



THE BISHOPSWOOD SCHOOLS FEDERATION

Assessment, Target Setting, Feedback and Reporting Policy

At The Bishopswood Schools Federation, we wish to promote a culture of achievement which provides challenge and develops self esteem. We feel that appropriate assessment, target setting and constructive feedback does this whilst also raising standards.

Assessment

The purpose of assessment is to:

- Ensure that the progress of all children is regularly monitored so that any under-achievement is addressed promptly.
- Allow teachers to make informed judgements regarding pupils' attainment, understanding of concepts and development of skills.
- Plan appropriate next steps in the child's learning which form the basis of discussion between pupils, teachers and parents. A crucial aspect of this is pupil self-assessment.

Formative Assessment

- This takes place at the beginning of a unit of work to ascertain what pupils already know, and throughout the unit in each lesson as teachers mark work or speak to pupils to identify any misconceptions.
- Pupils are also encouraged to use Success Criteria to assess their own work and learning. All of this information is used to inform day-to-day planning.

Summative Assessment

- This takes place to assess progress towards key objectives at the end of each unit of work for Reading, Writing and Maths.
- At key 'Milestones' in the year [December, Feb, May and July] teachers work in collaboration to moderate children's work. In conjunction with any formative assessments completed throughout the term, they agree an ARE judgment against key objectives and construct next step targets.
- At parents' evenings these ARE judgements and targets are shared with parents.

Pupil Progress Reports & Action Plans

- Pupil Progress reports are produced at each Milestone by year/phase leaders as a result of summative & formative assessments, and include the current level of attainment in Writing, Reading and Maths for each pupil in the year group.
- Analysis of this information is completed to identify any trends for the cohort and subgroups including:
 - gender
 - children eligible for 'free school meals' (FSM),
 - children eligible for 'pupil premium' (PP),
 - children with English as an additional language (EAL),
 - children in the care of the local authority ('looked after children or LAC)
 - children with a 'special educational need' (SEN).

- This analysis enables the needs of individual pupils to be identified and addressed, setting appropriate targets to support learning.
- Each year group completes a 'pupil progress meeting' with the EDHTs (and SENCo if appropriate) to review the assessments, share the analysis of key data sets and discuss actions moving forward to meet end-of-year targets.
- Following the meeting each year/phase leader produces an action plan in which key individuals or small groups are targeted for additional support to help accelerate progress.

Whole School Assessment

- Year group data is further analysed by the SLT to ascertain progress towards whole-school targets which are set at the beginning of each year. These targets are linked to the cohort's prior attainment. (see 'school targets' below)
- This information forms the basis of termly reports to governors.

****At the time of policy review, the school is currently reviewing how it assesses all other curriculum subjects. We hope to streamline the systems and processes used to enable all teachers to confidently and accurately assess children against the ARE objectives for each subject. Over the next academic year we will look to implement new strategies, monitor their effectiveness and their impact on teaching and learning, before sharing the results and the final systems to be used moving forward with all stakeholders.****

Target Setting

The Bishopswood Schools Federation believes in setting challenging targets for both adults and children within an ethos of encouragement and support.

Individual Targets:

- Teachers identify individual targets for their pupils. These targets are shared with children and are available to them during English and Maths lessons to encourage self-assessment by learners.
- Targets are reviewed and amended regularly as appropriate but at least on a termly basis.
- Pupils with a Special Educational Need have a more detailed 'Individual Education Plan' (IEP) where the steps needed to achieve targets are identified. Targets are set against quantifiable success criteria. These targets are monitored by an identified adult and reviewed termly. IEP targets are discussed with the children and, where appropriate, they are required to self-evaluate their progress against these targets. Copies of the new IEPs including a review of previous targets together with children's self-evaluation form are shared with parents.
- Additionally, those children who are working significantly below their age-related expectations will have a 'pupil profile'. The progress of these children is tracked precisely to enable gaps in knowledge, understanding or skills to be identified and provision to be put in place to address these areas of need. It is important to note that these children still need to be exposed to the current year group's curriculum whilst trying to address any gaps in prior knowledge. The expectation is to 'catch up' and 'keep up' at the same time.
- In the Summer Term each year the current teachers of year groups meet with the teachers who will be teaching the cohort in the following September to discuss each child and set Reading, Writing and Maths targets for the new academic year.

