



## Carlisle & Hampton Hill Federation

# ASSESSMENT AND FEEDBACK POLICY

This policy was reviewed:	Summer 2024
This policy was ratified by Full Governing Body (if applicable):	Not applicable
This policy will be reviewed again:	Summer 2026
Governor committee responsibility:	Achievement & Families Committee
Statutory Policy?:	No

## Introduction

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each child. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

**The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.**

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

### **Aims and objectives:**

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that **every** child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the next steps in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels
- enable parents to be involved in their child's progress

### **Roles and Responsibilities**

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment Leader in each phase Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) and Key Stage 2 (KS2). These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

### **The Federation Headteacher/Heads of Schools are responsible for ensuring:**

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups which are discussed at pupil progress meetings and appropriate intervention(s) are identified.
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current Assessment policy and practice.

- Monitoring standards in core and foundation subjects.
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

**The Heads of Schools are responsible for:**

- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Holding teachers to account for the progress of individual pupils towards their end-of year targets at mid-year and end-of-year pupil progress meetings

**Subject Leaders are responsible for:**

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Heads of School/Federation Headteacher, where appropriate
- Monitoring standards

**Year Group Leaders are responsible for:**

- Ensuring that they monitor the progress of their year group
- Ensuring their team keep assessment tracking records up to date
- Lead the team in adapting planning and teaching based on how the children in the year group are progressing

**Class teachers are responsible for:**

- Ensuring that they assess children's progress across all key performance indicators and learning objectives
- Ensuring that they keep assessment tracking records up to date, by completing the assessment tracking recording templates for each child regularly
- Adapting planning and teaching based on how the children progress in each key performance indicator or learning objective

**Monitoring, Moderation and Evaluation**

Senior Leaders and the Assessment Leader will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.

- EYFS assessments are moderated either through internal or cluster moderation
- Year 6 Writing assessment will be moderated three times a year in conjunction with our partner Primary schools in the local cluster. The year group team are expected to attend cluster training and moderation sessions.
- Moderation within and across year groups happens every term.
- Opportunities are sought to moderate across all year groups with locality schools.

New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

## Formative Assessment – Assessment for Learning

### What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil the key performance indicators and learning objectives, it is about providing feedback and involving pupils in improving their learning. The federation uses tracking systems to track children's progress regularly throughout each term.

Strategy	Purpose
<b>Planning:</b> Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.	Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.
<b>Sharing learning objectives with pupils:</b> Pupils know and understand the learning objective or learning questions for every task.	Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.
<b>Pupil self-evaluation and peer evaluation:</b> Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.	Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.
<b>Feedback:</b> Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.	Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
<b>Celebrating Achievement:</b> Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.	Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.

## Summative Assessment – Assessment of Learning

### What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time.

Strategy	Purpose
<p><b>Statutory Assessments:</b>                      Within their first six weeks, children in Reception complete a Baseline Assessment and are then continually assessed throughout the year using the assessment strands in the guidance material from Development Matters in the Early Years Foundation Stage. At the end of the Foundation Stage a summative assessment is made in each of the 17 Early Learning Goals where children are identified as 'emerging' or 'expected' in the end of year expectations.</p> <p>Children are statutorily assessed using national assessment materials at the end of Year One (Phonics Screening Check), Year 4 (Multiplication Tables Check) and Key Stage Two (SATS).</p>	<p>To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p> <p>To provide a summative end of key stage attainment result. It is a national guide against which to compare children's performance.</p>
<p><b>Termly Testing</b>                      Children take termly reading and maths tests at the end of each term. These are produced by White Rose for maths and NFER for reading in KS2.</p>	<p>To monitor progress during the year alongside the teacher assessments.</p>

### Data Logging and Tracking

The outcomes of the range of assessments that are used are recorded on Insight Tracking. These must be completed by the end of each term.

Across the federation, we use marksheets on [Insight Tracking](#) as our assessment tracker for the core subject areas and as our tool for enabling data analysis and identifying progress.

In maths and science, individual KPIs are used to assess against which allows an overall summary of a child's attainment. Insight tracking calculates average scores continuously and indicates whether a child is on track at any point.

