



Bassingbourn
Community Primary School

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Assessment and Feedback Policy

This policy was ratified on: 25th February 2025

Implemented on: 25th February 2025

Review date: February 2026

Signed by the Headteacher:

Signed by the Chair of Governors:

Effective assessment provides information to improve teaching and learning. At Bassingbourn Community Primary School (BCPS), we give our children regular feedback on their learning so that they understand what to do in order to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are working together to raise standards for all our children.

There are different types of assessment:

Formative assessment is the ongoing assessment carried out by teachers both formally and informally during lessons and units of lessons. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative assessment occurs at pre-defined periods of the academic year such as SATs tests, progress tests (NFER tests are taken for maths / reading / SPAG and spelling) or end of unit tests. Summative tests help teachers to benchmark pupils and also to make mid-year and end of year assessments. They are also of use in determining a pupil's attainment against a year group's programme of study objectives.

2 Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the senior leadership team and governors with information that allows them to make judgements about the effectiveness of the school.

3 Statutory assessment

Early Years Foundation Stage Baseline Assessment

The Early Years teaching staff record their initial assessments of the children in a form of a baseline, observational assessment. These consider all available information from parents and previous settings. Staff continue to observe children and will regularly record observations, which are often recorded on stickers or post-it notes. Staff analyse and review what is seen or known about each child's development and learning and then make informed decisions about the child's progress. This enables appropriate next steps to be planned.

Each child is assessed in each area against the Early Learning Goals (ELGs). As well as the baseline data, data is gathered in at three other points in the academic year. Profiles are moderated within school with colleagues from other year groups and with other schools within our local cluster.

We formally report to parents three times a year. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

Key Stage 1 Phonics Screening Check

All children in Year 1 will participate in a phonics screening check. This assessment will be administered by the Year 1 teaching team. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 children read to a teacher. Results are included within the Year 1 end of year report.

If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can re-take the Phonics screening check in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test. If, in the professional judgement of school team, a pupil cannot access the test, they can be disapplied and parents will be consulted. The final decision rests with the Headteacher.

Statutory Assessment Tests

At the end of Key Stage 2 (Year 6), pupils sit tests in reading, maths and GPS. Teachers are also required to submit their own teacher assessment for writing and science. Children are expected to reach the national standard at the end of Year 6. This is a particular score that reflects where the Department for Education thinks children should be by that stage of their education.

Towards the end of the summer term, year 6 parents are given a report stating each child's raw score (the actual number of marks they got in their SATs), their scaled score (a conversion score that allows results to be compared year on year) and whether or not they have achieved the national standard.

Year 4 Multiplication Tables Check

Children in Year 4 are required to take part in the online times table test. The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June). The purpose of the MTC is to make sure the times tables knowledge is at the expected level. The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12.

The check is to determine whether pupils can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help the school to

identify pupils who may need additional support. In Year 3 and Year 4 pupils have opportunities to practise timed tests and support with learning strategies in order to embed their times table facts.

4 Planning for assessment

Bassingbourn Primary School's (BCPS) pupils follow the National Curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

There are programmes of study for each National Curriculum subject, setting out the content and objectives to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the National Curriculum programmes of study is taught to all pupils.

Lessons at BCPS are planned to develop key skills. These show progression throughout the year and across all year groups and link to objectives set out in the National Curriculum. Staff at BCPS plan to ensure that tasks set are appropriate to each child's current level of attainment. Lesson plans make clear the expected outcomes for each lesson. Individual children who do not achieve at the expected level for the lesson are identified, and this information is used when planning for the next session.

5 Target setting

At the beginning of the academic year, historic and current data on each pupil (drawn from FFT Aspire) to set them an end of year target for attainment and progress in reading, writing and maths. During Pupil Progress Review (PPR) meetings (held three times a year) progress against these targets is reviewed by class teachers and the SLT and support is put in place where needed. Governors review these targets twice a year.

6 Recording our assessment

We recognise various methods of assessing a child's learning. The types of assessment that we make vary from subject to subject. We record information that affects future learning and that can be passed on through the school. Core subject leaders will use FFT to monitor the impact of the teaching and Foundation and science subject leaders will assess the impact of the curriculum through using the foundation subject tracker on a half termly basis.

