# St. George's Catholic Voluntary Academy Assessment and Feedback Policy

## Rationale

*"A great teacher assesses the impact of their teaching as they go along and adapts their teaching according to the information they glean. A great teacher is a readily flexible, ultra-adaptable 'chameleon teacher'"*
*(Wallace and Kirkman: Talk-less teaching – 2014)*

*'As Sweller, Ayres and Kalyuga have said, **learning is defined as knowing more and remembering more** and as an alteration in long term memory - if nothing has been remembered, then nothing has been learned.[1] The primary purpose of assessment, therefore, is to understand the extent to which pupils know more and remember more of the curriculum they have experienced, and whether what they know is flexible and secure in long-term memory.'*
*(St Ralph Sherwin CMAT Assessment Framework – 2021)*

## Aims

At St. George's, we strive to create an ethos and environment in which children can enjoy learning and reflect, improve and grow in confidence in all that they do. We believe that assessment is vital in informing learning and teaching.

The term assessment refers to all those activities undertaken by teachers and teaching assistants and also by the pupils in assessing themselves, which provides information to be used as feedback to modify the learning and teaching activities in which they are engaged.

Assessment can be divided into two distinct types:

- Assessment of learning (summative assessment) and Assessment for learning (Formative assessment)

Summative summarises where learners are at, at a given point in time. At St. George's, we assess summatively on a termly basis in all core and non core subjects. We use standardised testing in the Reading and Maths to support these judgements. In Writing, we use assessment statements that are broken down into the learning required for each term. We then assess pupils' progress against the termly learning.

In all other subject areas, we have devised our own assessment rubrics and tasks based upon the national curriculum and the 'powerful, sticky knowledge' required for progress/schema building. The retention and functionality of this knowledge is assessed on an ongoing basis as part of our formative assessment through retrieval practice outcomes, analysis of work produced, quality of verbal responses and proof of progress (POP) tasks.

In both types of assessment (formative and summative) and across all subject areas, we subdivide teacher judgements into 4 possible grade boundaries (1, 2, 3 or 4):
- *Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected (1)*
- *Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (2)*
- *Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps (3)*
- *Not successfully learning the curriculum, with important gaps in the skills and knowledge expected (4)*

Each descriptor indicates how much of the learning has been retained over the term. In some cases, pupils may be operating within a previous year group's expectations. All judgements are recorded onto our school tracker (Insight) after each assessment point in line with our SRSCMAT Assessment Framework (appendix 4). Outcomes from these assessments are then analysed during Pupil Progress Meetings and Achievement Team Meetings; the teaching sequence is then adjusted accordingly to meet pupils' needs.

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[1] Sweller, J., Ayres, P., Kalyuga, S. (2011).

Effective feedback is vital to our pupils making great progress. Therefore, next steps are clearly communicated in (some) written and verbal feedback, often with an emphasis on pupils having something to respond to in order to make further progress. Time is set aside regularly during the teaching week for pupils to respond to feedback. In addition, our 'No Marking Marking' (NMM) strategy has been introduced in order to make feedback more useful and engaging.

## Pupil Progress Meetings, Achievement Team Meetings and the use of Precision Pedagogy

At each termly data harvest point, the Assessment Co-ordinator (in conjunction with the relevant subject leaders) will analyse pupil attainment and progress by year group, class and pupil characteristic. The Assessment Co-ordinator will then brief the Leadership Team on key themes and trends arising from this data analysis. These themes are shared with all staff and each class teacher will then identify 2 or 3 pupils matching these themes. Achievement Team Meetings are then held in phases and teachers work together to create learning plans relevant to these themes to bridge gaps in learning for those pupils identified.

After the Achievement Team Meetings have taken place, Pupil Progress Meetings are held between the SLT and individual class teachers to discuss the strengths, key issues, next steps and agreed learning plans particular to their class, in more detail.

## Classroom Practice

We believe that 'learning how to learn' is at the heart of assessment for learning. Thinking about how children learn makes it possible to work out how best to teach. As a result of this belief, our classroom practice reflects our aim to develop pupils as active and enthusiastic participants in their own learning. Assessment for learning strategies are therefore firmly embedded into day-to-day classroom practice in the following ways:

## Sharing objectives and reviewing learning

- Learning objectives and in Maths, progress drives, are displayed and discussed with all pupils so that everyone understands what they are aiming towards.
- Learning objectives are framed as 'Can I...?' questions to encourage pupils to reflect on their own learning.
- Learning objectives focus on the learning and not the activity and can be transferable across many different subject areas.
- Success criteria are shared and displayed in relevant lessons to scaffold the pupils in understanding how to meet the learning objective.
- Key questions are often displayed and used in lesson starters and plenaries to support pupils' thought processes.
- Curriculum displays include statements and questions to highlight key learning points.
- Plenaries and mini-plenaries are used regularly during lessons, to provide an opportunity to reflect on the learning objectives and outcomes in order to ascertain what has been learned so far and what requires further attention. Next steps are then identified and are used to inform future planning. This assessment feeds into the continuing process of learning and teaching.
- At the beginning of writing, reading and maths sessions, the work from the previous day is reviewed, good example of work shared and misconceptions discussed (NMM feedback). During these sessions, the teacher will discuss elements for improvement and children will check work against these, making improvements where necessary.

