Feedback and Assessment Guidance
January 2019

The date of the next annual review will be January 2021.
Feedback and assessment in Writing

Feedback before writing:
- Verbal reminders about previous learning.
- Use of gaps analysis to clear misconceptions.

Feedback while writing:
- Target grouping for shared / guided writing.
- Paired writing.
- Regular opportunities for children to self / peer edit or redraft sections of writing with a focus on: punctuation and spelling corrections (key words from year group or below); changing words or phrases; restructuring whole sentences using text marking; or using editing strips to restructure whole paragraphs. Small mistakes are completed in red pen; bigger mistakes in pencil or handwriting pen.
- Verbal feedback with a focus on grammatical errors, but with consideration for purpose.

Feedback after writing:
- Teacher reads every piece to check expectation has been met.
- Tick beside WALT to show the child has met the objective.
- Identifying and correcting any further grammatical errors - if possible with the child in a writing conference. Use post-it notes to signal if more support is needed.
- Underlining any incorrect spellings (maximum 3 per piece, key words from year group or below) for the child to look up in dictionary or spelling journal. If needed, write the syllable lines below.
- Some children may require a written next step if suitable. An arrow is used for this, either within or at end of work.
- Positive feedback – ensure this is given to all children verbally. Smiley faces, house points and stamps or stickers will be used in books to reward effort and growth mindset.

Feedback and assessment in Maths

Feedback during lesson:
- Discussing answers within lessons.
- Children self-mark their work using red pen.
- Flexible grouping within the lesson if needed.

Feedback after the lesson:
- The teacher checking work daily.
- Tick beside WALT to show the child has met the objective.
- Identifying and correcting any errors - if possible with the child in a 1:1 conference. Use post-it notes to signal if more support is needed.
- Some children may require a written next step if suitable. An arrow is used for this, either within or at end of work.
- Positive feedback – ensure this is given to all children verbally. Smiley faces, house points and stamps or stickers will be used in books to reward effort and growth mindset.

Feedback and assessment in Science, Discovery, PSCH, R.E

- Tick beside WALT to show the child has met the objective. Use post-it notes to signal if more support is needed.
- Key vocabulary related to the topic is corrected (maximum of 3 per piece).
- Positive feedback – ensure this is given to all children verbally. Smiley faces, house points and stamps or stickers will be used in books to reward effort and growth mindset.

Assessment Guidance

Young people should be able to reach the highest level of education they are capable of. (UNCRC Article 28)

The purpose of education is to develop every child’s personality, talents and mental and physical abilities. (UNCRC Article 29)

Schools are allowed to develop their own system for assessing their children and at Penwortham Primary School we assess children against age related expectations in the curriculum for all year groups in KS1 and KS2.

One main aim of the curriculum has been to place greater importance on deeper learning over rapid progression. This means that a high attaining pupil should not be ‘pushed’ to acquire knowledge and skills from a higher year group. Instead, they will learn how to use and apply their existing learning in broader contexts with open-ended challenges following the mastery approach. The curriculum outlines the ‘End of Year Expectation’, which state the requirements for a learner in order to ensure continued progress from the previous year in line with age-related expectations (ARE). Any gaps identified in learning for the
Children due to the increased expectations are identified early in the academic year and teaching is structured to ensure that these gaps are quickly and effectively filled.

**How assessment will take place.**

- Assessment for learning will be ongoing in all lessons as it enables teachers, children and parents to plan the next steps in their learning.
- Termly targets will be derived from individual conferencing for writing and maths.
- Termly assessment weeks will take place where children will take progress tests in Reading, Maths and GPS. These will be used formatively with the children afterwards and results will be tracked. The outcomes of these assessments are used to check and support our teaching standards and help us improve, after which pupil progress meetings will take place to discuss the progress, provision and needs of all children.
- For the children who are at “within” or “secure” in their learning against the expected standards, there will be challenging work that addresses both breadth and depth of learning.
- If, after moderation and consultation/comparison with other schools in the LA, it is felt that a child has met the breadth and depth of learning to put them at **exceeding** in their age expected year group, then they may start on the next year’s targets.
- Target Tracker will be used for the core subjects of English and Mathematics.
- For the foundation (Discovery) subjects children will be teacher assessed using “I can” statements for each learning objective taken from the NC. This will then be tracked using each subject’s excel spreadsheets for each class to ensure any gaps are plugged before children move onto the following year group.

**Moderation**

- Books will be compared between year groups to show progression by class teachers, subject leaders and SLT.
- Moderating with other schools to compare year groups and moderate judgements will take place for every year group.
- Moderation half termly in phases and termly as whole school using Penwortham School Moderation Forms which are in-line with Target Tracker evidence of attainment will happen.
- Our teachers who are LA moderators will oversee and lead on these meetings.
- At year 2 and year 6, every child will be moderated using the DfE exemplification documents. Evidence of attainment must be provided.
- Science and Discovery books will also be moderated to ensure consistency across the classes and phases.

