



Our Lady and St Philomena's Catholic Primary School

Assessment, Feedback and Target Setting

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Assessment, Feedback and Target Setting Statement

It is the aim of Our Lady and St Philomena's Catholic Primary School to provide a broad, balanced and challenging curriculum that engages and interests pupils, whereby high expectations are set for every pupil. Assessment and feedback are part of this process and are used to set targets which are ambitious, meaningful and personalised for each individual pupil.

The assessment process in our school happens on a daily basis in the planning, delivery and observation of lessons and how pupils perform. The disposition of pupils and their attitude to learning are part of this process. We use assessment to motivate pupils to want to learn from EYFS and throughout the school and to inform planning and delivery of future lessons and learning objectives.

Forms of Assessment

We employ three different forms of assessment in school:

- 1) day-to-day and end of topic formative assessment;
- 2) in-school summative assessment and;
- 3) national statutory summative assessment.

Day-to-day formative assessment

This is the most **important** part of the assessment process as it has the most impact on pupil progress. Teaching staff should use this process to inform their teaching on an **ongoing** basis. By observing a pupil's approach and ability to carry out work set for them, their performance in class and the outcomes achieved,

teachers will make a decision as to whether individual pupils need to revisit, consolidate or move on, thus informing future planning and an individualised curriculum.

Good formative assessment will include:

- teachers taking note of prior attainment;
- teachers providing immediate feedback at the point of learning wherever possible (speaking to children about their output during a lesson is more effective than marking after it);
- teachers planning for and sharing high expectations with pupils;
- supporting pupils to consolidate learning to help them achieve;
- reviewing learning with pupils;
- allowing pupils to review learning with peers;
- setting targets to support pupils in making progress.

The purpose of good formative assessment is to change teachers' planning and instructions. Teachers should use their lesson observations to: group pupils for the next lesson; plan guided sessions and encourage self-editing; provide challenge where it is needed; assist teachers in asking the "right" questions in future lessons; provide reviews of learning (work over time on peer and self-assessment).

As part of our policy, teachers should not use a "hands up" approach to questioning in lessons. Questions should be aimed at pupils of different ability; stretching those who are capable of answering more challenging questions and supporting those working towards their age related expectations. Questions should also require pupils to explain their thinking. Good questioning allows teachers to immediately understand a pupil's level of understanding and give prompt feedback to consolidate that level of understanding or challenge any misconceptions.

The school approach to formative assessment decides the way that teachers facilitate classroom activities and deliver feedback to pupils. Teachers are not required to provide written marking for every piece of work in books. However, they must read all pieces of work produced by children in all subjects and acknowledge this by ticking work in the books in green ink. When a teacher intervenes in a lesson to correct a misconception or ascertains that a pupil has demonstrated achievement of the learning objectives, they tick the book at the point at which they have assessed the child's work. It will not be possible for a teacher to see the work of every child during a lesson: in this instance the teacher must read and assess the work after the lesson and tick at the end of the piece of work to acknowledge to the pupil that their work has been read and assessed. The teacher will use the information obtained from reading the work to record in their teacher books whether the child can move on (✓), needs to consolidate (-) or revisit (.) the objective and use this to inform planning for the next lesson. Teachers will use the same coding next to Learning Objectives in pupil books to show how successful the learning has been.

Instead of writing comments in books, teachers will provide verbal feedback as close as possible to the lesson taking place. Teachers must keep a record book to record misconceptions and successes and use this to plan their verbal feedback and inform planning and delivery for the next lesson. During lessons, teachers will

“walk” the classroom and provide over the shoulder advice, correcting errors at the point of misconception to negate the need to have to mark at a later time. Teachers will also be able to spot when pupils have grasped the concept being taught at a quicker pace and will enable them to move on more quickly to more challenging tasks. More able pupils will thus move on to new concepts at a faster pace. (Pupils will be able to move on during a lesson as opposed to in the next lesson). Teaching staff will analyse tasks to decide which pupils can move on, those who need to consolidate or those who need to revisit the learning objective.

(Pieces of extended writing, spelling, and some maths work can be marked either by the teacher, self-assessed or peer marked by pupils using success criteria.)

Teachers can use this as a guide to how well pupils have grasped a task.

Teachers will use their record books and data trackers to inform target setting for each term. Every pupil in the school will be given a maximum of three targets (one each for Reading, Writing and Maths). They will be shared with pupils to refer to by being readily available (as age appropriate – for example Year 1 will have shared class targets to begin with that will be laminated and displayed, other classes will have individual targets for each pupil to be laminated and kept on tables and Year 6 will use theirs as book marks). Teachers will track targets on a half-termly basis and record as ✓, - or . to assess and record whether they have been fully met, partially met or not met. When a pupil can demonstrate independent application of their targets, a new target will be issued to the pupil.

The notebooks and data trackers kept by teachers, which will be available for viewing by the SMT, and the pupil targets will be monitored by SMT on at least a termly basis to ensure that teachers are complying with the requirements of this policy and, more importantly, that progress is being achieved.

When reviewing written work, teachers need to note spelling mistakes of subject specific vocabulary and high frequency words (but not every misspelt word) and review the spellings in future learning (could be for homework or in another subject). The words selected should be of greatest importance to learn such as words already taught in SIL spelling toolkit, subject specific and technical words, and words from the English programmes of study: key stages 1 and 2 (National Curriculum in England) English appendix 1 *spelling*. Comments about handwriting and presentation will be given in the form of verbal feedback. The teacher should put a circle around the word, write the word out correctly at the end of the piece of work and ask the child to copy the misspelt word correctly before the start of the next lesson. (See Appendix 2).

From KS1, children are encouraged to support each other and feedback on learning and achievement. Children can be given the opportunity to act as response partners and pair mark work. Children should be trained to suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a comment(s) in another child’s book in a different colour pencil, which is then initialed.