Writing is assessed using [Development Matters](#) and the [Early Learning Goals](#) (Annex A) in Year R and through a writing steps approach within KS1 and KS2.

Writing using writing steps						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significantly below	Development Matters	Development Matters	Steps 1 - 5	Steps 1 - 6	Steps 1 - 7	Steps 1 - 9
Just below	Development Matters	Step 1	Step 6	Step 7	Step 8	Step 10
On track	Step 1	Step 2	Step 7	Step 8	Step 9	Step 11
Greater Depth	Step 2	Step 3	Step 8	Step 9	Step 10	Step 12

Reading is assessed in EYFS and KS1 using half termly Little Wandle Assessments and the outcomes are recorded on the Little Wandle tracking website. These inform teacher assessments made at the end of each term. At KS2, teachers use NFER Reading Assessments to track reading attainment and progress and these outcomes inform their termly teacher assessments.

	Maths and Science (Insight score)	Reading (NFER standardised score)
Significantly below	0 - 0.4	0 - 87
Below	0.5 - 1.5	88 - 94
Expected	1.6 - 2.4	95 - 112
Above	2.5 - 3.0	113 - 140

Foundation subjects are assessed against the knowledge and skills required for each subject area.

In KS1, teachers use Quick Quizzes to identify and assess the key knowledge and skills learnt across a unit of learning. These are then regularly revisited in the input to future sessions.

At KS2, these are RAG rated at the end of each topic.

### **Feedback and Marking**

Within the Carlisle and Hampton Hill Federation we believe children learn best when there are the highest expectations of their achievements and of the quality of their work. This is achieved when children take pride in their work and therefore it is essential that the school has a clearly defined and consistently applied approaches to the presentation and lay out of children's work and to the methods of marking. We recognise that Assessment for Learning is a key and fundamental practice to ensuring the highest levels of progression for our children.

### **The Purpose of Feedback**

The **key purpose of feedback and marking is for the children's benefit** rather than for the benefit of the teacher, parents or other stakeholders.

Children need to be trained via whole class and group marking to identify their successes and improvement needs.

By engaging children in the purpose of marking they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer-assessment when managed by the teacher builds an atmosphere of trust and respect.

### **Types of Feedback and Marking and Good Practice**

The type of feedback and marking used for a task should reflect the aim of the task set.

Children should be made aware, by discussion, of the criteria for a successful piece of work. The **clear learning intention, objective or success criteria** need to be referred to and shared with the children and reinforced with reminders as the lesson develops.

Feedback and Marking may take various forms, e.g. **peer marking, self-assessment, verbal feedback or discussion** with the children or written recording away from the child.

A traffic light code is used by teachers in KS2 to identify the skills and knowledge understood within a lesson.

**Any marking that takes place must be meaningful, manageable and developmental.**

Any comments on the work should be focused and structured on the objective. It can either be about a specific skill, a child's understanding of the concept or the content of a piece of work.

The feedback offered to a child should be relevant to that child's stage of development, judged by the leading adult.

**Pen Colour: Year 1 to Year 6**

Pupils will write in pencil or blue pen. Teachers will mark using pink pens. Pupils will edit their work using green pens in Year 2 to Year 6. For responses to teacher's feedback, pupils in KS2 will use purple pens.

**Early Years Foundation Stage**

**Early Years:** Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. We make systematic observations and assessments of each child's achievements, interests and learning styles. These observations form the basis of our daily and weekly meetings where we plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also summarised with parents and caregivers. Each child's learning is evidenced through an online portal called Tapestry.

**Good Practice in Self or Peer Assessment**

Children should be involved with self-assessment: marking their own work and peer-marking as much as possible, whether by proof reading their own work, checking it with a partner. Children need to be shown how to assess their own and each other's work in relation to success criteria. They also need to have training and modelling in giving effective feedback.

Where self-assessment and peer feedback are not written or annotated, children should be encouraged to find a positive and an area for development.

**Acknowledgement Marking**

This is a courtesy look at the work, and will include a tick, an initial or a stamp. It implies that some dialogue took place during the lesson, which will have an impact on the child's learning. The acknowledgment simply informs others that the work has been seen and addressed.



