



SARACENS

BELL LANE

ASSESSMENT AND FEEDBACK POLICY

Responsibility of (<i>see policy tracking sheet</i>):	Saracens Bell Lane
Approved by:	Local Governing Body
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1. Introduction

The purpose of this policy is to inform staff of the principles of effective assessment and feedback. Our aims are to ensure that assessment and feedback can support pupil progress, build learning, address misunderstandings and therefore close the gap between where a pupil is and where their teachers want them to be. Assessment and feedback are a crucial part of great teaching and learning. Marking will be driven by teacher professional judgement and be **“meaningful, manageable and motivating.”** The specific methods of assessment and feedback should be those considered by both the Teaching and Learning Lead together with the Subject Lead to be most appropriate for the specific curriculum being taught but should be based on the principles and guidance set out in this policy.

2. Aims

This policy aims to:

In addition to the main principle of assessment and feedback set out above, Saracens Bell Lane (SBL) has the following goals for assessment and feedback:

- it is simple and easy to understand - for staff, pupils and parents
- it is based on high expectations and challenge for all
- it is closely linked to the curriculum and focuses on developing the knowledge, understanding and skills needed for success
- it improves learning and encourages a growth mindset by providing pupils and parents with high quality next-steps feedback focused on specific objectives
- it tracks pupil progress in relation to an aspirational target
- it allows all pupils to experience success, by focusing on the progress they make from their starting point
- it is personalised and adapted between pupils based on their learning needs, giving early recognition of pupils who are falling behind and those who are excelling.

3. Legislation and Guidance

Since the removal of national curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to:

- the recommendations in the Final Report of the Commission on Assessment without Levels
- the statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

4. Formative Assessment

Marking responsibilities for staff:

- Staff will ensure that all books or folders are visually checked regularly (e.g. during the lesson as form of live, meaningful marking or at the end of the lesson):
 - Checking work is to establish pupil understanding and to identify areas where greater stretch or greater support is needed in subsequent lessons
 - North Star question to be marked by teacher in green pen (followed by verbal feedback and self-correction in purple when needed in order to achieve the objectives)
 - If needed, further feedback will take place in the next lesson, either verbally or through planned activities.
- Staff will identify one piece of work for ‘deep marking’ at least once every three weeks
- Deep marking will include detailed correction and analysis, with personalised comments. For an extended piece of writing (DIRT Dedicated Improvement and

Reflection Time), staff may wish to deep mark only one page when they feel that marking the whole piece in that manner may affect pupil confidence negatively

- Feedback for deep marking will be in a format that gives the opportunity to pupils to respond to it
- The pupil's response may be, for example, an answer to a question, a reflection, a target for future work, correcting errors, or writing a misspelt word ten times. Sentence starters might also be used to prompt the response. Pupil responses should stretch and cause thinking
- A purple pen is to be used by pupils to show that they have reviewed their writing and to demonstrate a dialogue with the teacher
- Staff must demonstrate an understanding of, and take responsibility for, promoting high standards of literacy, articulacy and correct use of standard English
- Staff will set home learning that consolidates and extends pupils' knowledge and understanding. This may be one of the pieces of work selected for deep marking or feedback may be given verbally in subsequent lessons
- Home learning that is set for online programmes which are self-marking will be tracked by the member of staff.

Purple pen use

A purple pen is to be used by pupils to show that they have reviewed their work and to demonstrate a response to the feedback provided by the teacher.

It is suitable for using either with work to be formally marked or ongoing class work. The process involves the pupils reviewing their writing to highlight improvements they want to make and/or change errors with punctuation, spelling and grammar.

Additionally, after writing has been marked, pupils can respond to the formative comments by reviewing their writing and annotating/highlighting using a purple pen.

It is the responsibility of the Subject Lead to:

- Create the feedback and assessment policy for their subject area following the school's non-negotiables for marking and feedback (Presentation, marking for literacy, book check to establish understanding, gaps, opportunities for stretching and deep-marking) - This needs to be discussed and agreed by the Teaching and Learning Lead
- Communicate the subject area's Support Network Success Criteria
- Undertake and feedback on a termly work scrutiny
- Induct new staff into the processes and procedures.

