



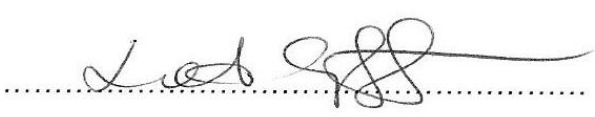
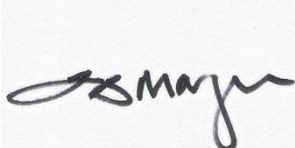
Whitchurch Primary School Assessment and Feedback Policy

Article 3: (Best Interests of the Child)

The best interests of the child must be a top priority in all decisions and actions that affect children.



Policy Approved

Headteacher	Chair of Governors
	
Date: 15 th April 2024	Date: 15 th April 2024

Work Together – Play Together – Succeed Together
Gweithio, chwarae a llwyddo gyda'n gilydd

Assessment is an integral part of teaching and learning and plays a fundamental role in enabling our learners to make progress. For assessment to be effective, we recognise that partnerships between our practitioners, our learners and parents and carers are important.

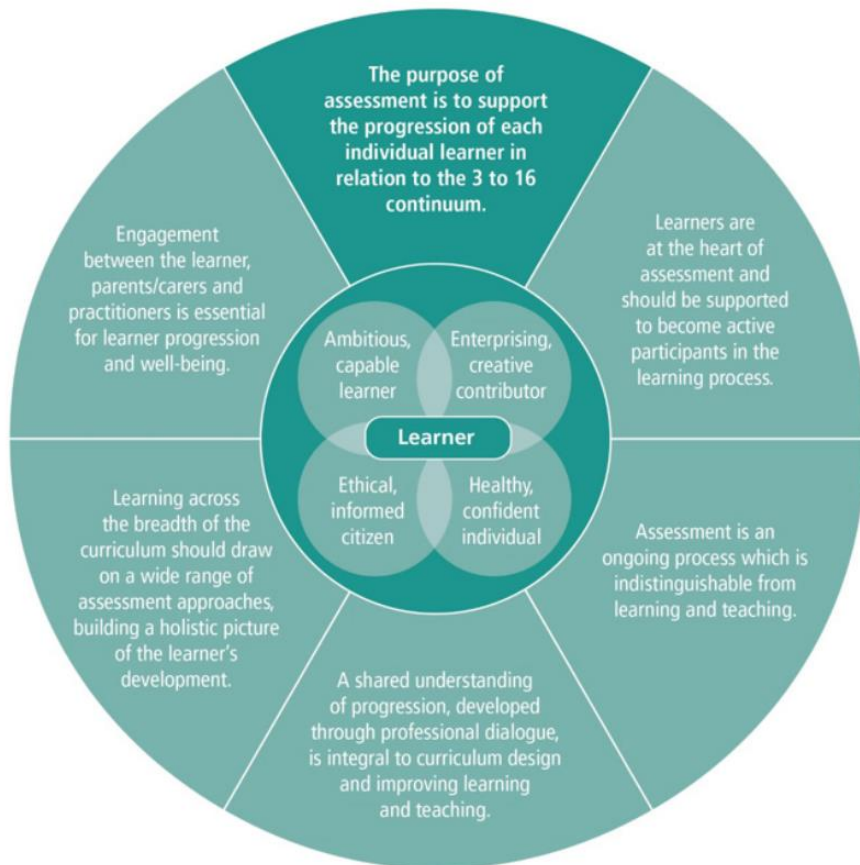
Progression in learning is a process of developing and improving in skills and knowledge over time. This focuses on understanding what it means to make progress in a given area or discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions. This is key to them embodying the four purposes and to progressing into different pathways beyond school.

We will assess all learners across the 3 to 11 continuum based on the progression articulated in our curriculum, against planned learning intentions.

There are three key roles of assessment:

1. Supporting individual learners on an ongoing, day-to-day basis
2. Identifying, capturing and reflecting on individual progress over time
3. Understanding group progress in order to reflect on practice.

