HRB Assessment, Feedback and Presentation

This policy is to enable all stakeholders to understand the process of assessment and feedback at Holy Rosary, including how it triangulates the curriculum, teaching and assessment. The aim is that school staff and pupils are consistent in their approach, that it enables progress through the intended curriculum, and that it is manageable. The policy is one way to enable our focus on 'building loving hearts and strong minds' in every member of our community to be realised.

Head Teacher: Marie Dyche

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Assessment, Feedback and Presentation Policy

Holy Rosary CVA

Part of the St Ralph Sherwin CMAT

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Approved by:	Tim Brogan and Marie Dyche	**Date:** 1st November 2021
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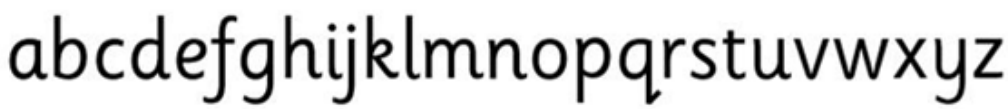
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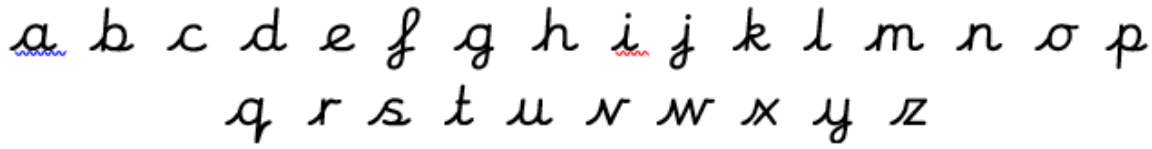
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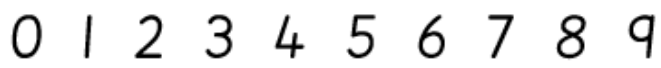
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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment, inline with the St Ralph Sherwin CMAT Framework for Assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

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- Clearly set out how and when assessment practice will be monitored and evaluated
- Show how presentation is taught at Holy Rosary

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

This policy complies with our funding agreement and articles of association.

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3. Feedback

At Holy Rosary, feedback is delivered through three key practices.

Self-marking is pupil-led and enables and rapidly enables them to identify correct and incorrect responses. Learning is sometimes but not always moved forward with this approach, as it only allows identification of what is correct and what is not. This approach is used regularly in maths, reading and in class quizzes.

Verbal feedback prioritises moving learning forward in the moment. Teachers and support staff engineer effective discussions with individuals, groups and/or the whole class, explaining how learning can be improved by providing nest steps. This practice is expected to take place in every subject every session.

Whole class feedback prioritises moving learning forward either at the end of the session or at the beginning of the next session (offering a review and retrieval of prior learning). When it is done effectively, it has an extremely positive impact on learning, in addition to developing pupils' individual, group and whole class character. Research has shown that, when done well, whole class feedback provides the next steps pupils need to secure learning, develops oracy and whole class discussion and moves learning forward, whilst at the same time, reducing teachers' workload so they have more time to be better prepared for future lessons.

The school uses a one-page format to record their feedback which is always shared with pupils at the beginning of the next session in the teaching sequence. This enables a review of prior learning, retrieval of previously taught knowledge and enable pupils to move their learning forward by responding (in red pen) to the feedback provided.

Early Years

In the early years, whole class feedback is provided by the class teacher and/or support staff **as appropriate to the learning that is taking place**. By the summer term, whole class feedback will be provided at least once per day.

Key Stage One

In Key Stage One, whole class feedback is provided by the class teacher and/or support staff in **some** lessons, appropriate to the learning that is taking place.

In English, Maths and RE, whole class feedback forms are completed for some lessons each week – 2/5 English and Maths lessons and all RE lessons.

In Science non-core subjects, whole class feedback forms are completed at least twice per unit of work.

Lower Key Stage Two

In Lower Key Stage Two, whole class feedback is provided by the class teacher and/or support staff in **many** lessons, appropriate to the learning that is taking place.

In English, Maths and RE, whole class feedback forms are completed for most lessons each week – 3/5 English and Maths lessons and all RE lessons.

In Science and non-core subjects, whole class feedback forms are completed at least twice per unit of work.

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Upper Key Stage Two

In Upper Key Stage Two, whole class feedback is provided by the class teacher and/or support staff in **most** lessons, appropriate to the learning that is taking place.

In English, Maths and RE and Science, whole class feedback forms are completed every lesson.

In non-core subjects, whole class feedback forms are completed at least twice per unit of work.

For all phases, where whole class feedback forms are not completed during live learning, school staff complete them after the session.

Impact

Whole class feedback enables timely feedback for pupils to deepen their learning, enable further understanding, secure knowledge in the long-term memory and build their schema. At its best, it supports the review of learning, retrieval of knowledge, deepening of vocabulary, development of character and feeds into the schools assessment practices.

