



# Assessment Policy

Date of ratification: November 2021

Date of review: November 2024

Signed Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

Signed CoG: \_\_\_\_\_ Date: \_\_\_\_\_



## **Assessment Guidance (Including feedback and marking)**

### **Context:**

At Kobi Nazrul we have a highly skilled, professional and dedicated team. Decisions about all aspects of teaching and learning are discussed and the views of all staff are taken into account. The senior leadership team believe that teachers' time should not be taken up with unwieldy paperwork and acknowledge that as individuals we work in different ways and should, working within our school principals, be given some level of autonomy when assessing, marking and giving feedback.

Everything we do at Kobi Nazrul is principle driven. We believe that everything we do should have a positive impact on the teaching and learning of all children in our school and not to 'tick a box'. As a result in 2018 the teaching team looked at ways of reducing unnecessary paperwork. Two main areas discussed were:

- the purpose of different types of assessment, its frequency and the amount of time it takes
- the amount of time spent on writing comments in books

### **Actions arising from discussions:**

- Assessment systems were streamlined
- Teachers are given the choice of 2 ways of recording teacher assessments (different formats but the same key information)
- Senior leaders looked at marking and feedback and what makes effective feedback at Kobi Nazrul with a view to reducing the time teachers needed to spend on 'marking'. This will be reviewed on a termly basis
- CPD on effective feedback
- School agreement on what types of marking and feedback we give and when we do it

### **Assessment principles:**

We believe Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making at least expected progress.

- Assessment, including marking and feedback should support the development of children's independence
- Assessment is at the heart of teaching and learning
- Assessment is consistent, reliable and transparent
- Assessment is meaningful and accessible for staff, parents and children
- Assessment should form part of an ongoing professional dialogue between staff, children and parents
- Targets based on assessment are aspirational but there will be differentiated expectations for pupils, including those with a personalised curriculum



## **Aims of assessment (including marking and feedback) at Kobi Nazrul:**

### **To support continual improvement for pupils and teachers by:**

- a. ensuring assessment information linked to improving the quality of teaching
- b. Ensuring feedback/marking for pupils contributes to improved learning and is focused on specific and tangible objectives (see appendix 1)
- c. Putting in place systems which allow us to demonstrate comparison against expected standards and reflect progress over time

### **Our method of assessment:**

- Assessment at Kobi Nazrul serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning
- We use the outcomes of all forms of assessment to check and support our teaching standards and help us improve
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against agreed and concrete descriptions of what a pupil is expected to know and be able to do. This assessment criterion is based on the National Curriculum.
- Assessment judgements are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

### **Our use of assessment:**

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations
- Data is analysed to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched
- The information from assessment is communicated to parents and pupils on a termly basis through parents' meetings
- We celebrate all achievements across all aspects of the curriculum including sport, art and performance, behaviour, and social and emotional development



## **Assessment in the EYFS:**

Daily observations and discussions about children's interests and progress are used to identify next steps and support the decisions about the focus for adult led activities and the continuous provision. Special books are also used to record significant achievements for all children across EYFS

- The Reception baseline is completed and submitted in line with Government guidelines
- The Reception Profile is completed and used by teachers to support transition to Year one
- In Nursery and Reception summative assessments are made three times a year and are used to inform planning

(Please also see separate EYFS assessment policy)

## **Age Related Expectations grids (moving beyond levels)**

Age related expectations (AREs) for reading, writing and mathematics, for each year group (Y1-6), will be used to assess children's attainment and progress. These detail the "key learning" for each year group (Y1-6), based on the revised national curriculum.

Age Related Expectations will be used to provide:

- detailed assessment information for the teacher to use to inform their future planning of next steps (formative)
- an overall judgement which can be made termly to enable:
  - teachers to identify and the needs of individuals and groups and inform planning for the future term
  - The senior leadership team to track progress across the school, during the year.
- informed school self-evaluation and discussions with others e.g. governors, inspection teams, about attainment and progress;
- A means of informing parents about attainment and progress.