## Targets

- Pupils work towards personalised targets in Talk 4 Writing. These (year group specific) are stuck into the front of books and, dependent on where the child's learning gaps are, the teacher will highlight three statements, which will then be the child's targets. These will be monitored on a weekly basis. When one is achieved three times, another will be highlighted. Assessment of the child's writing will be done using a similar sheet in the front of their Hot and Cold Task books. These books are truly independent writing books and, therefore, the children's actual ability will be assessed from these books. A 'score' will be calculated on a half termly basis to assess where they are against end of year expectations.
- Maths targets are visually presented on classroom displays. Children's names appear on their current attainment and they understand that their target is the next progress drive.

- Pupils are made aware of their targets and receive regular verbal and written (when appropriate) feedback against these targets.
- Pupils are given regular opportunities to review their progress towards targets through self assessment, peer assessment and direct response to NMM input at the beginning of lessons.
- Classroom displays, visual prompts and resources are used to support key curricular target focuses.

## The learning environment

- Classroom organisation, environment and resources support inclusive, interactive teaching processes and collaborative learning.
- Display reflects the learning process e.g. rules for marking with peers, positive affirmations about learning.
- Each class room will have the progress drives for maths on display with each child's names on the relevant drive for the children to monitor their own progress.
- Each classroom will also have a Talk 4 Writing display which includes the following sections: imitation; innovation; independent application; writer's toolkit; always toolkit. This helps children to follow the T4W process.

## Positive affirmation

- Successes are celebrated by pupils and staff in lesson times, through displays, in achievement assemblies and through our house point reward system.
- Teachers actively strive to foster positive attitudes and behaviour towards learning and achievement.
- Positive affirmations are displayed within the school and are referred to regularly.

## Self assessment / Peer assessment

- Pupils are given regular opportunities to assess their own progress in the light of specific success criteria. They are then supported in identifying the next step in their learning and how to get there.
- Peer assessment enables pupils to help one another to improve by giving each other feedback.
- Pupils receive support to develop their skills in giving feedback in a way that is constructive and specifically based on the learning objective and success criteria.

## Foundation Stage Marking and Reporting

For our Foundation Stage children, we strongly believe in the importance of starting from where the children are in their learning. We therefore mainly assess the children through observation, providing immediate verbal feedback during their activities. We find that this is the most constructive and accessible way for them to understand how they are progressing. Observations are made regularly to assess progress towards the Early Learning Goals (using the new framework) and these findings are recorded in the Foundation Stage Profiles and are evidenced in 'Tapestry' -the children's individual online learning journals. These observations form the basis for future planning.

In addition to verbal feedback, stickers and stampers are also used to give positive feedback on pupils' successes. Comments or symbols are written to indicate the context of the children's work e.g. independent or supported work and also to inform teachers and teaching assistants of significant progress, areas for development and notes for future planning.

Success criteria are introduced in the Foundation Stage. Children are given a certain number of stars or stickers to show how many of the success criteria they have achieved.

## Marking and Feedback – Delivered through No Marking Marking (Whole class feedback)

In order for marking to be meaningful and effective in ensuring rapid progress, it should enable pupils to:

*1: understand what they have done well*

*2: understand how to improve*

*3: have a real opportunity to make visible signs of improvement as a result of feedback.*

In relation to the second and third aspect of meaningful marking, four types of marking prompts are used to enable pupils to make visible improvements to their work. All marking prompts begin with the word 'Now...' as they require pupils to respond directly to the prompt. The four types of marking prompts used are as follows:

*Example prompts* – These state exactly what needs to be done to secure improvement e.g. Now, put this sentence here to improve the description within your setting.

*Steps prompts* – These state explicitly what needs to be done to secure improvement and might include several aspects (often from the success criteria that have been missed) e.g. Now, go and check you have included a sentence about the setting. Then see if you can add a little more detail about what you can see.

*Reminder prompts* – These prompts require the pupil to go back to the success criteria and make improvements based on missing elements/skills that they have identified e.g. What should you include in the setting of your story? Now, add in some more detail.

*Challenge prompts* – These types of prompts extend the pupils beyond the success criteria given within the lesson e.g. Now can you tell me more about the atmosphere in the forest?

These prompts will be given to the whole class through NMM feedback where good examples are shared and areas for improvement discussed. Teachers and Assistants then allow pupils time to act upon their feedback on a day to day basis.

