

# Hampton Vale Primary Academy

## ASSESSMENT AND FEEDBACK POLICY

**Presented to:**  
**Local Governing Committee**  
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## **1.0 INTRODUCTION**

- 1.1 This policy outlines the principles, purpose and management of assessment at Hampton Vale Primary Academy. We recognise the importance of assessment as the foundations of teaching and learning; it plays an integral part of each teacher's planning and enables the evaluation of current practice as well as pupil achievement.
- 1.2 At Hampton Vale Primary Academy, we aim to maximise the effectiveness of our use of assessment in practice in order to directly address areas within learning to improve and support rapid progress. We have a clearly-defined approach to assessment, which itself sits within a well-led and clearly-defined vision of teaching and learning in a school. It ensures a whole school approach to the provision of an excellent education for all children at Hampton Vale Primary Academy and enables all teachers to deliver education that best suits the needs of their pupils.
- 1.3 Our assessment approach is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. Our belief about the purpose of assessment is accurately summarised below:

Assessment, whether summative or formative, used as a tool to inform ongoing learning, is rigorous and supportive. The process of assessment should not be seen by the pupil or their teacher, as the end point, but as the beginning of future achievement.

*Kime, S., et al. (2017). What Makes Great Assessment? Durham, Evidence Based Education.*

- 1.4 We acknowledge that assessment is the process of gaining insight into what our pupils know, understand and can do as a result of what we have taught them. In doing this, we will have greater insight into what appears to have been learnt, what needs to be consolidated or revisited and where the gaps are.

## **2.0 GUIDING PRINCIPLES**

- 2.1
- Our assessment strategy is focused on supporting children's progress towards the learning of knowledge, concepts and skills;
  - Our Assessment Policy promotes efficient use of effective assessment;
  - Our assessment provides teachers with meaningful, useful insight (assessment for formative purposes) in the form of information about a child's learning and ability to apply their learning to a broad range of contexts;
  - Our assessment enables dependable claims to be made about pupils' learning (particularly when communicating with stakeholders).

## **3.0 RESPONSIBILITY**

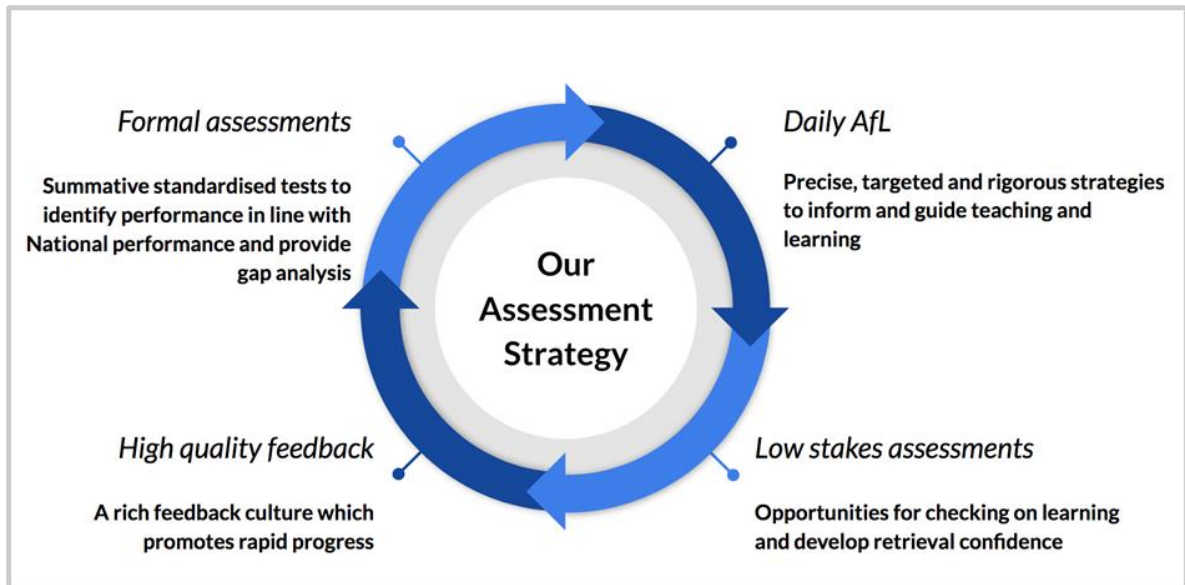
- 3.1 The overall responsibility for assessment belongs to the Headteacher. However, this responsibility has been delegated to an Assistant Headteacher, who is the Assessment Leader. Class Teachers, alongside support staff, are responsible for the assessment of the pupils in their classes and Curriculum Subject Leaders are responsible for monitoring assessment within their subject area.