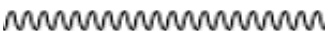









**Foundation Subjects**

These will be marked regularly with a tick or stamp. The writing marking code will be employed to ensure that basic standards in writing are addressed across the curriculum. A question may be posed by the teacher to prompt further thinking.

In KS2, traffic lights are used against the skill being assessed. Not all pieces of work will be assessed.

See Appendices below for subject specific assessment and feedback strategies.

Appendix 1 - Carlisle Infant School Marking Codes

<b>KS1 Marking Code</b>	
<b>Symbol</b>	<b>Meaning</b>
	<b>Finger space</b>
	<b>Capital letters</b>
	<b>Check this spelling</b>
	<b>Verbal feedback</b>
	<b>Full stop</b>
	<b>Independent</b>
	<b>Guided</b>
	<b>Praise linked to LO or target</b>
	<b>Next step/now try this</b>
<b>Progression</b>	
	<i>Have not grasped the learning</i>
	<i>Some understanding of the learning</i>
	<i>A good understanding of the learning</i>

(These have been carefully chosen and communicated with children to ensure feedback to our infant children is not reliant on their ability to read.) Teachers use these codes to communicate both strengths in a pupil's work as well as areas for development.



Appendix 2: Hampton Hill Junior School - Expectations for marking and assessment in all subjects - reference sheet

Subject:	How	When	Who	Where	To complete:
Geography	<p>'Checked by Teacher' stamp used after each lesson</p> <p>Traffic light the assessment activities</p>	<p>After each lesson</p> <p>After each skill has been assessed</p>	<p>Class teacher / cover teacher for that subject needs to mark the work and add information to the Assessment grid</p> <p>Teacher planning the subject needs to identify the assessment lessons clearly and inform team</p> <p>Subject lead to check skills are being taught / assessed on a regular basis (termly) to inform their role (ensuring coverage, progression etc)</p>	<p>Work in books – photographs, worksheets etc</p>	<p><b>Assessment grid</b> found on Shared Google Drive / Assessment / Y_ / Geography – to complete after the assessment activity has been completed</p> <p><b>Curriculum Progression Grid</b> (to be completed with the lessons when skills are covered AND the assessment activity for that particular skill) found in STAFF / Assessment / Curriculum Skills Progression folder</p>
History	<p>'Checked by Teacher' stamp used after each lesson</p> <p>Traffic light the assessment activities</p>	<p>After each lesson</p> <p>After each skill has been assessed</p>	<p>LSAs to use triangle system if appropriate to that piece of work to inform teacher</p>	<p>Work in books – photographs, worksheets etc</p>	<p><b>Assessment grid</b> found on Shared Google Drive / Assessment / Y_ / History – to complete after the assessment activity has been completed</p> <p><b>Curriculum Progression Grid</b> (to be completed with the lessons when skills are covered AND the assessment activity for that particular skill) found in STAFF / Assessment / Curriculum Skills Progression folder</p>
RE	<p>'Checked by Teacher' stamp used after each lesson</p> <p>Traffic light the assessment activities</p>	<p>After each lesson</p> <p>After each skill has been assessed</p>		<p>Work in books – photographs, worksheets etc</p>	<p><b>Assessment grid</b> found on Shared Google Drive / Assessment / Y_ / RE – to complete after the assessment activity has been completed</p> <p><b>Curriculum Progression Grid</b> (to be completed with the lessons when skills are covered AND the assessment activity for that particular skill) found in STAFF / Assessment / Curriculum Skills Progression folder</p>