The purposes and principles of assessment are:



The Role of different participants in our assessment processes

Leaders

Leaders at our school will establish a strong learning culture that supports and challenges our practitioners to enable them to make appropriate progress. This is achieved by:

- creating a clear vision for curriculum that supports our learners' realisation of the four purposes and supports individual learner progression;
- creating an environment that develops the necessary knowledge and skills to promote learner wellbeing;
- creating an environment based on mutual trust and respect, rather than one focused on compliance and reporting;
- enabling our practitioners to develop the knowledge and skills necessary to carry out their role in assessment effectively;
- ensuring the design, adoption, review and revision of our curriculum that affords opportunities for our practitioners to plan purposeful learning that addresses the needs of each of our learners;
- developing and embedding processes and structures that enable our practitioners to develop a shared understanding of progression;
- ensuring there is a clear picture of learner progression within our school that is understood by all our practitioners, a process that embeds regular ongoing professional dialogue on progression into our systems to support self-reflection and inform improvement;
- ensuring there is a clear understanding of learner progression across our cluster of schools that feeds into discussions on learner progression within each school or setting;
- considering how additional challenge and support for our learners can be best provided, including working with other partners;
- encouraging engagement between all participants in the learning and teaching process in order to develop effective partnerships;
- ensuring that the statutory requirements have been met and that due regard has been paid to this guidance for assessment, and that practitioners are taking account of this in planning, learning and teaching and within daily practice.

Leaders will evaluate the implementation and impact of assessment systems through an Assessment Evaluation Document (Please see Appendix 1).

Practitioners

Practitioners at our school will plan for and provide effective learning experiences that are appropriate to the age and development of our learners. They support and challenge learners effectively to ensure individuals make progress from their own starting points. This is achieved by:

- being clear about the intended learning, and planning engaging learning experiences accordingly;
- supporting the promotion of learner well-being through assessment practice;
- sharing intended learning appropriately with learners (including objectives and success criteria);
- evaluating learning, including through observation, questioning and discussion;

- using the information gained from ongoing assessment to reflect on their own practice to inform next steps in teaching and planning for learning;
- providing relevant and focused verbal and written feedback that actively engages learners, encourages them to take responsibility for their learning, and moves their learning forward (Please see marking and feedback policy);
- encouraging learners to reflect on their progress and, where appropriate, to consider how they have developed, what learning processes they have undertaken and what they have achieved;
- providing opportunities for learners to engage in assessing their own work and that of their peers, and supporting them to develop the relevant skills to do this effectively;
- developing learners' skills in making effective use of a range of feedback to move their learning forward including self and peer assessment and feedback;
- involving parents and carers in learner development and progression, with the learner's involvement in this dialogue increasing over time;
- Engaging in dialogue with pupils about their progress through Pupil Learning Reflections (Please see Appendix 2 for PLR structure);
- engaging in dialogue with leaders and fellow practitioners to ensure we have a clear picture of the progress being made by learners within own classes and within our school;
- Sharing information between classes, key stages and at transition to High school;
- Monitoring trends and patterns in class and pupil performance in test scores (diagnostic and summative including Personalised Assessments)
- identifying any additional challenge or support learners may require, engaging with external partners where necessary.

Learners

Our learners will participate in and contribute to the learning process in a way that is appropriate to their age and stage of development. This will help them develop knowledge, skills and understanding, and to apply them in different contexts. As they make progress with increasing independence, our learners will be supported and encouraged to:

- understand where they are in their learning and where they need to go next;
- develop an understanding of how they will get there;
- respond actively to feedback on their learning, and develop positive attitudes towards receiving, responding to and acting upon feedback in their learning;
- review their progression in learning and articulate this both individually and with others;
- discuss and reflect upon their progress in their learning dispositions and attitudes, linking to our Learning Heroes within activities and within Pupil Learning Reflections;
- reflect on their learning journey and develop responsibility for their own learning over time.

Parents and carers

Parents and carers have an important role to play in assessment and we will engage with them so that they can support their child's progress in an appropriate way.

We will encourage and enable parents and carers to:

- engage regularly with our school and our practitioners in order to understand and support their child's progression in learning;
- share relevant knowledge and understanding with us which will support their child's learning and progression;

- respond actively to information provided about their child’s learning and, in collaboration with us, plan ways of supporting that learning within and outside of school.

External partners

We will engage external partners to:

- help our practitioners assess and identify the needs of learners who may require additional support and then help them through the provision of advice and support. This includes specialist educational support and support from other external agencies such as health professionals;
- provide information about learning progression that has taken place for our learners who may spend some of their time in other contexts.