It is the responsibility of the Senior Leadership Team (SLT) to:

- Schedule dates for subject area moderation to take place
- Ensure that all reporting deadlines are met by all members of the subject area
- Monitor the implementation of the Feedback and Assessment Policy
- Carry out regular work checks with the Subject Lead which assesses the quality and extent of formative feedback
- Support and train staff and subject areas where the approach to assessment is not consistent or effective
- Evaluate the effectiveness of the policy as a tool for raising standards across the school.

Guidelines for marking written work:

It is the whole school marking policy that we do not mark *all* errors in the work of weaker pupils. We believe that three types of error could be identified – a spelling rule, a grammar






rule or punctuation error. If one from each of these categories has been identified, we do not overload the pupil with targets.




High ability pupils should not make large numbers of errors in their writing and we may identify all errors.

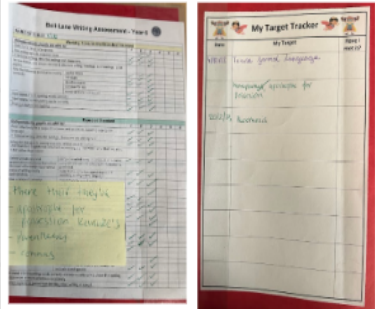
Signals for written work corrections:

SP – spelling correction

- Teachers should identify/correct up to five and allow pupils to keep record in exercise books using the Look, Say, Cover, Write, Check technique
- Priority should be given to subject specific vocabulary and commonly misspelt words
- Codes:

 Capital Letters
 Punctuation
 Spelling
 Grammar
 Deepen the moment

	Definition	Marking (in green pen)	Code
E 1	Spellings Reference word list for year group Punctuation Reference punctuation expectations for year group	Sp next to incorrect word or correct spelling near incorrect word Circle around missing or incorrect punctuation	Sp 
E 2	Grammar and coherence: Does this sentence make Sense? Does it need to be restructured?	Wavy line under the incoherent or grammatically incorrect sentence	Where he go? 
E 3	Deepen the Moment Is there a moment in the text where more detail could be added, in order to give the reader a richer experience? Could you consider figurative language or could you create suspense?	Underline a moment that could be deepened with green highlighter	He ran to her 

	Sentence stacking	Independent write (editing prompts)	Final piece
Year 1	Ticking against the lenses in success criteria and writing. Spellings (E1): no more than 3 spellings to be underlined with correct spelling next to the incorrect spelling. Child is to then correct their spelling using a purple polishing pen.	Same as sentence stacking for just one plot point of their writing. Highlight along the edge of the section.	Final writes to be assessed using the Bell Lane Writing Assessment - Tick Sheets located at the back of each child's book. Teacher is to then set a child a writing target based on the gaps identified by the Assessment Tick Sheet.
Year 2	(prioritise statutory and high frequency spellings)	Same as sentence stacking for just one plot point of their writing. Highlight along the edge of the section.	
Year 3	Ticking against the lenses in success criteria and writing. Children also self assess writing against success criteria.	Same as sentence stacking for E1 and E2. Use green highlighter for E3.	Children write their targets on their own Target Tracker sheet at the front of their books. 
Year 4	Spellings (E1): no more than 5 spellings to be underlined with correct spelling next to the incorrect spelling. Child is to then correct their spelling using a purple polishing pen. (prioritise statutory and high frequency spellings)		
Year 5	Ticking against the lenses in success criteria or within the text. Spellings (E1): no more than 5 spellings to be underlined with correct spelling next to the incorrect spelling. Child is to then correct their spelling using a purple polishing pen.	Write E1, E2 , E3 in the margin to signpost the child to what needs to be edited.	
Year 6	(prioritise statutory and high frequency spellings)	Write E1, E2 , E3 on a post it note, to signpost the child to what needs to be edited.	
ALL	Punctuation (E1): circle incorrect punctuation and missing punctuation. Grammar and coherence (E2): Wavy underline any sentences, words and phrases that are incoherent or in the wrong tense. Identify writing targets for their independent writing.	Identify writing targets for their final writing.	