4. Presentation

At Holy Rosary, we have the highest expectations regarding presentation. Our focus on presentation links with the Holy Rosary Character Behaviour of 'Excellence'. It is essential that all children should have pride in their work and that it is set out well.

Strategy for Implementation

Teaching and Learning

Handwriting is a skill which must be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important. Consistency in the attitudes displayed by the teacher and the pupil, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

The role of the teacher and support staff:

- To have the highest expectations of all pupils at all times.
- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling.
- To provide resources and an environment which promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

Foundation Stage and Key Stage 1

The emphasis at this stage is with movement rather than neatness. Printed letter formation is taught (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.

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To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits which lead to poor presentation are address early and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. As physical development is integral in the development of writing there are planned activities to develop gross and fine motor control.

Building on the foundation stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting and start to join their letters when they have completed their phonics programme or when they are deemed ready by the Year 1 teacher. This is dependent on ability and development of the child. This is achieved by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling, grammar and punctuation and independent writing.

Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words. Children new to the school, and those that need it, will have regular handwriting sessions. Children in years two, three, four, five and six will write with pencils until the class teacher assesses that they should use a pen. If presentation is better with either medium, there is no preference by the school. Pencils will be used in Numeracy or for drawing and completion of diagrams, as well as for lines drawn in books (to make tables etc). All work, including 'Red it, Edit' responses and homework, will be written in the approved cursive style unless alternative arrangements are used by teachers.

General Workbook Guidance

All books are labelled with the school generic label.

Names are written neatly on the front.

English, Maths, RE and RSHE books have plastic covers as they are used most frequently.

Criteria for presentation of work is discussed prior to independent tasks, especially where teachers deem it necessary to remind pupils.

English, RE, Science and Non-Core Guidance

The date is written on the top line on the left of the page (starting at the margin) and underlined with a ruler.

The objective or title will be written on the left of the page (starting at the margin) and underlined with a ruler.

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All other titles and sub-titles will be written on the left of the page and underlined with a ruler.

Numbers or letters (for answers to questions in particular) will be written in the margin.

Writing on each line will start from the margin to the edge of the page. For each new paragraph, a line will be missed.

Mistakes should be crossed through once with a ruled line, e.g. ~~mistayk~~ mistake

Any lines for tables drawn in books use a pencil and ruler.

New pages are started for a new piece of work.

All exercise books should be kept in a neat, clean condition and clearly labelled with the child's name, class and curricular area. Graffiti anywhere on the book is not accepted.

Maths Guidance

The number date is written on the top line on the left of the page and underlined with a ruler.

The objective or title will be written on the left of the page (starting at the margin) and underlined with a ruler.

All other titles and sub-titles will be written on the left of the page and underlined with a ruler.

One digit is written in each box.

All question numbers are to be shown by a dot e.g. 1. 2. 3.

The decimal point is to be written on the line.

All lines are drawn with a ruler.

Work stuck in

Any pre/post-learning tasks, specific tasks, exit tickets and AfL strategies that require sticking are stuck in straight with all the corners firmly stuck down.

Posture

Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

Pencil grip

Children should use a tripod grip, and be given constant reminders until this is established. Triangular section pencils and shaped pencil holders are available in school for children who find them helpful.

Position of paper

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Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper / handwriting paper and technology. Children will also have the opportunity to use iPads or other devices to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned appropriately (see 'position of paper' above).
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child, so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher. Teachers should demonstrate to left-handers on an individual or group basis where necessary, even if the resulting writing by the teacher is not 'neat'.

Where presentation is not deemed to be at the standard expected, rapid action is taken by leaders to ensure that standards return to those which are expected. Pupils and staff are given the support they need to ensure that the highest possible standards in presentation are shown.

How do we write our letters and numbers?

This is how we write our capital letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

This is how we write our letters in the early years and Key Stage 1:

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All the lower case lessons start on the line. This is how we write our lower case letters from year 2 onwards:

a b c d e f g h i j k l m n o p q r s t u v w x y z

All the numbers start at the top. This is how we write our numbers:

0 1 2 3 4 5 6 7 8 9

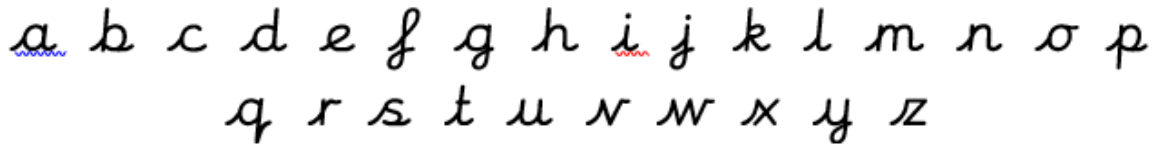
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A B C D E F G H I J K L M N O P Q
R S T U V W X Y Z

This is how we write our letters in the early years and Key Stage 1:

abcdefghijklmnopqrstuvwxyz

All the lower case lessons start on the line. This is how we write our lower case letters from year 2 onwards:



All the numbers start at the top. This is how we write our numbers:

0 1 2 3 4 5 6 7 8 9

Assessment

5. Principles of assessment – Aims and Objectives

- Summative and Formative Assessment is used to assess learning outcomes aligned with the St Ralph Sherwin Framework for Assessment.
- A close link between assessment, curriculum, and teaching.
- Assessments are valid, reliable, and used to help pupils to learn better.
- Reporting and target setting are meaningful and valid.
- Assessment methods must be efficient and not increase staff workload.
- End of year assessments will be appropriately benchmarked.