Assessment in Learning: supporting each of our learners on an ongoing, day-to-day basis

To support our learners on an individual and ongoing, day-to-day basis, assessment is embedded into everyday classroom practice in a way that supports and is indistinguishable from learning.

Our assessment practices will identify each individual learner’s strengths, achievements, areas for improvement and, where relevant, barriers to learning. This understanding will be used by our practitioners, in discussion with our learners, to ascertain the next steps required to move their learning forward, including any additional challenge and support required and to adapt and amend learning experiences and planning as appropriate.

Pupils will have the opportunity to respond to both verbal and written feedback, from both teachers and their peers, as well as assessing their own achievements and next steps through self assessment processes. All feedback will focus upon success and improvement needs against learning intentions and success criteria. Pupils will develop and refine these skills as they progress through the schools, ensuring that their sophistication of understanding of their own learning and progress is embedded and thoroughly understood.

Pupil Improvement Time is a key feature of effective teaching and learning at Whitchurch Primary School and is used throughout lessons, tasks and activities in all age groups to ensure pupils have time to stop and reflect on and improve their own learning. (Please see Appendix 3 for our continuum of self and peer assessment guidelines for pupil improvement time).

Further assessment opportunities will also be embedded within inquiries through regular assessment point checks, quizzes and retrieval practice opportunities for pupils, and practitioners, to further explore all learners strengths and next steps.

Identifying, capturing and reflecting on each learner’s progress over time

Our practitioners will identify the progress being made by our learners, and record this, where appropriate, to understand each learner’s journey over different periods of time and in a variety of ways. This includes developing an understanding of how a learner has learned, as well as what they have learned and are able to demonstrate.

Reflecting on a learner’s progress over time will enable our practitioners to provide feedback and plan their future learning, including any interventions, additional support or challenge that may be required.

This feedback will include both immediate next steps and longer-term objectives and goals that the learner should work towards to help keep them moving forward in their learning. This information will also be used as a basis for communicating and engaging with our parents and carers, and supports additional learning needs provision.

Approaches used to capture and reflect on each of our learners's progress over time include:

- Whole school 'Class on a Page' tracking system
- Termly Learning Reviews between class teachers and senior leaders
- Monitoring achievement during standardised tests such as WG Personalised Assessments and GLS assessments
- Monitoring well-being over time through PASS data
- Regular Pupil Learning Reflections between class teachers and pupils
- Class teacher diagnostic testing over time e.g. phonics, Benchmark reading, maths assessments, reading and spelling ages, Wellcomm, Speech and Language Links, oracy and writing assessments
- Person Centred Meetings and IDP reviews for pupils receiving additional learning support
- Intervention data

- (Please see Appendix 4 and 5 for assessment cycle overview)

Approaches that support us in understanding group progress in order to reflect on our practice

Assessment enables our practitioners and leaders to understand to what extent and in what ways different groups of learners are making appropriate progress. This understanding contributes to our processes of self-evaluation and continuous improvement, driving our School Improvement Plan and staff professional learning opportunities, to improve pupil outcomes and progress.

We achieve this through rigorous analysis and seeking trends and patterns for different groups of pupils through:

- Analysis of on entry assessments of all nursery pupils and new pupils in all other year groups;
- Analysis of WG personalised assessment and GLS assessment data at set points in the school year;
- Attendance data;
- Data generated by other assessments such as Wellcomm and Pass;
- Interventions data;
- Diagnostic assessments;
- Information gathered from Learning Reviews and Pupil Learning Reviews;
- End of inquiry (topic) termly assessments;
- Pupil questionnaires.

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Communicating with parents and carers

When communicating and engaging with parents and carers, we share information about:

- the progress their child is making
- their future progression needs and specific learning or learning behaviour targets and next steps

- how future progression needs can be supported at home
- their child's general well-being in school

We share learner information with parents and carers termly, through the following systems:

- Within the Autumn term, this information is shared with parents through online parent consultations meetings for most pupils, and face to face meetings for our more vulnerable children.
- In the Spring term, this information is shared through in person, face to face meetings at Whitchurch Primary.
- A written report is shared in the Summer term, and all parents are also invited to a Curriculum Celebration event at Whitchurch Primary for pupils to share their successes of the whole school year.

We offer a variety of opportunities to ensure that the information is accessible to all.