5. Summative Assessment

➤ Responsibilities

The SLT responsible for data will:

- Provide an analysis of all performance indicators to support setting individual targets for all subjects based on the nationally expected rate of progress
- Make data available to staff in a format which allows progress to be tracked.

Teachers will ensure that they:

- Diagnose what has been learned and to plan what is to be taught
- Identify pupils' strengths and areas of improvement in order to set appropriate individual targets
- Measure progress to improve pupil achievement and attainment
- Recognise pupil improvement
- Celebrate pupil achievement
- Prepare pupils for summative assessments
- Moderate assessments
- Predict pupils' future attainment
- Evaluate learning tasks set and resources used
- Inform reports
- Track and monitor their teaching groups' performance after summative assessments utilising Arbor
- Use pupil data to inform and adapt planning, teaching and learning.

Parents/Carers will ensure that they:

- Assess their child's progress and to set personal targets for future learning
- Attend all parents' meetings
- Inform the school of changes or personal circumstances that could affect their child's welfare and progress.

Subject Leads will ensure that they:

- Assess pupil and group achievement regularly across each year group by tests, assignment and/or observation
- Standardise assessments across teachers by moderation
- Communicate the assessment results promptly and regularly to pupils in a way that will help them to improve
- Ensure pupils understand the criteria against which they will be assessed and how to achieve the criteria, both on a short- and long-term basis
- Ensure that Key Stage 1 (KS1) and Key Stage 2 (KS2) marking criteria form an explicit part of all schemes of learning
- Analyse progress information regularly.

SLT and the SENDCO, and Learning Coaches will ensure that they:

- Satisfy statutory requirements
- Provide content for annual reports to the Governors and the Local Authority (LA)
- Report test and exam results as necessary
- Set targets for individual action plans under the Special Educational Needs and Disability Code
- Make arrangement for public examination.

Senior Staff and Governors will ensure that they:

- Support judgements about whether pupils are reaching their potential
- Support judgements about the school's effectiveness.

➤ **Baselines, Target Setting and Expected Progress**

Reception Baseline

The Reception Baseline assessment will be carried out within the first 6 weeks of pupils starting reception. No numerical score is shared and the data will only be used at the end of year 6 to form the school-level progress measure. Teachers will receive a series of short, narrative statements that tell them how their pupils performed in the assessment. These can be used to inform teaching within the first term.

Target Setting and Expected Progress

Previous key stage attainment data is used as a baseline for each subject when a child is moving from Early Years Foundation Stage (EYFS) to KS1. The end of KS2 target is calculated based on the same data, however, it can be reset based on the latest attainment.

Summer Term attainment for each subject is used as a baseline for next year, however, the teacher target can be changed based on the latest attainment throughout the year.

Baseline Writing

The baseline writing assessment will be carried early in September. The writing will be checked against non-negotiable objectives from the two previous years.

The assessment will be used to inform the planning, teaching and learning.

Pre-unit tests

For all foundation subjects, the pre- unit tests will be designed to reactivate/ check prior knowledge and diagnose current knowledge in regards to the topic that will be covered (teachers to use curriculum maps and knowledge organisers when designing the tool, especially the key questions listed on the maps/ in regards to the new knowledge what will be covered in the new topic). The main purpose is to learn from children what they think that they already know. All pre-unit tests have to be shared with the Subject *Leads* for approval.

➤ **Summative assessments - EYFS**

The attainment across all 7 areas of learning in the EYFS will be assessed termly (emerging or expected). A phonics assessment will also be carried every half term.

Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis. This will include identifying areas where children may be at risk of falling behind, so that teachers can provide effective support where needed.