## **4.0 ENTITLEMENT**

- 4.1 It is the entitlement of every pupil at Hampton Vale Primary Academy to be provided with an education that builds upon their strengths, addresses their individual needs and ensures rapid progress. Assessment is an essential tool in the delivery of this entitlement.

## 5.0 IMPLEMENTATION

- 5.1 Our assessment strategy forms a daily part of teaching and learning within school and underpins the short term and long term planning, alongside specific, targeted interventions which address the learning needs of individual children, groups of children and whole classes. The diagram below briefly summarises our strategy, which has been broken down into four key components:



- 5.2 The purpose of our assessment strategy:

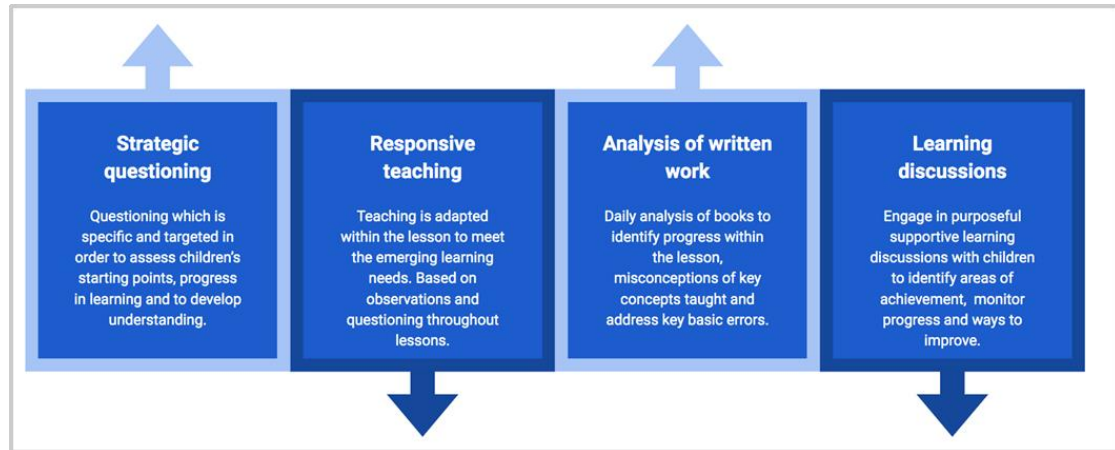
- *Formative* - providing information for the teacher to plan sequences of lessons which address the next steps of learning.
- *Diagnostic* - providing more detailed individualised information about pupils' areas of strength and next steps.
- *Summative* - providing a snapshot of each pupils' achievement.
- *Evaluative* - providing information in order to evaluate teaching.
- *Informative* - to develop pupils' understanding of their own learning journey, in order to increase intrinsic motivation and independence.

## 6.0 DAILY FORMATIVE ASSESSMENT

- 6.1 Formative assessment is carried out by teachers and support staff in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and used to identify gaps and misconceptions.

The key part of this assessment is the action that is taken as a result of the assessment which supports or extends learning and directly impacts on pupil progress and achievement.

6.2 The methods of formative assessment we use are detailed below:



6.3 A rich feedback culture:

Feedback is fundamental in supporting pupil progress.

At Hampton Vale Primary Academy, pupils receive specific, focused feedback based on a particular skill or concept in order to make progress over time and move forward in their learning. Feedback in lessons is given quickly, concisely and with clarity.

*"The shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning."*  
*William D, (2011) Embedded formative assessment*

## 7.0 KEY PRINCIPLES OF FEEDBACK

- 7.1
- The sole focus of feedback should be to further pupils' learning;
  - Evidence of feedback is demonstrated through the progress over time and is clearly evidenced in pupils' books;
  - Feedback should empower pupils to take responsibility for improving their own work;
  - Pupils should receive feedback either within the lesson itself or it in the next appropriate lesson;
  - Feedback is a part of the school's wider assessment processes which aim to provide an appropriate level of challenge to pupils in lessons, allowing them to make good or better progress.

- 7.2 At Hampton Vale Primary Academy, we recognise that our rich feedback culture plays a significant role in ensuring progress for all pupils. We have developed a culture which puts emphasis on the use of effective, honest and purposeful feedback between teaching staff and pupils to directly address areas in learning to improve.