The type of prompt used depends of the ability of the pupil and also where the lesson comes within the teaching sequence. *See below:*

## Consistency

The three purposes of marking should be evident in all classes in all subjects throughout the school. However, approaches may differ. Sometimes it is appropriate to give feedback verbally and sometimes it is more effective to give written feedback, although, more and more NMM is being used effectively in school. There must be a signal in the book that a teacher has viewed each piece of work. This could be a tick or a stamp and a central record sheet kept in order to inform the teacher who to go to the following day for support or celebration.

Where verbal feedback is given for pupils' recorded work, it is often appropriate to use 'key word marking' which is an indication that feedback has been given. This is to help both the pupil and teacher remember what was discussed so the work can later be checked for visible signs of improvement – particularly relevant for FS2 and year 1.

## Marking and Reporting

(Please see Appendix one for Marking symbols – although these are rarely used because of NMM)

In both Key Stages, work is marked consistently by No Marking Marking. The only exception to this is RE.

### *Detailed marking  (RE only and where teachers deem it necessary for writing)*

When using detailed marking methods, teachers assess the pupils' progress towards the learning objective by indicating how many of the success criteria they have met in their work. Learning objectives and success criteria should therefore be shared in every lesson.

The teacher then makes a positive comment about aspects of the learning objective/success criteria that have been met. After this has been done, the teacher will identify a gap task (phrased as a 'Now...' statement) using one of the four types of prompts mentioned previously. This gap task will require the pupil to make a visible improvement in response.

All pupil responses to marking should be made in red pen. Help is given to read and understand the teacher's written comments and time is given to respond to the prompt by making any necessary improvements or additions. These comments are always related to the children's progress towards the learning objective and success criteria.

In Key Stage 1, children may, where appropriate, self-assess work against the success criteria for that lesson. The teacher will always review this marking. In Key Stage 2, this is further developed through the regular use of peer assessment.

## *Light Touch Marking – To be used alongside 'No Marking Marking'*

'Light touch' marking methods are used at all other times. 'Light touch' marking consists of a stamp to reflect the context of the work e.g. Independent, teacher assisted etc, in addition to a stamp to show whether the pupil has achieved the learning objective for that lesson. This is shown visually by a smiley face symbol differing in expression related to achievement. This allows pupils who have difficulty reading comments to access the necessary feedback about their progress.

Key word marking (by highlighting in green) is then used also to pinpoint achievement against the learning objective/success criteria.

There may also be a brief comment of direction i.e. a gap task or an indication of whether verbal feedback was given if appropriate.

## *Mathematics*

All marking in Mathematics from FS2 – Y2 Spring Term, will consist of green highlighting for correct responses and pink highlighting for errors. An objective and context stamp will also be used. It will be of vital importance that teachers and teaching assistants support children in making corrections to the pink highlighted aspects of their work and adapt their teaching in the light of common misconceptions.

In Maths lessons from the Spring term in Year 2 onwards, reactive marking is introduced. The pupils with teacher and teaching assistant support, will highlight correct answers in green and errors/misconceptions in pink.

If there are very few or no errors to be found, the teacher will write a challenge question on the board (this will form part of the NMM feedback). Children will then have 'Pink for think' time where they respond to the teacher's feedback with a red pen to clearly show how they are responding to this personalised feedback. This 'Pink for think' time will be used three times per week (Tuesday, Wednesday and Thursday – which begin with teacher modelling common misconceptions prior to children making their corrections).

## *Talk for Reading*

All marking in Talk for Reading from Y3-Y6 will consist of 'light touch' marking methods as stated below for four out of the five days.

On Thursday and Friday lessons, highlighters will be used to mark comprehension questions. Green will be used for correct responses and pink will be used for errors. An objective and context stamp will also be used, where necessary. Teachers and teaching assistants will support children in making corrections to their work. Teachers will adapt their teaching in the light of common misconceptions and they will address this in the feedback at the beginning of the lesson.

One red pen challenge will be set a week. This will be on a Thursday or Friday when the lesson is based on answering comprehension questions. The task will be to improve or up-level one of their answers from the lesson or to extend their learning further with a more challenging question. As well as this, a comment will be made with a green pen to pinpoint achievement against the learning objective/success criteria. (Refer to the four marking prompts above).

Teachers will ensure that self and peer assessment is planned for throughout the week to help one another improve the skills being taught.

## *Marking in Talk 4 Writing (T4W)*

The structure of T4W is rigid and each stage of the process calls for varying degrees of marking. Below is an explanation of marking expectations for each stage.

**COLD TASK**

From the initial cold task assessment before the start of a term, three or four independent targets will be set for each child which will bridge the half term/unit and should be achievable across different genres of writing. The target sheet will be stuck into the front of their **daily** writing books. The targets that the children should be working on will be highlighted and then dated on each occasion that the child has achieved that target. When it has been achieved on 3 occasions, a new target should be highlighted. The maximum amount of marking on a cold task should be green highlighting to show specific areas where the children have done well. Spelling errors, too, can be picked up.