DT	Pentagon Assessment tool	After each skill has been assessed – teacher and pupil to complete		Work in DT books	<p><b><u>Assessment grid</u></b> found on Shared Google Drive / Assessment / Y_ / DT – to complete after the assessment activity has been completed</p> <p><b><u>Curriculum Progression Grid</u></b> (to be completed with the lessons when skills are covered AND the assessment activity for that particular skill) found in STAFF / Assessment / Curriculum Skills Progression folder</p>
Art	Children to self-assess	After each skill has been assessed (i.e. after a larger piece is completed)		Work in sketch books	<p><b><u>Assessment grid</u></b> found on Shared Google Drive / Assessment / Y_ / Art – to complete after the assessment activity has been completed</p> <p><b><u>Curriculum Progression Grid</u></b> (to be completed with the lessons when skills are covered AND the assessment activity for that particular skill) found in STAFF / Assessment / Curriculum Skills Progression folder</p>
PE	Note pupil's initials during lessons where the skills are being assessed to indicate if Not met, Almost met, Met	After a skill has been assessed (refer to Merton PE scheme)		n/a	<p>Merton PE scheme identifies opportunities for assessment (has the skills covered and examples of questions to ask etc). Teachers to note down children who have not met and to use this to complete the Assessment grid found on Shared Google Drive / Assessment / Y_ / PE</p>
Computing		After a skill has been assessed (activity set on Google Classroom) – this will inform the assessment grid		Assessment activity to save in their Google Classroom	<p><b><u>Assessment grid</u></b> found on Shared Google Drive / Assessment / Y_ / Computing – to complete after the assessment activity has been completed</p>

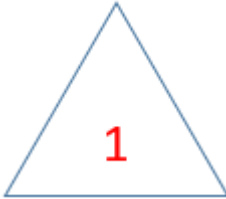
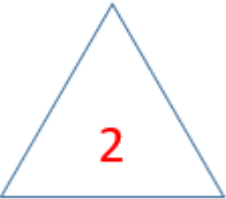


					<b>Curriculum Progression Grid</b> (to be completed with the lessons when skills are covered AND the assessment activity for that particular skill) found in STAFF / Assessment / Curriculum Skills Progression folder
French Y3&4	'Checked by Teacher' stamp used after each lesson  Traffic light the assessment activity	After each lesson  After each skill has been assessed	Y3 / 4 – class teacher	Work in books – photographs, worksheets etc	<b>Assessment grid</b> found on Shared Google Drive / Assessment / Y_ / French – to complete after the assessment activity has been completed
French Y5&6	5-tiered grading system – children to have reference sheet to explain the different levels		Y 5 / 6 – Christine Capon		<b>Curriculum Progression Grid</b> (to be completed with the lessons when skills are covered AND the assessment activity for that particular skill) found in STAFF / Assessment / Curriculum Skills Progression folder
Music					
English – writing	Whole class marking /feedback - teacher to write WCF by work to explain purpose of the purple pen  Traffic light against SC  Marking code to be used (C, P, Sp)	After each lesson	Class teacher / cover teacher for that subject  LSAs to use triangle system daily	Work in books – photographs, worksheets, purple books etc	Writing Steps (on Insight)
English – reading	Guided reading – annotations / notes <b>if needed</b> for CM data  Daily readers – notes in folder  NfER reading assessments	After each session  After each session  Termly	Class teacher / cover teacher for that subject  Adult listening (LSA)  Class teacher		NFER (standardised score recorded on Insight)
Maths	Traffic light	After each lesson	Class teacher / cover teacher for that subject	Work in books –	KPI objectives on Insight

	KPIs – delayed assessments White Rose assessments	Throughout the term After the unit is completed	LSAs to use triangle system daily	photographs, worksheets etc	
Science	Traffic light	After each lesson	Class teacher / cover teacher for that subject LSAs to use triangle system	Work in books – photographs, worksheets etc	KPI objectives on Insight

**Appendix 3**  
**Hampton Hill Junior School Marking Code - Teachers**

**Hampton Hill Junior School Marking Code -**  
**Used by LSAs to indicate support given to**  
**individuals**

Symbol in the Margin	Meaning
C	Capital letter
⊙	Full stop
Sp	Spelling
P	Punctuation
?	Check clarity. Does this make sense?
//	New paragraph
/	New line e.g. in poetry
^	Omission
T	Check tenses
Symbol on work	Meaning
<u>        </u>	Underline the part of a word spelt incorrectly
<u>        </u>	A squiggled line under a word/phrase/sentence – used to indicate a lack of clarity or inaccuracy
A circled word/phrase	An error i.e. punctuation incorrectly used

	Independent work
	Some verbal prompts given
	Additional support over rest of the class (Scribing, scaffolded, word bank, manipulatives)
	Significant support required All scribed, help with ideas, cloze procedure