The EYFS Profile is a statutory assessment of children's development at the end of the academic year in which children turn 5, usually reception year. Each child's level of development is assessed against 17 early learning goals (ELGs) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is meeting the level of development expected at the end of the EYFS, or if they are not yet reaching this level and should be assessed as 'emerging'. The EYFS Profile will provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in

order to support children's successful transitions to year 1. Teachers are expected to use their professional judgement to make EYFS Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do. The ELGs are what is assessed in the final term of the year in which children turn 5 and should not be used as a curriculum.

➤ **KS1 and KS2**

Termly summative assessments in Maths and English (at the end of each term) - attainment will be recorded on Arbor alongside teacher assessment-knowledge and skills.

All children that access the key stage are to sit the termly assessment that matches their current year group:

- if below, sit the Summer Test for the previous year group
- if below, sit the Summer Test for the next previous year group etc until we determine if the child works / does not work within the key stage or below the key stage.

If a child is working at the pre-key stage level (Maths, Writing and Reading), a teacher assessment must be carried out to determine the standard. The teachers will base judgements on a broad range of evidence coming from day-to-day work in the classroom. This can be drawn from other subjects other than the one being assessed. Teachers may also consider a single example of a pupil's work to provide sufficient evidence for multiple statements.

Summary for 2022-23 onwards

2022/23 onwards	
Subject-specific study	<p>Final pre-key stage 2 standards</p> <ul style="list-style-type: none"> • Standard 6 (working at the KS1 expected standard) • Standard 5 (working towards the KS1 expected standard) • Standard 4 • Standard 3 • Standard 2 • Standard 1
Not subject specific study	Engagement model

Children in KS2 will also sit the AR Star Read Test in early September, at the end of the Autumn Term and at the end of the Spring Term. The outcomes (reading age) will be used to access the appropriate library books.

Ongoing summative assessments for Computing are carried out at the end of each strand (teacher assessment-knowledge and skills).

Ongoing summative assessment for Science - at the end of each topic (knowledge) and for each working scientifically skill (teacher assessment).

Ongoing assessment for all foundation subjects (pre-test outcomes, weekly sessions' outcomes-check understanding against the North Star, post-test outcomes). One data drop at the end of the year based on all the above and what children remember -teacher assessment (knowledge and skills).

The engagement model is an assessment tool that helps schools meet their duties in

supporting pupils who are working below the level of the National Curriculum and who are not engaged in subject-specific study. The model has 5 areas: exploration, realisation, anticipation, persistence and initiation. Engagement identifies and celebrates all pupils' progress, including linear and lateral progress, the consolidation and maintenance of knowledge, skills and concepts and the prevention or slowing of a decline in pupils' performance, whilst recognising that a minority of pupils may have a regressive condition.

Staff are required to report the attainment and write reports by the published deadlines.

Staff who fail to meet reporting deadlines will be failing to meet the Teaching Standards, and this may be used as evidence during their appraisal.

➤ **Phonics Screening - June**

With some exceptions, all pupils who have reached the age of 6 by the end of the school year must take the phonics screening check during that academic year. For the majority of pupils, this will be in year 1. Pupils who will have reached the age of 7 by the end of the academic year (most pupils will be in year 2) who have not taken the check before, or who did not meet the expected standard in the previous year, must also take the check.

For a new pupil joining the school and who will reach the age of 7 during the current academic year, the school should confirm if the pupil should participate in the check. The [common transfer file \(CTF\)](#) sent from the previous school should include information to confirm if the pupil met the expected standard the previous year. If this information is not provided, the teacher should contact the LA or log into 'Get information about pupils' via [DfE Sign-in](#) to search for the pupil by their unique pupil number (UPN).

If the teacher cannot establish whether the pupil took the check in the previous year, the pupil should take the check.

➤ **Multiplication Tables Check - June**

The multiplication tables check (MTC) is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies, including free schools, in England. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help us to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Note:

In-year admissions will be assessed for numeracy, reading (decoding and comprehension) and writing. The data will be used for the baseline and target setting.