**HOT TASK**
The hot task should demonstrate the progress that the children have made since the cold task. This is entirely independent (and unaided) work. Teachers should be using this work to assess how well children have met the targets set for them (especially the genre specific ones). There should NOT be a significant amount of text marking of the work itself, but positive comments should be made at the bottom of the work. From the Hot Task, the child will be assessed on the assessment sheet in the front of the Hot and Cold Task book. This sheet is purely to calculate the number of I can statements that the child has achieved in a piece of work. This will give an indication of how close they are to the end of year expectations. This is based on the assessment that Derby City Moderators carry out in their moderation process.

**IMITATION** – This week is dedicated to helping the children to internalise a model text. The work produced in this week doesn't lend itself to detailed marking and therefore, only light touch is necessary (with NMM feedback). The NMM feedback is particularly useful when the children are doing their 'boxing up' – usually the Friday. This is an excellent opportunity for teachers to recommend revisiting areas of story planning.

**INNOVATION** – Innovation writing is very much guided writing and does require detailed feedback on a daily basis This can be from the teacher in NMM feedback, peers OR self-evaluation (although both of the latter should still be stamped by a teacher to show that the work has been overseen. It could also take the form of the teacher recognising through marking that there is a general misconception in a group or the class as a whole and they may choose to do some group or class 'red pen time' instead of independent 'Red pen time'.

**INDEPENDENT APPLICATION** – Same as innovation week.

Throughout all three weeks, the children should be pulled up on incorrect spellings during feedback time. On some occasions, the correct spelling should be written in the margin, in others it should be part of the feedback SMART and the children should be copying out at least 3 times.

*Read, Write, Inc. - Feedback and marking*

We emphasise constructive feedback. For example, we praise pupils for how hard they work together to ensure that their learning is successful.

We have clear systems for marking pupils' work. Pupils know their teacher's expectations for each activity. We mark short activities with the pupils in the lesson. Marking is carried out during the activity to ensure that mistakes are not embedded and learning develops from mistakes. Extended pieces are marked afterwards by the teacher. We discuss the outcomes with the group and individuals so that the marking is genuinely used to take forward pupils' learning.

For activity-specific guidance for marking Read Write Inc. activities, see the school's Read, Write, Inc policy.

*Detailed marking in other subjects*
Detailed marking methods in all other subject areas contain the three elements mentioned above in the 'Marking and Feedback' section. In addition to the above for reading, writing and maths, detailed marking is to be used once a week during RE and twice per topic in all other curriculum areas.


**Assessment for learning with SEN and 'Gifted and Talented' pupils**
We believe that well matched success criteria are vital in scaffolding all learners, irrespective of ability in progressing towards the learning objective. For pupils with SEN, further or more simplified success criteria which link to SEN plans and EHCP targets are crucial in supporting their progress towards the learning objective. The use of success criteria is hugely beneficial to our pupils with SEN as they ensure that the learning is explicit and carefully modelled.

The use of additional or broader success criteria and mastery type challenge questions enable our 'Gifted and Talented' children to be extended, ensuring that they are progressing at a challenging rate.
Marking should always reflect the deepening and mastery of learning before progressing into the next year group.

**Assessment for learning and children with EAL**

On entry, an initial language assessment is used to identify the needs of pupils with EAL. This then creates a language baseline. EAL children are made aware of their targets and are given regular feedback on their progress towards these targets. Language objectives related to our EAL pupils are integrated into lesson planning and achievement is closely monitored by the class teacher. Success criteria are used effectively with these children to support their work towards their own targets and lesson objectives.

## Monitoring

Regular work scrutiny, lesson observations and discussions with pupils will be undertaken by senior leaders to ensure the feedback from No Marking Marking is of high quality and is consistently high throughout the school and that signs of visible progress is evident for all pupils.

December 2022

Review date: December 2023

**ST.GEORGE'S CATHOLIC VOLUNTARY ACADEMY – MARKING CODE**

| | |
|---|---|
| ✓ or highlighted in green | Correct |
| ⓒ or Highlighted in pink | Check and correct |
| Ⓓ | Oral feedback/Discussion with child (dated) |
| ∧ | Is there a word missing here? |
| // | A new paragraph is needed at this point in your work |
| ⑦ | This is confusing/This doesn't make sense |
| ⌇⌇⌇⌇ | Incorrect spelling |
| ‾P | Punctuation is either missing or incorrect |
| ══ | Double underlining means the tense or grammar is incorrect |
| ✓ ✓ | Really like this bit |
| HP | House Point |
| T2T | Talk to your teacher |