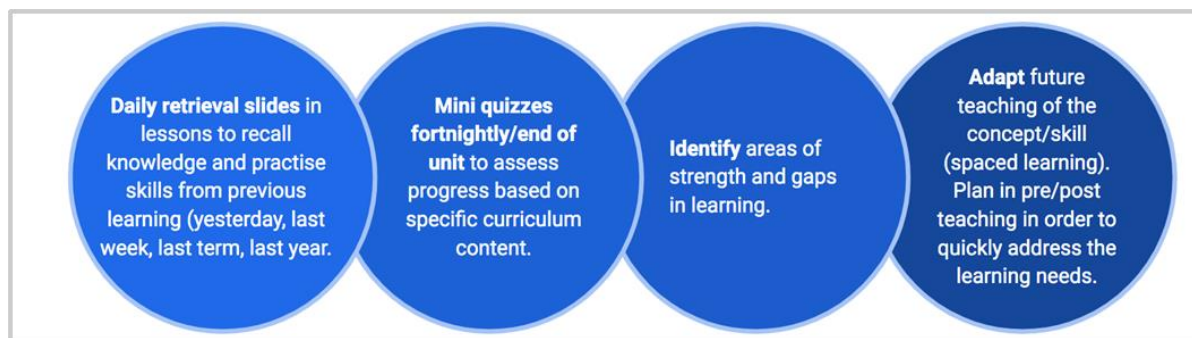
Our teachers and support staff utilise individual feedback and whole class feedback depending on the emerging learning needs, ensuring that pupils are given time to respond to the feedback they are given, either during lessons or pre/post lessons.

## 8.0 LOW STAKES ASSESSMENTS

- 8.1 As part of our pedagogical approach to teaching and learning, we utilise retrieval practice throughout our curriculum in order to support deeper learning and contribute towards our assessment.

These low stakes, high value pre-planned opportunities provide additional exposure to the learning and reduce the rate of learning being forgotten. Our structured planned mini-quizzes allow pupils to draw upon their long term memory and provide teachers with a valuable tool in order to assess the progress of pupils in line with our bespoke HVPA curriculum.

8.2



8.3 As depicted in the image above, daily retrieval slides and fortnightly mini quizzes contribute towards building up the teacher's understanding of individual pupils' knowledge and their ability to independently apply this knowledge and range of skills previously taught.

This provides both diagnostic and formative information in order to adapt the future teaching and plan in pre/post teaching interventions to target specific learning needs.

8.4 The results from mini quizzes are recorded systematically and monitored regularly by Class Teachers; Subject Leaders and the Senior Leadership Team in order to evaluate the teaching and learning and put the necessary support in place to ensure the best outcomes for all pupils.

## 9.0 ANALYSIS OF WRITTEN WORK

9.1 *"Feedback should be more work for the recipient than the donor." - William D, (2011)*

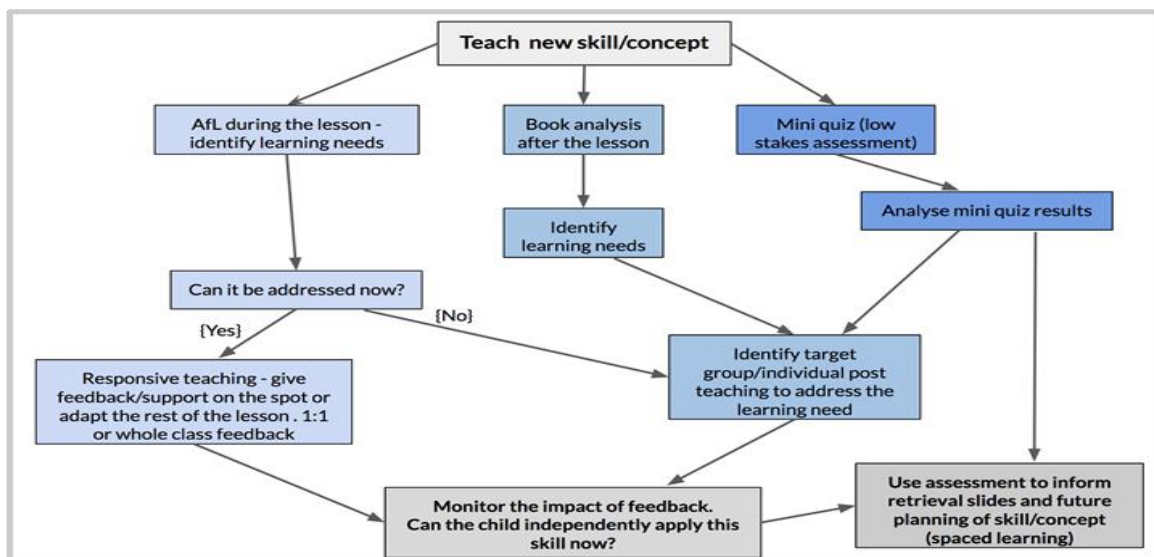
Embedded formative assessment

Class Teachers are not required to mark in individual pupils' books, but instead they carry out daily analysis of pupils' work. This is a crucial element which forms the foundations of our assessment strategy to ensure progress over time.