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6. Assessment approaches

At Holy Rosary, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

6.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve
- Formative assessment techniques are used at Holy Rosary to guide teaching and assessment. These include - but are not limited to – self-marking, verbal feedback, questioning, peer-assessment, observations of learning and whole class feedback.
- In-line with the SRS CMAT Framework for Assessment, formative assessment is used by teachers to assess the knowledge, skills and vocabulary in each subject onto an online tracking programme called Insight using a four-point scale to record the progress of pupils.
- The formative assessment against objectives in Insight is used to identify gaps and misconceptions, which feed into future teaching sessions and/or interventions.
- Pupils are actively involved in formative assessment. They are the first markers of their work. We ask them to red-it edit their work during and after lessons.

6.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

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- At regular intervals in the year, and guided by the SRS CMAT's timetable for assessment, summative assessments take place. These assessments include – but are not limited to – termly NfER tests, Graded Word Spelling Tests, previous SATs papers, phonics tracking, multiplications checking, teacher assessment of an attainment score for pupils and/or reviews for pupils with special educational needs or disabilities.
- Summative assessment provides useful information for improving future learning, including gaps in pupils' knowledge which supporting future teaching sessions or interventions.
- Summative assessment is used to demonstrate improvement over a long period of time and show progress in and between years.
- NfER tests are used as these align closely with the schools intended curriculum and the SRS CMAT's Framework for Assessment principles and aims.
- These tests are reliable, standardised and validated through the delivery against the user manual and by leaders' monitoring during assessment weeks.

6.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

7. Collecting and using data

- Data is only collected if it is meaningful, manageable and can be used in a variety of ways to tell the schools' story. Attainment data is gathered and shared with stakeholders at three points in the year – Advent, Lent and Pentecost.
- Data is collected in Insight and is shared in school with leaders, teachers and pupils, and out of school with parents, governors and the SRS CMAT.
- Data is shared with parents and stakeholders in regular reports so that all are clear on strengths and areas for development.

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- Data collection is limited to a maximum of three times per year and used many times for many different stakeholders. Teachers use the data to plan for future teaching and for interventions. Data collection is meaningful and manageable, and does not add to teachers' workload unnecessarily.

8. Reporting to parents

Paper progress reports are sent to parents at three points in the year – Advent, Lent and Pentecost.

Assessment data used reported to parents and used to inform reports, parents' evenings, and/or access to an online assessment system called Edukey.

Primary end of year reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil:
    - Is in the reception year; or
    - Has been affected by the coronavirus pandemic (DfE)
- The results of any public examinations taken, by subject and grade

9. Inclusion

The principles of this policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

Where pupils are taught an alternative curriculum, the SRS CMAT Framework for Assessment is inclusive in that pupil progress is recorded on the four-point scale matched to the alternative curriculum taught.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. Edukey is used to track the small steps of progress that disadvantaged and vulnerable pupils make through the support offered by the school.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

10. Training

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Regular training takes place to ensure school staff have the knowledge and skills to effectively assess and feedback to pupils. Staff record their learning from training sessions in their Professional Development File.

There is a full induction programme linked to assessment and feedback when staff start working at Holy Rosary.

Leaders have created a staff manual which ensures a good, consistent understanding of assessment and feedback practice among all teachers and support staff, based on the most up-to-date research of best practice.

The Headteacher, Deputy Headteacher, SEND lead and subject leaders are responsible for ensuring staff have access to continuing professional development opportunities on assessment, especially where monitoring shows there are gaps in staffs' knowledge.

The school will work with the SRS CMAT and read the latest articles and reports from institutions including the EEF and the Chartered College of Teaching to stay abreast of good practice. This will be shared during Inset days, staff meetings and in weekly bulletins.

11. Roles and responsibilities

11.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

11.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

11.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

12. Monitoring

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This policy will be reviewed annually by the Headteacher and Assessment Lead Teacher. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy.

The Headteacher – supported by subject leaders – will monitor the effectiveness of assessment practices across the school.

Monitoring includes – but is not limited to - moderation, data analysis, learning walks, book reviews, pupil voice and pupil progress meetings.

13. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Accessibility policy
- Equality policy
- Remote Learning policy
- SEND policy
- Behaviour policy
- Early Years Foundation Stage policy and procedures

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