## ST. GEORGE'S CVA Y5 TARGET SETTING GRID

| Date of work | | | | | |
|---|---|---|---|---|---|
| F1* | I can spell half of the words on the Y5/6 word list | | | | |
| F2* | **I can check my work for errors in spelling and punctuation** | | | | |
| F8* | I can spell some words with silent letters (e.g. knight, psalm, solemn) | | | | |
| F9* | I can usually spell homophones correctly | | | | |
| F10. | I can précis longer passages of writing | | | | |
| F5 | I can convert nouns or adjectives into verbs using suffixes (e.g. '-ate', '-ise', '-ify') | | | | |
| F6 | I can add prefixes to verbs to change their meaning (e.g.'dis-', 'de-', 'mis-', 'over-', 're-') | | | | |
| F7 | I can use relative clauses (e.g. beginning with who, which, where, when) in my writing | | | | |
| F3 | I can use commas to clarify meaning in my writing | | | | |
| F4 | I can use brackets, dashes or commas to show where additional information has been added to a text | | | | |
| C6* | I can use selected words to build cohesion within paragraphs (e.g. then, after, this) | | | | |
| C7* | I can link ideas across paragraphs | | | | |
| C9* | I can review and edit my work to improve its impact | | | | |
| C1 | I am able to set out work appropriate to the genre e.g. Journalism has headings and subheadings etc | | | | |
| C2 | I can describe a setting for a story with control | | | | |
| C3 | I develop action and dialogue between my characters | | | | |
| C4 | I can independently recognise and know when to use formal and informal language (I have used the correct level of formality). | | | | |
| C5 | I can lay out two sides of an argument | | | | |
| C8 | I can develop my initial ideas, drawing on reading and research where necessary | | | | |

## ST. GEORGE'S CVA Y5 WRITING ASSESSMENT GRID

| | Child: | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Genre | | | | | | | | | | Total |
| Date of work | | | | | | | | | | |
| F1* | I can spell half of the words on the Y5/6 word list | | | | | | | | | |
| F2* | I can check my work for errors in spelling and punctuation | | | | | | | | | |
| F8* | I can spell some words with silent letters (e.g. knight, psalm, solemn) | | | | | | | | | |
| F9* | I can usually spell homophones correctly | | | | | | | | | |
| F10* | I can précis longer passages of writing | | | | | | | | | |
| F5 | I can convert nouns or adjectives into verbs using suffixes (e.g. '-ate', '-ise', '-ify') | | | | | | | | | |
| F6 | I can add prefixes to verbs to change their meaning (e.g. 'dis-', 'de-', 'mis-', 'over-', 're-') | | | | | | | | | |
| F7 | I can use relative clauses (e.g. beginning with who, which, where, when) in my writing | | | | | | | | | |
| F3 | I can use commas to clarify meaning in my writing | | | | | | | | | |
| F4 | I can use brackets, dashes or commas to show where additional information has been added to a text | | | | | | | | | |
| C6* | I can use selected words to build cohesion within paragraphs (e.g. then, after, this) | | | | | | | | | |
| C7* | I can link ideas across paragraphs | | | | | | | | | |
| C9* | I can review and edit my work to improve its impact | | | | | | | | | |
| C1 | I am able to set out work appropriate to the genre e.g. Journalism has headings and subheadings etc | | | | | | | | | |
| C2 | I can describe a setting for a story with control | | | | | | | | | |
| C3 | I develop action and dialogue between my characters | | | | | | | | | |
| C4 | I can independently recognise and know when to use formal and informal language (I have used the correct level of formality). | | | | | | | | | |
| C5 | I can lay out two sides of an argument | | | | | | | | | |
| C8 | I can develop my initial ideas, drawing on reading and research where necessary | | | | | | | | | |
| Total | | | | | | | | | | |

# A framework for assessment in Early Years, KS1 and KS2

## 1. Introduction: Assessment Aligned with Curriculum and Pedagogy

In recent educational history, it has very often been the case that assessment has become broadly synonymous with data and reporting. In many cases, assessment has become the servant of number-crunching and spreadsheets, often in the pursuit of 'proving' pupils or groups of pupils are making progress. The real purpose of assessment – understanding and supporting pupils' learning and planning how to improve it – has, to varying degrees, been obscured. This framework sets out the principles and practice for a trust-wide approach to assessment which meets this core purpose.[2]

As Sweller, Ayres and Kalyuga have said, **learning is defined as *knowing more and remembering more*** and as an alteration in long term memory - if nothing has been remembered, then nothing has been learned.[3] The primary purpose of assessment, therefore, is to understand the extent to which pupils *know more and remember more of the curriculum* they have experienced, and whether what they know is *flexible and secure in long-term memory*.

## 2. Aims and Objectives

This framework has several important objectives, the most important of which is that assessment must be fit for purpose, in all contexts and domains. This framework achieves this by ensuring:

- **A close link between assessment, curriculum, and teaching.** Assessment is primarily about how well pupils are learning the intended curriculum. The outcomes of assessment should always influence decisions about teaching and the design of the curriculum
- **Assessments are valid, reliable, and used to help pupils to learn better**. Assessments should be designed to provide insight into pupils' learning – it should never be 'data-led'. However, assessment will be robust enough to provide valid and reliable information across different teachers and different cohorts or classes
- **Reporting and target setting are meaningful and valid**. Where assessment outcomes are reported, these measures will be valid, meaningful and easily understood. A valid assessment will always measure what it purports to measure – it will not be used to generalise or distort
- **Assessment methods must be efficient and not increase staff workload**. The outcomes from most formative assessments should not need to be recorded formally. There should not need to be more than three formal summative assessment points per year. Approaches to marking should be designed to ensure impact on learning and reduce the burden on staff
- **End of year assessments will be appropriately benchmarked**. This is to provide confidence to academy leaders and to the trust that standards are appropriate and to ensure comparability between academies and, where possible, with national expectations. Arrangements for benchmarking will be finalised in due course

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[2] This framework was reviewed by Prof. Tim Oates, Cambridge Assessment, and incorporates his feedback.
[3] Sweller, J., Ayres, P., Kalyuga, S. (2011).