School Targets:

- The Governing Body set end of year targets for Foundation Stage, Year 1 (phonics only), end of Key Stage 1 (Year 2) and end of Key Stage 2 (Year 6) annually which are based on prior attainment and historic progress rates of the school.
- The Governing Body monitors the target setting process through termly reports from the Headteacher, and other senior leaders.
- Additionally, teacher performance management targets can be based on groups of under-achieving pupils within year groups, where appropriate.

Feedback

Feedback should be the most powerful, manageable and useful ongoing diagnostic record of achievement. At its best, it encourages pupils to become reflective learners so that they are aware of their progress and how they can improve.

Shared Principles:

- Prompt and regular written or spoken dialogue with the pupil
- Teachers and pupils are clear about the Learning Objectives of a task and the criteria for success
- Teachers provide constructive suggestions about ways in which the pupil might improve their work (Next Step Targets)
- Teachers agree the next steps with the pupil
- Teachers follow up the agreed targets with pupil to see how far they have been achieved

Teacher Centred Principles:

- Teachers are selective in the aspects they choose to comment on
- Teachers highlight or comment on positive aspects of an assignment
- Teachers recognise effort as well as quality
- Teachers use the information gained to adjust future teaching

Pupil Centred Principles:

- Pupils are encouraged to self-assess their work against the success criteria
- Pupils are given time to act upon the feedback given

School Centred Principles:

- School practice is consistent and in line with this policy
- All new members of staff are supported in the implementation of this policy

Written Feedback:

Summative Marking

This is associated with closed tasks and consists of ticks and correction marks. Wherever possible, children are asked to self-mark or the work is marked as a group.

Features of this marking are:

- Children are expected to correct some mistakes
- The school marking code is applied (see appendices)
- The children will know before starting the work, which features are to be focused on in marking
- Not all spelling mistakes will be identified, only incorrect words which use spelling rules that have been taught.

Quality Marking

This is where the work is marked to the learning intentions and related success criteria as well as where appropriate to the pupil's individual target. Quality marking should enable all pupils to understand their own achievements and know what they need to do next to make progress.

When marking the teacher should:

- Use highlighting or comments to indicate where the pupil has met the success criteria.
- Identify one or two areas where the pupil could improve their work and provide guidance as to how this might be achieved.
- Provide an opportunity for the pupil to act upon the guidance.
- Encourage pupils to use the techniques of Quality Marking to develop self-assessment. This will involve modelling by the teacher using, if applicable, a student's work.
- Pupils may then work in a group to mark a piece of work before attempting to mark their own.

Not all pieces of work can be Quality Marked. Children should expect to receive on average a minimum of one piece of Quality Marked work per unit of work. Teachers should identify opportunities for Quality Marking in their weekly plans.

Oral Feedback:

This form of feedback is an essential part of the teaching and learning process. When pupils have misconceptions, oral feedback and support should be given to a group of pupils who are experiencing similar difficulties wherever possible, to ensure an efficient use of teacher's time. If possible, teachers should indicate in books when oral feedback has taken place.

PPA:

Members of the teaching staff are released for 10% of their teaching time to support the planning, preparation and assessment of the curriculum. At Bishopswood, we endeavour to release Year Group teams together to encourage collaborative working.

Reporting to Parents

The Bishopswood School Federation has an 'Open Door' approach and parents are encouraged to discuss any concerns with teachers promptly. Similarly, teachers will contact parents to raise any worries they may have. This contact may be by telephone, letter, e-mail or through Homework diaries/Reading Records.

Parents' Evenings are held in the Autumn and Spring Terms where parents have the opportunity to discuss their child's progress and how they can support their child's development. Issues which may be a barrier to learning, such as low attendance, are also addressed.

Written reports containing end of year attainment against National Curriculum objectives [ARE judgements] and EYFS outcomes are provided in the Summer Term with a further opportunity to discuss progress with teachers as needed. Parents are given the opportunity to comment on their child's progress when they confirm receipt of the report.