Our learners are provided with opportunities to contribute to the communication process of their progress with their parents and carers. This is achieved through pupils sharing their progress within the annual written report and sharing their Pupil Learning Reflection journeys, which allow pupils to gather examples of their learning, articulate their own progress and share their next steps in learning and their Learning Hero targets.

On-entry assessments

At any point a learner enters our school, we will assess the capabilities, skills, knowledge and aptitudes of learners against our curriculum to determine the next steps in their progression and the learning and teaching needed to make that progress.

When pupils join our nursery or reception classes, our on-entry assessments focus on the following areas:

- Emotional Wellbeing
- Independence and following routines
- Social Interaction
- Listening & Understanding
- Phonological Awareness
- Oracy
- Reading
- Mark Making
- Maths and number
- Physical; gross and fine motor
- Completion of a transition meeting with the family to discuss needs of the child in all areas.

In Year 1, on entry assessments focus on:

- Phonics
- Reading
- Diagnostic maths assessment
- Spelling and writing
- Non verbal score
- Observations of pupil during play and social interactions
- Completion of an on entry one page profile with the family to discuss any wellbeing, physical, social and emotional needs

From years 2 to 6, on entry assessments focus on:

- PASS and/or pupil wellbeing survey
- Reading Ages
- Phonics (where appropriate)
- GLS maths and reading scores
- CAT scores
- Spelling and writing
- Completion of an on entry one page profile with the family to discuss any wellbeing, physical, social and emotional needs

Equal Opportunities

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, ethnic origin, religion, ability, disability, sexuality or any aspect of their social/cultural background. Furthermore the school community is committed to countering all forms of racial prejudice and discrimination. All procedures are designed to promote equality and diversity.

Review

The Headteacher and Deputy Headteachers are responsible for monitoring the implementation of this policy. This policy will be reviewed by the Governing Body every three years.

Appendix 1: Assessment Evaluation Document


No.	Question	Answer	Person/ Y Grp	R/A/G status	Supporting Evidence	Comments / notes	Dates / Deadlines
1	Who writes the school's marking and assessment policy? How well do all staff understand the principles of the policy and ensure that they adhere to it? Has the policy had a positive impact on the quality of summative and formative assessment in the school over time?						
2	What professional learning does the school provide to staff regarding assessment of and assessment for learning? Does the school encourage staff to carry out action research in this area?						
3	How secure is teacher assessment at the school? What processes are in place to ensure reliability? How do leader know?						
4	What tracking systems does the school utilise and what impact have they had to date? Are they used effectively to inform pupils' next steps and progression routes? Are there too many systems that overburden staff, lack clarity and have had no impact on						

	raising standards over time?						
5	What type of summative and formative data is collected?						
6	How do teachers use summative and formative pupil information to plan for progression, ensure high quality differentiation in all classes and that all pupils make good progress from their starting points?						
7	Does the school take into consideration the views of all adults involved with teaching the pupil when assessing pupil progress and next steps?						
8	How effective is written feedback/marking? How often does the school capture this and how? How are the findings then relayed to staff and what impact has this had to date?						
9	What is the quality of verbal feedback and questioning in lessons and does it move learning on? How does the school know?						
10	Has the school developed robust self and peer assessment process for pupils that are well embedded and have had a positive impact on learning or is						

	it tokenistic and has had very little impact on learning?						
11	Do pupils have a clear understanding about their next steps in learning and what they need to do to make further progress? How does the school know?						