The purpose of daily analysis of books is to identify progress within the lesson, highlight misconceptions of key concepts taught and address the key basic errors. This assessment information is fed directly into future planning and intervention to meet the learning needs of the pupils. Class Teachers record the daily analysis of progress for each child on analysis sheets for Reading, Writing and Maths. This includes notes on key children, groups of children and identified misconceptions and future actions, which may be carried out by the Class Teacher or Teaching Assistant, as part of the assessment cycle.

9.2 These analysis sheets form part of the assessment strategy, sitting alongside the low stakes assessment mini quiz results to provide informed, individual and cohort focused data.

9.3



## 10.0 SUMMATIVE ASSESSMENT

10.1 Summative assessment enables Class Teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum.

This type of assessment is shared with parents at parents' consultations and within the pupil's end of year report so that they are able to support their child's learning at home.

10.2 Within Reading and Maths, we use NTS assessments (National test-style standardised assessments). These termly standardised tests provide a summary of what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards.

It will summarise attainment at a particular point in time and provides individual and cohort data that will be used for tracking progress and for informing stakeholders (parents, governors, SLT).

10.3 Pupils who are identified as SEND will be given a standardised test which is reflective of the curriculum that they are learning. This can only be done in agreement with the Inclusion Team and as part of their Individualised Learning Plans. In writing, teachers moderate pupils' independent writing and use their teacher judgement in relation to our writing curriculum and age related expectations. All pupils' who have not made expected progress or who have fallen behind in their learning are targeted for interventions and rapid response work.

## 11.0 TRACKING PROGRESS.

11.1 We have built a bespoke assessment tracking system on Bromcom which will enable us to input attainment data and track progress over time. Standardised tests for Reading and Maths and Teacher Assessments for Writing, will inform three data entry points over the year. Pupils' attainment is recorded using the following codes:

- Working below - (WB-)
- Working below (WB)
- On track - (OTR-)
- On track (OTR)
- Working above - (WA-)
- Working above (WA)

11.2 This data enables us to analyse and compare the data and identify next steps for intervention and teaching and learning. Contextual specific analytical reports are generated to support the in depth scrutiny by Class Teachers, Subject Leaders and the Senior Leadership Team, including the following:

- Attainment overview for core subjects, including contextual data (sub groups such as SEND, PP, gender, FSM, attendance etc).
- Diminishing difference - % for gap analysis (eg FSM vs non FSM).
- Primary overview - KS1 data compared to current attainment.
- Prior attainment - identify those staying the same, regressed, improved.
- Subject triangulation - venn diagram to identify combined.

11.3 Pupil progress meetings (a professional conversation between a Class Teacher and a Leader to analyse the progress of pupils, celebrate success and implement support for pupils that need it) are held half termly.

At half term, the evidence base for these meetings include the mini quiz results, book analysis folders and pupils' books; these will form the basis for the discussions around the teaching and learning, as well as individual and whole class progress.

At the end of the term, the evidence base will focus on the standardised test results which are inputted on Bromcom. Pupil progress meetings are led by the Assistant Headteacher and include the Class Teacher and Inclusion Team.

## **12.0 MODERATION**

12.1 At Hampton Vale Primary Academy, we believe that moderation is essential to the integrity of our Teacher Assessment judgements. We utilise moderation, which is a professional, informed and collaborative dialogue between two or more teachers, and between teachers and other professionals to ensure consistency, accuracy and reliability of our assessments.

The aim is to ensure fair and comparable judgements about what pupils understand, know or can do, and how consistently they can demonstrate these capabilities.

12.2 Moderation at Hampton Vale Primary Academy is an ongoing process throughout the year. Our moderation focuses heavily on the dialogue that accompanies the moderation process, as this is of vital importance in developing a deeper understanding of the underlying standards. Moderation is carried out within Year Groups, across Year Groups and Key Stages, across the Multi-Academy Trust and with external bodies. When good knowledge and understanding of great assessment are used in such a forum, there is great potential to improve the reliability of assessments used in schools.

## **13.0 REVIEW**

Unless otherwise required, this policy will be reviewed every three years.