End of topic formative assessment

At the end of each topic some form of formative assessment must be carried out (quiz, extended piece of writing for Upper Key Stage 2 or any other way of capturing what a pupil has learnt, understands and can remember). Teachers will use this assessment to inform future planning and delivery of learning and record in their assessment books who is ready to move on, who needs to consolidate learning/concepts and who needs to revisit the learning/concepts covered. These assessments are to identify gaps in learning and to provide teachers with the information that they need to know what concepts, knowledge, skills or vocabulary needs revisiting in future lessons. At the end of each academic year, the record book will be passed to the next teacher.

Class teachers will complete a Foundation Subjects tracking sheet at the end of each term, identifying which pupils are ready to make progress, who needs support to make progress and who is not ready to make progress (and state what the barrier to making progress is). This will be saved to the shared drive to enable each subject co-ordinator to access the data for their subject across all year groups.

In-school summative assessment

Teachers must make a judgement about what pupils know and can do at the end of each term (in December, two weeks before the end of the Spring term and two weeks before the end of the Summer term) for Reading, Writing and Maths.

Teachers will make their judgements by judging each pupil's performance against the statutory requirements of the national curriculum for their year group and the Standardisation Guidance for KS1 and 2 from School Improvement Liverpool Limited. Each member of staff will record assessment data relating to their class for Reading, Writing and Maths. Pupils in Early Years are assessed against the Development Matters and Early Learning Goals.

It is the aim of the SLT to minimise teacher workload in recording data so that teachers can focus their efforts on teaching.

This periodic summative assessment is carried out to enable the SLT to monitor, track and record pupil progress in Reading, Writing and Maths. The Assessment Co-ordinator will analyse the data provided by teachers to track the progress of pupils and groups (Pupil Premium, EAL, SEND and Gender), identify gaps and the progress of KS 2 pupils and groups since KS1. On completion of the analysis, the Executive Head Teacher Head of School and SENDCo will meet with each teacher for a pupil progress meeting.

National statutory summative assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

EYFS Profile

Baseline Assessment at the commencement of the academic year and at the end of Reception, each pupil is assessed against the Development Matters and Early Learning Goals.

Year 1 Phonics Screening Check- children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

Optional End of Key Stage 1 tests

End of Key Stage 2 tests

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The SLT makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Years 1, 3, 4 and 5 undertake the NFER Optional SATs each term to allow a Scaled Score and Age Standardised Score to be obtained to track progress across year groups and compare pupils with national expectations.

Assessment in RE

RE is assessed as other lessons are, on a lesson by lesson basis and pupils are given verbal feedback and targets. Each teacher's assessment is internally moderated by another member of the teaching staff. At the end of each year, parents receive a written report of their child's attainment in RE for that year. RE is marked in line with all other lessons as according to this policy.

Informing Governors, Parents/Carers and Pupils

Governors will be informed of pupils' progress in Reading, Writing and Maths at the Governors' Meeting in the second half of each term. School informs parents of their child's attainment in Reading, Writing, Maths and Science at the end of each term in a written report or parents evening. Parents receive a written report at the end of each academic year detailing their child's attainment in all subjects. The results of any National Statutory Assessment will be reported to parents/carers. Pupil assessment happens on an ongoing daily basis and teachers should constantly remind pupils of their current attainment, targets and next steps.

Moderation and Monitoring of Subjects

Subject Leaders will lead internal moderation at staff meetings on a termly basis. All staff are required to attend external moderation sessions lead by School Improvement Liverpool Limited as and when meetings for their respective year group is arranged. In Years 2, 4 and 6, teachers will moderate externally with partner schools for Reading, Writing, Maths and Science.

A programme of monitoring subject specific books will be established at the start of each academic year. Subject leaders will collect in books to monitor the quality of presentation and marking according to the programme.

Policy due for review in September 2026

Feedback and Assessment Guide

Effective Feedback and Assessment should:

- Be manageable for staff
- Be positive, motivating and constructive for children (look for progress and success before areas to develop)
- Be at the child's level of comprehension
- Not penalise children's attempts to expand their vocabulary
- If written, be in handwriting that is legible, a model for the child and follow the Presentation and Handwriting Policy
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement
- Provide information for the teacher on the success of the teaching and learning (inform the teacher if the pupil needs to review or consolidate learning or is ready to move on)
- Relate to the learning objective/success criteria of the work set, e.g. science should be assessed for the science content
- Be linked to targets: individual Special Educational Needs and Disabilities – (SEND) groups, layered targets, etc. as appropriate
- Be consistently followed by teachers and TAs across the school in line with this policy
- Use the agreed Marking Code to correct errors that go beyond the learning objective
- Positively affect the child's progress.

Appendix 2

/ Finger space required indicated by a single line

CL Missing capital letter correction written above

FS Missing full stop

// New Paragraph

○ Circle around incorrect spellings – spell the word correctly at the end of the piece of work for the child to copy

G = Guided

WS = With Support

Appendix 3

Example of Teacher's Record Book

Name of Pupil								
Alan	√	√	√	-	√	√	√	√
Susan	√	√	√	√	-	√	-	-
David	-	√	√	√	√	√	√	√
John	√	-	-	√	√	-	√	√
Mary	-	√	√	-	√	√	√	√
Fred	√	√	√	√	√	√	√	√
Alex	.	.	-	-	-	-	-	-
Edward	√	√	√	√	√	-	√	√
√ Pupil is ready to move on to the next objective								
- Pupil needs to consolidate their learning before moving on								
. Pupil failed to meet the objective and needs to revisit the learning objective								
	Making a whole	Writing decimals	Comparing decimals	Ordering decimals	Rounding decimals	Etc.	Etc.	Etc.