Appendix 2: Pupil Learning Reviews Expectations


2a: Guidelines and expectations for younger and less confident pupils




My Learning Reflections


Look through your books and Seesaw









1. Can you tell us and show us where you learnt something new?






2. Can you tell and show us how you have been a Learning Hero?

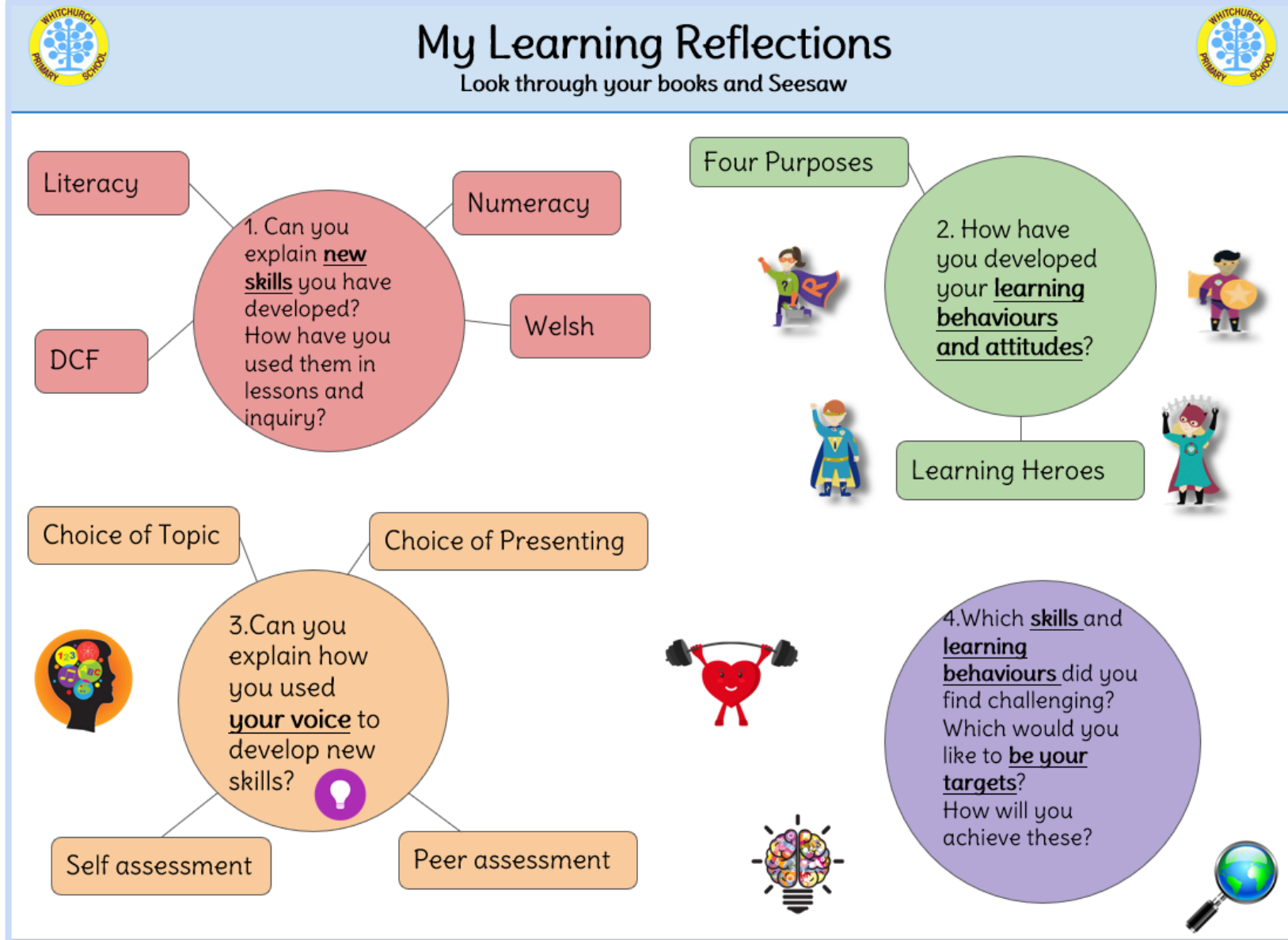




3. Can you tell us and show us something you found challenging and would like to get better at? How will you get better at it? (Include one learning hero)



2b: Guidelines and expectations for older and more confident pupils



Appendix 3: Pupil Improvement Time Continuum for nursery to year 6

<h3 style="text-align: center;"><u>Pupil Improvement Time</u></h3> <p style="text-align: center;">Self-Assessment (Purple Pen) Peer Assessment (Green Pen)</p>			
Nursery	<p>Self-evaluation record made per term.... using related pictures, teacher scribes pupil responses to “what are you good at?”, and “What do you need to practise more?”</p> <p>Smiley faces used to indicate a self-selected piece of learning with <i>why</i> they liked it recorded.</p> <p>Oral use of “learned”- What did you learn today?</p>	<p>Teacher models being kind with sentence stems related to good learning.</p> <p>“It’s a lovely picture because...</p> <p>“You have really tried hard and (been able to do it....) when ...”</p> <p>Pupils encouraged to verbally praise the learning of others.</p>	<p>Focus on practical activities, pictures.</p>