EYFS-Nursery-7 areas of learning

EYFS-Reception-Reception Baseline and Phonics

KS1-PUMA, PIRA, writing baseline, Phonics

KS1-PUMA, PIRA, writing baseline, Star Read Test, Phonics (if needed)

➤ **KS 2 Statutory Testing**

The KS2 tests consist of:

- English grammar, punctuation and spelling Paper 1: questions
- English grammar, punctuation and spelling Paper 2: spelling
- English reading
- Mathematics Paper 1: arithmetic

- Mathematics Paper 2: reasoning
- Mathematics Paper 3: reasoning.

English grammar, punctuation and spelling test focuses on the relevant elements of the [English programmes of study](#).

The English reading test focuses on the comprehension elements of the English programmes of study and includes a mixture of text types. The test is designed so that the texts are presented at an increasing level of difficulty.

The Mathematics test focuses on the assessable elements of the [mathematics programmes of study](#) and comprises 2 components, arithmetic and reasoning, presented to pupils as 3 test papers.

6. Reporting to Parents

Assessment information for English and Maths will be formally reported during Parents' Evening.

When they come to school for Parents' Evening, parents will also have the opportunity to look at all the work completed in books (all subjects) and may also request information about their child's progress in any subject.

Schools have a statutory duty to prepare annual reports for parents before the end of the summer term. The report must start from the day after the last report was given and must cover each pupil's:

- achievements
- general progress
- attendance record.

Reports for pupils must also include the results of any statutory national curriculum assessments the pupil has undertaken in that academic year. This includes the phonics screening check in year 1 (and, where relevant, year 2) and the multiplication tables check in year 4.

Reports for pupils at the end of KS2 must also include the outcomes of the relevant assessments, as detailed below.

End of key stage 1

End of KS1 assessments became non-statutory from the academic year 2023 to 2024. For pupils at the end of KS1, there are no additional statutory reporting requirements and, if schools choose to administer the optional end of KS1 tests or teacher assessments, they do not have to report the results to parents.

End of key stage 2

For pupils at the end of KS2, reports must include:

- the results of any national curriculum tests taken, including the pupil's scaled score, and whether or not they met the expected standard
- the outcomes of statutory national curriculum teacher assessment in English writing and science
- where appropriate, a statement explaining why any national curriculum test has not been taken.

KS2 reports must also include [comparative information](#) about the attainment of pupils of the same age:

- in the school
- in the core subjects nationally.

Pupils working below the standard of the national curriculum assessments

Where pupils are working below the standards of the national curriculum but still engaged in subject-specific study at the end of KS2, the report must include the achievements in each subject studied, identified by the statutory teacher assessment under the [pre-key stage 2 standards](#).

Where pupils are working below the standards of the national curriculum and not engaged in subject-specific study at the end of KS2, the report must include a narrative commentary of the pupil's achievements and progress in the areas of engagement identified in the [engagement model](#).

7. Inclusion

The principles of this Feedback and Assessment Policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils; however, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Assessment underpins the pupils making good progress. Staff will be supported in their use of assessment practices to inform their planning and teaching through regular training, coaching, and mentoring.

The Senior Leader with responsibility for assessment and data will monitor the quality of assessment by each member of staff by sampling the procedures for each class at each assessment point.

9. Monitoring Arrangements

This policy will be reviewed every two years by the Senior Leader with responsibility for assessment and data. At each review, the policy will be shared with the Local Governing Body.

All teaching staff are expected to read and follow this policy. The Senior Leader with responsibility for assessment will monitor the effectiveness of summative assessment practices across the school, and the Senior Leader with responsibility for teaching and learning will monitor the effectiveness of formative assessment through regular moderation, lesson observations, learning walks, book scrutinies, and pupil progress meetings.

10. Links with Other Policies

This Assessment and Feedback Policy is linked to our:

- Teaching and Learning Policy
- Special Educational Needs/Disability (SEND) and Inclusion Policy.