Policy Reviewed – April 2019

Next Review – April 2021

APPENDIX 1

Assessment and Reporting at the Bishopswood Schools

On-going throughout year:

- Teaching Assessment in Reading, Writing and Maths
- Completion of Maths and English Trackers [at end of units]

	Activity
September	
October	Complete Milestone 1 Review IEPs & Pupil Profiles Year/Phase leaders construct Milestone 1 Reports Meet in teams to complete Pupil Progress Meeting and construct action plan SLT/subject leaders monitor/moderate ARE judgments Parent's Evenings
November	BSF moderation ARE judgments
December	Sample test Year 1 & 2 phonics
January	
February	Complete Milestone 2 Review IEPs & Pupil Profiles Year/Phase leaders construct Milestone 2 Reports Meet in teams to complete Pupil Progress Meeting and construct action plan SLT/subject leaders monitor/moderate ARE judgments
March	BSF moderation ARE judgments Parent's Evenings
April	
May	Year 2 and 6 End of Key Stage assessment (SATs) Tests Complete Milestone 3 (except Yrs 2 & 6) Review IEPs & Pupil Profiles Year/Phase leaders construct Milestone 3 Reports Meet in teams to complete Pupil Progress Meeting and construct action plan SLT/subject leaders monitor/moderate ARE judgments
June	Year 1 Phonic Screening Tests & Year 2 retakes Foundation Stage EYFS GLD judgements BSF moderation ARE judgments
July	Complete Milestone 4 [End of Year Attainment] Review IEPs & Pupil Profiles ready for transition Year/Phase leaders construct End of Year Report & actions moving forward for cohort and year group All Year Groups undertake transition procedures in preparation for following year. Reports sent out to parents with invite to meet teacher if required

APPENDIX 2

School Marking Code:

Infants

I	Independent work
S or AF	supported by an adult
•	corrections [try this again]
pink pen/highlighter	Success criteria met/achieved, positive marking
green pen/highlighter	next step/improvement marking – linked to success criteria

Juniors

SW	Supported by an adult (initial where appropriate)
Yellow highlighter	Target met- highlight the piece of work
Pink highlighter	Improvement needed
VF	Verbal Feedback
Sp (and/or word underlined)	Spelling mistake
//	Paragraph
/\	Omission

APPENDIX 3

Presentation Guidelines

Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the children.
- To create a clear and consistent set of guidelines for the presentation of children's learning.

Objectives

- To motivate each individual to present their work in the best possible way.
- To ensure each child knows the standard of presentation that is expected of them.
- To create consistency in standards of presentation across the school.

OVERALL EXPECTATIONS

- We will all keep the fronts of ALL our books clean, neat and labelled
- We will all make sure our work follows on from the previous day [no missing pages]
- We will all stick sheets neatly in our books – no bent corners or messy edges
- We will only use a writing pencil/pen when writing in our books
- We will all use one neat line when correcting mistakes
- We will all keep our pages free of doodles and scribbles

Maths books

- We will all write maths calculations one under the other
- We will all use the short date for maths work
- In year 1 we will put each **number** neatly in a box [size of box may vary]
- From year 2 we will put each **digit** neatly in a box [size of box may vary]
- When we start formal calculations, we will neatly draw lines to show the answer
- When marking our own calculations, we will neatly use a blue pen to tick or dot.

English books

- We will all start at the left of the page and continue to the edge of the page
- We will all use a neat dot for a full stop
- We will all use a ruler to draw lines for labelling and write the label on a line
- In the Juniors, we will write the day, date and month, spelt correctly, in our English books
- In Upper School, we will neatly underline the date
- By the end of Year 1, we will write the day of the week each day in our English books
- By the end of Year 2, we will write the day of the week and the date [1st] each day in our English books
- We will all use a BLUE pen for editing our work
- When editing spellings, we will all cross out the word neatly and write the new word neatly above
- When editing sentences, we will all write any changes neatly on a new line [no vertical writing] or use an editing flap if necessary/appropriate

All handwriting should be in line with the Handwriting policy
All children's work must be marked using the agreed marking policy.