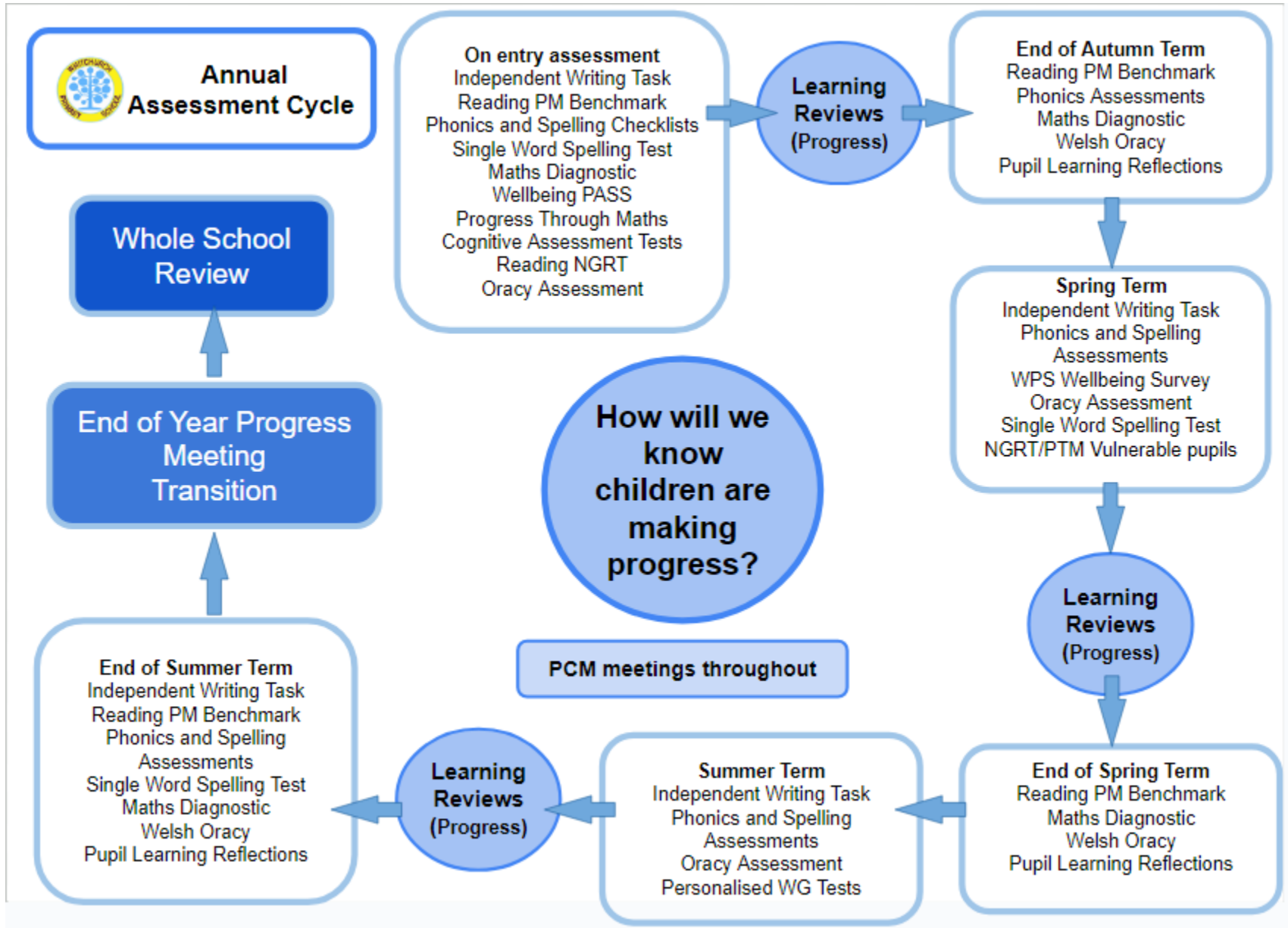
<p>Reception & Year 1</p>	<p>Introduce the concept of Success Criteria (WAGOLL) 'What A Good One Looks Like'. All teacher feedback is against the WAGOLL.</p> <p>Teacher models and frequently provides sentence stems with Success Criteria for pupils to verbally and specifically describe WWW. Teacher scribes pupil responses.</p> <p>Teacher uses own learning to model EBI and develops language patterns with <i>what specifically</i> needs to improve.</p> <p>Teacher discusses EBI with pupils and pupils make changes that <u>show progress</u>.</p> <p>Pupils begin to use the success criteria to specifically identify WWW in their own learning, with heavy scaffolded support from teachers.</p> <p>Through the sharing of WAGOLL, the teacher supports pupils in specifically identifying EBI (against success criteria). Pupils make changes that show progress.</p> <p>Teacher models sentence stems with '<u>how I learnt today....</u>' Pupils complete sentence stems as above.</p>	<p>Teacher models and encourages discussion as pupils use WAGOLLs to specifically identify what is good about other pupils' learning.</p> <p>Teacher emphasises being <i>kind</i> and <i>specific</i> (two of the three Principles of Critique).</p> <p>In focussed groups, teachers support pupils' use of WAGOLL to <i>specifically</i> identify what is good about other pupils' learning, including written work-discussion only.</p> <p>In teacher selected pairs, pupils verbally identify WWW in peers' learning, being kind and specific.</p>	<p>Focus on practical activities, pictures/ models.</p> <p>As above and including Group write, led by teacher.</p> <p>With pupils' own writing in focus tasks.</p>
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<p>Year 2</p>	<p>Pupils verbalise the teacher’s validation of the successes in their learning i.e. they can say specifically why something has been highlighted or double ticked by the teacher.</p> <p>Within appropriate tasks, pupils use an agreed recording system to show WWW in their own learning.</p> <p>In teacher-led discussion, pupils discuss and respond to EBI. Teacher models feedforward with <i>Where, What and How</i>.</p> <p>With prompts and sentence stems, pupils describe <i>how</i> they learnt well and what were the effective strategies they used.</p>	<p>Teacher provides pupils with the specific focus of assessment, and pupils verbalise where they find successful examples of this in their peers’ learning. This should be throughout the learning process and not just towards the end.</p> <p>The WWW is expressed specifically and with thoughtfulness, using the three principles of critique- <i>kind, specific and helpful</i>.</p>	<p>For peer assessment best done in practical activities.</p> <p>With pupils’ own writing in focus tasks.</p>
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<p>Year 3</p>	<p>Pupils specifically identify WWW through prompts from such things as working walls/success criteria/WAGOLL etc.</p> <p>Pupils provide an EBI, which focuses on <i>What needs to be done</i>, which the teacher quality assures for accuracy. Some pupils may begin to identify <i>Where</i> the improvement is needed.</p>	<p>Using such things as working walls/success criteria/WAGOLL, peers accurately identify WWW in their partner's work.</p>	<p>Peer assessment best done in practical activities, introduced to written work.</p>
<p>Year 4</p>	<p>With prompts, sentence stems and teacher modelling, pupils describe <i>how</i> they learnt well, what enabled this and what was <u>more difficult about their learning</u>.</p> <p>Pupils are able to accurately identify WWW in their learning (through clear success criteria and WAGOLL).</p> <p>During their learning, pupils accurately identify an EBI with <i>Where</i> the improvement is needed, <i>What needs to be done</i>, and <i>How</i> it can be done i.e. what can provide support, and take action that improves their learning. Teacher quality assures for accuracy of the EBI.</p> <p>With limited teacher involvement, pupils describe <i>how</i> they learnt well, what enabled this and what was more difficult about their learning. This may be scaffolded with sentence stems.</p>	<p>Pupils discuss together ideas for making their learning even better through an EBI. The teacher checks this. The pupils begin to improve their learning as a result of the EBI peer feedback. They are always <i>kind, specific and helpful</i>.</p> <p>With their talking partners, peers are able to discuss the WWW in each other's learning, finding similarities and differences. (Referring to success criteria and WAGOLL)</p> <p>EBI relates directly to the Success Criteria. The content indicates <i>what</i> needs to change and <i>where</i>. The teacher confirms the accuracy and provides support for <i>how</i> to do it.</p> <p>With teacher involvement, EBIs are acted upon.</p> <p>Peer assessment is always kind, specific and helpful.</p>	<p>Peer assessment is common in all learning including written work.</p>