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## 3. Core Principles

- **The primary purpose of assessment is to provide valid and reliable information about whether pupils are successfully learning the intended curriculum.** Assessment should always provide information about whether pupils can remember, in long-term memory, what they have learned. A further purpose of assessment is to provide information about the effectiveness of curriculum and pedagogy and how these can be improved

- **Progress is defined as the extent to which a pupil or pupils have learned or are successfully learning the intended curriculum.** The curriculum is the progression model. It sets out what we want pupils to learn, and therefore their 'progress'. If pupils are successfully learning the curriculum, they must be making progress. Progress cannot be measured or 'proved'.[4] Attempting to do so often sets up perverse incentives or practices such as teaching to the test

- **Assessment should exploit the benefits of assessment on learning and memory**. The approach to assessment should always seek to make use of the 'testing effect'[5]. Research has shown that regular assessment, if used in appropriate ways, strengthens long-term memory and recall

## 4. Summative and Formative Assessment

- **Summative assessments information should be gathered at least at three points during the year, which includes an end of year assessment**. Academies can, of course, also use summative approaches more frequently at other times (for example, at the ends of sequences or units of learning). Summative assessments should be designed to evaluate pupils' learning (of the curriculum) since the beginning of that unit, sequence or term/year, along with any content taught previously and considered essential to support current and future learning. Academies should note that there are often limitations in using summative assessments for diagnostic purposes[6]

- **At other times, regular formative assessment will be the main approach**. The main aim is diagnostic and remedial: to identify whether important learning has been securely mastered and fluency achieved. From lesson to lesson, this will only rarely take a 'formal' test-based format. There is no need to record or aggregate 'data' from such formative assessments, other than information the teacher feels necessary. Formative assessments will be 'low stakes' and are likely to take a wide variety of forms: from reviewing pupils' work and responses, interactive Q&A during teaching, to 'quick quizzes' and 'exit tickets', teachers will deploy a range of strategies to gauge pupils' fluency and mastery of key knowledge and understanding. The impact of formative assessment will be evident through pupils' improved understanding and mastering of the curriculum

- **The development of high-quality assessment approaches is essential**. For example, research has shown that a high volume of high-quality questions is a significant factor in effective assessment which supports improved learning. As Tim Oates notes, these questions are particularly effective in 'challenging, flushing out misconceptions, stimulating thought and so on. Teachers should design learning sequences – engaging with content – but at the same time think of high-quality questions and the answers which would indicate the depth of understanding which is being aimed for'

- **Academies should draw on robust methodology that meets these core principles**. Academies should draw on effective practice both externally and across the trust. Collaboration between academies in the trust will be especially valuable in developing robust assessment methodologies and ensuring trust-wide consistency. Externally, there is good body evidence which supports the use of 'comparative judgement' methodology, as propounded by Daisy Christodoulou[7]

## 5. Tracking and Reporting

- **National reporting measures, such as SATs scaled scores, should never be used to track pupils' attainment or progress.** However, in Key Stage 2, it is legitimate to make judicious use of external

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[4] Attempting to measure learning is inherently flawed (it is too complex) and very often reductive (applying a single numeric metric narrows our view of what has/has not actually been learned).

[5] http://psych.wustl.edu/memory/Agarwal/Agarwal_Bain_Chamberlain_2012_EDPR.pdf

[6] For example, summative assessment is often highly composite, so unless very skilfully interpreted and assessed, can lead to generic remedial action.

[7] https://researched.org.uk/comparative-judgement-the-next-big-revolution-in-assessment/

sources (NFER tests) or SATs test questions as part of assessments (both formative and summative) and to support teaching.[8] This is because familiarity with test instruments is known to be a significant factor in pupils' performance in external tests and examinations[9].

