.
- If the person providing the feedback is not the class teacher, the feedback should be initialled.

Frequency of written feedback marking

Every child should receive written feedback marking in English and Maths at least once a week. Throughout the rest of the week feedback could take any of the forms mentioned above. In other subjects, children will expect a range of feedback in the forms previously mentioned, together with regular written feedback that promotes the progress of the child in that subject.

Pupil Improvement Time (PIT Stop)

Children will be given a chance to address any green and pink highlighting or other feedback regularly (PIT Stop) in order that they can identify and work on the area to improve before moving onto new learning. Pupil Improvement Time could take place in groups or whole class, but it must be planned for and valued as an important element of the way a child progresses in the subject.

Agreed: July 2017

Review: July 2019

Peer Assessment

- Children assess others' work with clear criteria so that they know what they are looking for.
- Any written feedback completed by a child for another child should be written in purple pen.

Self Assessment

- Children assess their work with clear criteria so that they know what they are looking for.
- Any written feedback completed by a child should be written in purple pen.
- Self assessment may take the form of a comment or indication of their confidence in relation to the success criteria.

Written Marking Code

- Adults will write all feedback in blue pen.
- Green highlighter to show children where they have reached the success criteria.
- Pink highlighter to show children where they need to address attention. The pink highlighter is then referred to in the written feedback.
- A pink zig-zag line under a word denotes an incorrect spelling. Yrs 1 & 2 one spelling error. Yrs 3 & 4 two spelling errors. Yrs 5 & 6 three spelling errors.
- WOW and NOW. WOW gives a comment that builds on green highlighted areas. NOW gives a comment to clarify an area that is pink or to question or challenge to help the child make progress.
- If the person giving feedback is not the class teacher the feedback should be initialled.
- Giving children the opportunity for a PIT STOP is essential to the success of feedback for children.

Written Feedback

- Ensure differentiated written feedback relates to success criteria; which can begin a process of self/peer assessment.
- Ensure feedback is shared with the children promptly and there is an opportunity for the child to respond (PIT STOP).
- Ensure a PIT STOP is planned into a lesson. It could be whole class or group.
- Children to respond to feedback in purple pen.
- Ensure other adults support and reinforce the feedback given.
- Every child should receive written feedback at least once a week in English and Maths.

Involving Children in their Feedback

Oral Feedback

- Regular, targeted, oral feedback from all adults in the class.
- Answering questions, responding to misconceptions and challenging the child to make their next steps.
- Annotate book with a DWP post-it note with a clarifying question or a challenge.