<p>Year 5</p>	<p>During their learning and throughout the lesson, pupils accurately self-assess their learning, against the success criteria, including extended pieces. They improve their work throughout the learning process (not just at the end).</p> <p>They know WWW and how to improve the learning (EBI- what, where, how, why) by reflecting on the success criteria and can explain the choices they made; this must be facilitated by teacher dialogue and in response to feedback. The EBI must be quality assured by the teacher for accuracy.</p> <p>Pupils reflect well on the strategies they used, accurately identified what worked well and what did not. Also, what they would do differently. This may be scaffolded with sentence stems.</p>	<p>WWW and EBI relate directly to the Success Criteria. The content indicates <i>what</i> needs to change, <i>where</i> the change should be, <i>how</i> to do it and <i>why</i> the changes are needed. The teacher confirms the accuracy and provides support for how to do it.</p> <p>EBIs are responded to consistently and well by the individual pupil; which is quality assured by the teacher.</p> <p>Pupils discuss the strategies that they used in their learning.</p> <p>Peer assessment is always <i>kind, specific and helpful</i>.</p>	<p>Context now includes the 'how' of learning.</p>
<p>Year 6</p>	<p>Self-assessment is an implicit practice. The teacher's role increasingly becomes one of quality assuring the accuracy of the self-assessment. Pupils are highly confident at identifying WWW.</p> <p>EBIs (what, where, how, why) are thoughtful and have a great impact on improving the quality of the learning and pupil progress. The EBI must be quality assured by the teacher for accuracy. This may be scaffolded with sentence stems.</p> <p>Pupils are able to review their strategies used with accuracy. Pupils give high quality feedback and feed-forward to teachers!</p>	<p>The teacher's role is minimal, usually quality assuring the accuracy of the peer assessment consisting of WWW and EBI. Pupils work successfully with a wide range of peers. As a result, they make changes to their learning that show good progress. Pupil to pupil dialogue is common and highly effective. Peer assessment is always <i>kind, specific and helpful</i>.</p> <p>Critique is an embedded feature.</p> <p>Pupils discuss the strategies that they used in their learning in terms of helpful ones and ones that were less effective and are able to identify why.</p>	<p>Pupils confidently talk of assessment in all parts of school life, and beyond the school.</p>