- **Academies should report on the extent to which pupils have successfully learned the intended curriculum.** To do this, each academy should make an assessment at three points in each academic year, in each subject (except where this would not be appropriate - for example where subjects are taught on a termly carousel, or where the overall teaching time is small. In these cases, a single end-of-year summative assessment would be sufficient). Each assessment point should be synoptic (that is, assessing pupils' learning since the start of the year or key stage), and academies are free to design the most suitable assessment tools for this purpose. Information from these assessments will be collected at a trust-level at each of the three points (see Appendix A)

- **Pupils' learning should be assessed and reported using the four-point scale set out below**. Academies should submit at the end of each term, and report to parents[10] and other appropriate stakeholders, for each subject, the proportion of pupils who are:
  - *Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected (1)*
  - *Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (2)*
  - *Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps (3)*
  - *Not successfully learning the curriculum, with important gaps in the skills and knowledge expected (4)*

In order to do this, teachers should assess every pupil in each subject (see Appendix A) using the above four-point scale. This assessment should draw primarily upon the teacher's knowledge of each pupil, using a range of formative and summative assessment approaches[11]
(Further clarity around the 4 point scale to follow)

6. **Assessment in Early Years Settings**
   **As a Trust we are acutely aware that the national picture for Early Years is changing. This will of course impact on the Early Years section of the framework and will be updated as the changes emerge, taking workload into account. Therefore, we advise schools to maintain their own systems and procedures for 20-21.**

- **Academies should continue to assess and report as currently in relation to the Early Learning Goals (ELGs) and guidance in development matters.** This means that early years practitioners should continue with existing practice in gathering sufficient evidence to make robust and reliable judgements about children's attainment in relation the 17 ELGs. These judgements will typically assess whether children are at *emerging* (1), *expected* (2) or *exceeding* (3) standard against the criteria for each of the ELGs. The proportion of children at each of the three points should be reported as usual to the trust

- **Academies should also assess children's learning of core knowledge set out in the early years' curriculum.** These assessments will be made using the four-point scale set out in section 5, above[12] and will be made at three points in the year (typically the ends of terms 2, 4 and 6). This will only apply to children in Reception.[13] To do this, academies should first identify the 'core' knowledge that children will learn prior to each assessment point. This will be the most important knowledge that children should learn over the course of each block of two terms and that teachers want children to remember long-term. This should not be a long list – quality and significance of core knowledge is more important than quantity!

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[8] As long as the questions (instruments) used assess against the taught curriculum.
[9] https://www2.gwu.edu/~fellows/GTAP/Online%20Makeup/T-L%20Presentation%20Readings/Using%20Practice%20Tests_2004-Winter_p109.pdf
[10] To strengthen the effectiveness of reporting to parents, academies should ensure that high-level curriculum plans (or equivalent) are available on the academy website so that parents can understand the content covered over the term.
[11] In early years, children's attainment should be recorded using the EYFS profile and, for reading, using the appropriate phonics teaching and assessment scheme.
[12] EY practitioners should note that this scale runs in the opposite direction to the three-point scale used for the ELGs. While it is recognised that this is not ideal, this is important to ensure consistency in assessment of the curriculum with other year groups in each academy.
[13] Assessment arrangements for children in Nursery provision remain unchanged.

Prior to each assessment point, practitioners should make a holistic judgement about how well pupils have learned this core knowledge using the four-point scale above

- **Assessment of core knowledge must not increase the burden of assessment on EY practitioners.** In gathering 'evidence' about children's learning of the core knowledge, practitioners are not expected to keep detailed records or create elaborate tracking systems. To make the judgement outlined above, practitioners should use a mix of informal and summative assessment methods during the course of on-going teaching, sufficient to understand how well children are able to show, explain and apply the core knowledge. It is expected that assessing children's grasp of the core knowledge will also contribute evidence for other ELGs. However, there should not be direct link between the core knowledge assessed score (1-4) and any ELG assessment (1-3), or vice-versa[14]
- **This approach will be kept under review to ensure it is fit for purpose.** An important aim of the assessment of core knowledge is to understand the effectiveness of the EY curriculum, and how it can be improved. It is also to understand how well children develop an understanding of the most important knowledge that contributes to their development, as well as preparing them for learning in Key Stage 1. As such, we will continually review this approach to ensure it meets these aims, without adding to the burden of assessment for EY practitioners
- **The assessment of children's core knowledge in EY, as set out above, will not be used for comparative or accountability purposes.** As EY curricula between academies are likely to differ markedly, and the approach to assessment is largely informal and not guided by criteria, comparisons between academies and with the ELG judgments are not valid. Academies should only use assessment information to reflect and evaluate children's learning of the core knowledge in their EY curriculum, and to inform improvements to teaching and/or the curriculum

## 7. Phonics

- **Assessment of early reading and phonics should be regular and help to keep pupils on track**. Academies should ensure their approach to the assessment of phonics and early reading is accurate, reliable and effective in helping all pupils to keep up, in line with at least 90% of children meeting the Year 1 phonics screening check. Academies are not required to use the four-point scale set out above for reporting on pupils' learning of phonics but will continue to use their systems for formative assessment. Instead, academies should report on the proportion of children in Year 1 (and, where appropriate, Y2) who are on track to pass the phonics screening check.