## **Using the Age Related Expectations (AREs) to make a termly assessment:**

- Review the ARE grid for a subject/aspect e.g. writing in Y3, for each child/group of similar ability children
- Highlight these when the child/children demonstrate, in the teacher's judgement, proficiency in that skill/aspect of learning.(using a different colour each term)
- Make a judgement, based on a balance of strengths and aspects that need further learning opportunities, whether the child is "on track" to achieve the year group expectations by the end of the academic year.
- This judgement should take into account that children do learn at different rates; one child might have needed a lot of consolidation on an aspect, whereas another might have picked up that aspect fairly quickly.
- Teachers will use their professional judgement to decide how frequently and across what range of activities they would like to see each child demonstrate their learning, taking those individual learning needs into account. They will use this information to inform their professional judgement, across ideally a range of learning experiences.
- Moderation within school and across schools will ensure that judgements are secure



## **Termly assessments:**

- At the end of Autumn 1 teachers will complete teacher assessments of all children using the ARE grids/ tools. (In writing teachers choose whether to use the writing grids or the writing ARE)
- The AREs will be used for termly assessments, to help teachers make a judgement as to whether a child is "on track" to achieve that year group's expectations.
- When making the best fit judgement; a child does not need to demonstrate a key learning statement a specific number of times for them to be assessed as having achieved; however, a teacher would normally expect them to demonstrate and apply the skill or knowledge independently, where appropriate, in a different subjects or context.
- Teachers will also wish to use problems and texts which are age-related to the grid from which they are derived, for example, if an ARE grid is being used for a pupil working in Y5, texts would need to be Y5 appropriate.
- Teachers will highlight an ARE grid for each child/group of children, using colours for each term, to help indicate progress during the year.
- Children working below the year group's expectations can be tracked in a similar way using the appropriate year group grid.

## **Termly summative teacher assessment**

Teachers will use the Age Related expectations grids (AREs) to support in making a termly summative assessment alongside a standardised test. These will be recorded on the school's tracking system. Each teacher will use the grid/tool which is most supportive for them in reflecting on children's attainment

## **Annual assessments:**

- By the end of each year group teachers will make a final assessment and make a professional judgement as to whether the expectation has been achieved. This will be recorded on the school tracking system
- A child may not achieve every single bullet point of key learning - the teacher will make a judgement balancing strengths and aspects that are not as strong.
- Teachers will be supported by robust moderation to ensure that judgements are secure
- Years 2 and 6 complete the national tests in May in line with statutory guidance.
- Years 1 and identified children in Year 2 complete the Phonics check

## **Ongoing assessment (including marking and feedback). Please refer to our effective feedback document**

- Years 1-6 have group guided reading folders which are used to record individual/ group progress against the age related expectations. These are filled in on a weekly basis
- Assessment is built in to the teaching schedules for phonics. Children's progress is monitored and groups are changed as needed based on current need
- All lessons have success criteria that are the basis for both verbal and written feedback
- Verbal feedback can be given at any point in a lesson and will be recorded using an agreed symbol or comment
- Feedback can be peer-peer or adult-peer or peer to adult dependant on the lesson and the needs of the class/ individual
- Written feedback is only given if it will impact on a child's future learning and facilitate their ability to independently improve a specific element of their work
- Feedback will look different in each class but will be in line with our effective feedback document and agreed methods of feedback
- Feedback methods will be appropriate to the needs of each class



**Below is a list of the types of feedback used at Kobi Nazrul (The list is not exhaustive)**

There is a continual drive to develop children's independent critical thinking across all areas of the curriculum. As a result we are developing all children's ability to review and feedback on their own and their peers' work. How this is done will vary according to the needs of the children.

Self or Peer feedback/marking
Tick/Highlight against success criteria
Red/amber green piles/ trays to indicate level of confidence with work
Post it notes/ comments in a specified colour by learning partner
Shared piece of work on board- up levelled together based on SC then edit own work
After main teaching/ modelling children decide if they need additional teacher input and move to designated table
Children write a comment/ give a verbal comment on their own learning during the lesson
Learning partners give verbal feedback/ support on an ongoing basis throughout lessons
Children mark own work within lesson (particularly maths)

Adult feedback/marking
'traditional' deep marking based on SC with next steps- expectation that children act on this
Verbal feedback within lesson- child or adult acknowledges this with a 'V' symbol in the work book
An adult looks at all books and identifies common errors/ misconceptions and provides group feedback. Children may be asked to look at their work and determine which applies to them or told which they need to look at
Mini plenaries within lesson- IWB modelling or verbal
Ping pong/ tennis activities where children work in pairs to give answers in turn. The adult moves around the room assessing understanding
Whole class feedback
Adult looks at all books and identifies common errors/ misconceptions and provides whole class feedback either during the lesson or at the start of the next lesson. Children may be asked to go back and look at their work and up level their work either individually or with a learning partner
An adult chooses an appropriate piece of work to model specific pieces of teaching/ learning and uses as a basis for whole class discussion and up levelling

It may not always be apparent from looking at books how children have known how to up level their work. At Kobi Nazrul we believe that it is fundamental that discussion with teachers and children is necessary to ensure that a clear, accurate picture of the teaching and learning is established