Appendix 4: Annual Assessment Cycle



Appendix 5: Annual Assessment Overview



Assessment Overview - Years Nursery and Reception



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Nurs	On Entry Assessment - Literacy, maths, Physical & Wellbeing					
				Phonics Assessment		Phonics Assessment
	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics
	On Entry Assessment - Literacy, maths, Physical & Wellbeing					
Rec	Baseline 'creative write'	Phonics Assessment	'Cold' creative write	Phonics Assessment	'Cold' creative write	Phonics Assessment
	Non Verbal Reasoning	Benchmarking		Benchmarking		Benchmarking
	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics

Literacy

Maths & Numeracy

Wellbeing

NV/CAT4



Assessment Overview - Years 1, 2 & 3



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 1	Baseline 'creative write'	Phonics Assessment	'Cold' creative write	Phonics Assessment	'Cold' creative write	Phonics Assessment
		Benchmarking		Benchmarking		Benchmarking
	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics
Year 2 & Year 3	PASS	Phonics Assessment	PASS (targeted pupils)	Phonics Assessment	WG Reading	Phonics Assessment
	CAT4 (Y2 only)					
	NGRT	Benchmarking	NGRT (targeted pupils)	Benchmarking	WG Reasoning	Benchmarking
	NGST		NGST (targeted pupils)		WG Procedural	
	PTM		PTM (targeted pupils)			
	'Cold' creative write		'Cold' creative write		'Cold' creative write'	
	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics

Literacy

Maths & Numeracy

Wellbeing

CAT4



Assessment Overview - Years 4,5 & 6



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	PASS	Phonics Assessment	PASS (targeted pupils)	Phonics Assessment	WG Reading	Phonics Assessment
	CAT4 (Y4 & Y6 only)					
	NGRT	Salford (targeted pupils)	NGRT (targeted pupils)	Salford (targeted pupils)	WG Reasoning	Salford (targeted pupils)
	NGST		NGST (targeted pupils)		WG Procedural	
	PTM		PTM (targeted pupils)			
	'Cold' creative write		'Cold' creative write		'Cold' creative write'	
	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics	Maths diagnostics

Literacy

Maths & Numeracy

Wellbeing

CAT4