## 8. Targets

- **Individual pupil targets should never be used in early years or in key stages 1 or 2**. There is considerable evidence of the negative impact of target setting on pupils' achievement and expectations of themselves, as well as teachers' expectations. Targets at a pupil level often lack validity and reliability and are sometimes derived from the inappropriate use of baseline measures[15]
- **Academies should still set end of key-stage cohort targets for attainment in reading, writing and mathematics.** Such targets are much less affected by statistical unreliability and other sources of uncertainty. These targets remain a useful tool for academy self-evaluation, improvement planning and accountability. Note that cohort targets should also be set for the proportions of pupils meeting the Y1 and Y2 phonics screening check[16]

## 9. Benchmarking

- **Academy leaders will continue to use FFT estimates to benchmark their performance against similar schools nationally.**
- **There should be a single end-of-year assessment for Reading, SPAG and Maths**. The end-of-year assessment should cover the curriculum content taught over the academic year. The trust will make arrangements for the relevant papers to ensure consistency and comparability across the Primary Academies. Academies are free to devise assessments (where appropriate for all other subjects), or to draw on assessments from other sources. A key purpose of this assessment is to check the 'reasonableness' and

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[14] For example, 'if a particular ELG or set of ELGs is judged X, then the core knowledge judgement can only be Y'. This should be avoided, and the ELG assessment decoupled from the core knowledge assessment.

[15] https://bennewmark.wordpress.com/2017/09/10/why-target-grades-miss-the-mark/

[16] In primary schools, cohort subject targets need only be set in reading, writing, mathematics (KS1 and KS2), for EYFS and for the Y1 and Y2 phonics screening check.

consistency of in-year teacher assessments (using the four-point scale above). Internal moderation of the end-of-year assessments should be undertaken using an appropriate sampling method. Reporting of end-of-year assessments should still use the four-point scale above (or the standardised score for Reading, SPAG and Maths)

## 10.  Accountability and Workload

- **Accountability will be through existing trust review structures**. These will consider whether curriculum intentions are appropriate and if assessments of pupils' learning are suitable and valid. They will scrutinise the academy's own evaluations of how successfully pupils are learning the intended curriculum in each subject (or a sample of subjects). Assessments will not be used in isolation to reach judgements about pupils' progress or attainment
- **Assessment approaches should be implemented in ways which reduce staff workload**. For example, assessments made using the four-point scale noted above should not be translated to other measures, such as SATs scores, which would require the design and use of appropriate criteria. Similarly, assessment in key stages 1 and 2 should draw primarily on information from informal, formative and summative assessments. There is no need for staff to routinely record information from informal assessments
- **Approaches to marking should be impact evidence based**. Academies should review their approaches to marking to ensure they are not increasing staff workload. For example, pupils' routine work should not normally be marked. Instead, academies should identify a suitable number of assessment tasks which will be teacher-assessed. The purpose of teacher marking is to help the teacher understand gaps in learning for individual pupils or groups of pupils. Feedback to address these gaps should be provided as promptly as possible. It is not always necessary for such feedback to be written, or a record to be kept that feedback has been provided – evidence of improvement in pupils' learning or quality of work will usually be sufficient. For most purposes, responsive teaching, including through whole-class, or individual, verbal feedback is normally the most effective strategy[17]

# Appendix A: Summary of Timeframe and Reporting

Assessment information will be gathered and reported to the trust as shown in the table below:

| Subject(s) | Key stage(s) | Frequency | Format for reporting (all stakeholders) |
|---|---|---|---|
| Reading, SPAG, Maths | KS1 and 2 | End of Advent and Lent terms | Proportions of pupils in each subject at 1, 2 3 or 4 on four-point scale in section 5 |
| Reading, SPAG, Maths | KS1 and 2 | End of the year | Standardised score collection |
| RE, writing and science | KS1 and 2 | End of Advent and Lent terms and end-of-year | Proportions of pupils in each subject at 1, 2 3 or 4 on four-point scale in section 5 |
| History, geography, art, D&T, music, PE, computing, PSCHE | KS1 and 2 | End of Advent and Lent terms and end-of-year depending on whether the subject has been covered in the term | Proportions of pupils in each subject at 1, 2 3 or 4 on four-point scale in section 5 |
| MFL | KS2 | End of Advent and Lent terms and end-of-year | Proportions of pupils at 1, 2 3 or 4 on four-point scale in section 5 |
| Phonics | KS1 | End of Advent and Lent terms and end-of-year | Proportions of pupils at each point on four-point ARE scale in section 6 |

Notes:

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[17] For example, https://twitter.com/MrBoothY6/status/1218898947651047426

1. The table above sets out the expectations on academies to report assessment information to the trust. Academies may gather assessment information as they wish, as long as their approaches are justified in terms of impact on learning and do not drive excessive staff workload, or distort the curriculum or teaching
2. Reporting to parents should take place in line with academies usual reporting timeframes
3. There is no expectation that pupils undertake assessments in 'formal' conditions, or that teachers make use of test or examination-style papers. The exception to this is the judicious use of past national test papers in English and mathematics in Years 5 and/or 6
4. Academies will be expected to have procedures in place to identify and support pupils that are not on track to achieve their FFT estimates, this will form part of the existing review structures.