**Monitoring**

- Termly Pupil Progress meetings with the class teacher, year group leader and members of the SLT.
- Teachers and SLT analyse the data across the school to ensure that children highlighted as vulnerable or at particular risk are making appropriate progress and that the more able are being given a suitable level of challenge.
- Teachers will assess every child in reading, writing and Maths sharing targets with children through their conferences. Assessment using these statements will be logged on Target Tracker termly before pupil progress meetings take place.
- Books will be monitored by subject leaders and SLT to ensure that there is both range and depth of work.
- Assessment Guidance will be reviewed annually by SLT and governors.
- Lesson observations will highlight strengths in assessment and will also take into account the use of questioning and children’s learning behaviours.
- Lesson observations will always have a focus group of children chosen from their area of weakness and their books will be scrutinised during and after the lesson to monitor progress made.

**How assessment will be used**

- Teachers use the outcomes of assessment to summarise and analyse attainment and progress for their children.
- Teachers will use their formative assessment to plan challenging, engaging and appropriate lessons which ensure rapid progress for all children.
- SLT will raise reports from the data to monitor progress and attainment of all groups.
- Assessments will be used to report effectively to parents where children are with their learning and how to move them on.

**Assessment and Reporting**
The curriculum is split into year groups. We have called the learning that takes place in each year a ‘band’. For example, the Year 3 curriculum is assessed in Band 3. Children are continuously assessed to decide what ‘step’ they are working at within a band. Each year group’s expectations are broken into three steps within each step roughly corresponding to a term’s progress. As children progress through a school year, we track their progress very carefully. Each half term, teachers use a range of evidence to record the step on which children are working within a band. Using this process there is clarity about what the children can and cannot yet do: therefore, we can identify how best to support them in moving forward. It also allows the children to learn at a deeper level rather than rushing them through the curriculum.

At our progress evening meetings, parents will get the chance to discuss their child’s current attainment, targets and their progress towards end of year expectations.

Each child will now fit into one of the following bands for each of the year groups; **Beginning, Within or Secure**. Each child’s band is then matched in relation to the expectations of the Curriculum descriptors, together with the band given. Through careful moderation by members of staff and the Senior Leadership Team, both the band given to the children and progression of bands will be consistent across the school.
Broadly, steps can be thought of as:

**Beginning (B)** – the child’s learning is primarily focused on the fundamental objectives for their band. There may still be small gaps from the previous band that require covering.

**Working within (W)** – the child’s learning is fully focused on the requirements of their band and they will be practising using new skills to ensure they become well embedded.

**Secure (S)** – the child is working confidently with content from this band. They are stretching themselves with tasks and challenges that require a deep understanding in a broad range of contexts.

To add further precision, the teacher can break down each step into two smaller units. This allows teachers to assess more precisely and identify more precise targets to help children move forward with their learning. The extra steps are denoted with a ‘+’

<table>
<thead>
<tr>
<th>Year 1 (Band 1)</th>
<th>Year 2 (Band 2)</th>
<th>Year 3 (Band 3)</th>
<th>Year 4 (Band 4)</th>
<th>Year 5 (Band 5)</th>
<th>Year 6 (Band 6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning (B)</td>
<td>Beginning + (B+)</td>
<td>Working within (W)</td>
<td>Working within + (W+)</td>
<td>Secure (S)</td>
<td>Secure+ (S+)</td>
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</tbody>
</table>

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Reporting to parents

When reporting to parents/carers the terms that will be used are as follows:

**Beginning, Beginning +, Within, Within +, Secure and Secure +**

These will be discussed at the Parent/Carer meetings in the Autumn and Spring terms and the parent/carer drop in meetings in the Summer term. Parents will also receive written reports in March and July for every child in years R-6, the mid-year report will be an update of children’s targets in Mathematics, Reading and Writing, targets will have been derived from conferencing with children in each subject area. The Summer term report will have more in depth information about the children’s progress and attainment in each subject and will report on which band each child is in.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Beginning +</th>
<th>Within</th>
<th>Within +</th>
<th>Secure</th>
<th>Secure +</th>
</tr>
</thead>
<tbody>
<tr>
<td>children not yet meeting the programmes of study for their own year group</td>
<td>Children are just beginning to work on the programme of study for that year.</td>
<td>Children have met all the objectives within the programme of study.</td>
<td>children have met all the objectives and have a good depth of understanding</td>
<td>Children have met all of the objectives and are able to apply these methods in a range of contexts</td>
<td>Children have met all of the objectives and are able to complexly apply these methods in a range of contexts</td>
</tr>
</tbody>
</table>

**EYFS**

Children in the EYFS continue to be tracked on the Development Matters bands of the EYFS Curriculum. By the end of their Foundation year, it is expected that they reach the ‘Early Learning Goals’.

At the beginning of the year, a ‘baseline’ assessment is made of everything a child can do so teachers can identify what needs to be taught next. Children are tracked through their development in the seven areas of learning in the Early Years through careful observation of what they can do, how they interact with others and how they explain what they know. The seven areas of learning consist of three prime areas (Communication & Language, Physical Development and Personal, Social and Emotional Development) and four specific areas (Understanding the World, Literacy, Mathematics and Expressive Arts and Design).

A profile is kept of their development which we will share with parents throughout the year. Parents/carers can contribute to this to include what children can do, and what they are interested in at home. At the end of the EYFS year, the profile completes the picture of everything a child has learnt and what they are able to do. This is reported to parents in July, so parents/carers know if their child is at the Age Related Expectation, is emerging into this or exceeding. Most importantly, it shows how much progress has been made from the baseline, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.