EYFS children have their own Learning Journey, which documents their learning. This includes observations, photos and examples of their work in school.

7 Marking and feedback

Used properly, marking and feedback are essential tools for ensuring that children learn more effectively and understand what they are aiming for, and can provide

strategies for success and ways to move forward. The marking of children's work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment process. Marking should value the work produced and provide feedback which indicates the ways in which the individual child can improve. Marking should also encourage the child to look at errors in a positive manner. This is in line with the school's positive approach to self-assessment.

The provision of effective marking and feedback to children is one of the key factors for improving learning through assessment. The learner needs to understand the purpose of the learning, how to make improvements, and be given specific time to respond to comments or feedback.

At BCPS, we mark children's work and offer feedback in order to:

- show that we value their work and encourage them to do the same;
- boost self-esteem and aspirations, through the use of praise and encouragement;
- give a clear general picture of how far they have come in their learning and what the next steps are;
- offer them specific information on the extent to which they have met the lesson objective and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding and identify any misconceptions;
- provide a basis both for summative and formative assessment and inform individual tracking of progress;
- provide the ongoing assessment that should inform future lesson planning;
- provide an indication to parents about their child's progress.

Effective marking and feedback will:

- provide clear feedback to the children about strengths and weaknesses in their work;
- advise children of the next steps needed to improve their learning with specific examples;
- set short term targets where appropriate;
- recognise, encourage and reward children's effort and progress;
- focus teachers on those areas of learning where groups and individual children need specific help;
- provide a record of children's progress;
- help parents and carers to understand strengths and weaknesses in their children's work;
- be part of a teacher's work life balance, effective working principles.

Marking in the Early Years

In Foundation, feedback is primarily oral with written notes to inform teaching staff of any assessment needs. Work is dated and recorded to show if the work has been done independently or supported by an adult. Feedback is mainly positive and will encourage the children to think about future targets or how they could improve their work next time.

Marking in KS1 and KS2

Whilst there will be variations in marking procedures according to the curriculum area and the type of task performed the following guidelines are intended to be followed:

- all work should be marked / acknowledged except where a teacher has led a guided group and therefore already provided feedback (vf – verbal feedback should be recorded);
- marking should be primarily related to the learning objective for the activity and this should have been shared with the child and recorded at the start of the activity;
- marking should be carried out swiftly after the completion of the task;
- marking should be fair and accurate and applicable to the individual child unless the work was completed by a group;
- marking should highlight evidence (identified by the teacher in green) of key skill set;
- marking could highlight evidence (self-assessed by pupil in yellow) of key skill set;
- it is an expectation that an Improving code leads the child to complete an active task e.g. make a correction or improve their work;
- comments should be of value to the child - generic comments such as 'good work' add little value;
- teachers comment on spelling and grammar where part of the lesson key skill;
- incorrect spellings (high frequency or topical vocabulary) will be highlighted in pink (maximum 3). They will be corrected at the appropriate level for the children. The correction spelling of the word will be written as close as possible to the incorrect spelling (see marking symbols).
- teachers are to mark in pink (incorrect / moving on steps) and green (affirmation of correct work / focus etc);
- children are to make corrections in red;
- to have an impact on learning, the children should be given time to reflect and respond to the marking and any comments made;
- supply teachers, job-share teachers, those covering PPA and HLTAs are expected to mark work accordance with this policy and to sign their marking;

Children's roles in marking work

We encourage our children to reflect on their own development and progress, comparing their current work with that produced previously, with their own personal next steps and with the success criteria. Success criteria are shared with the children across the school in a variety of ways e.g. defined as key skill or through the use of a marking ladder. The children and staff use these as a focus for their marking.

Key Stage 1 Maths Presentation Expectations

Presentation

Short date and KS sticker are at the top of a new piece of work, on the left.

Mistakes should be crossed out neatly with a single line: ~~mistake~~

Key Stage 2 Maths Presentation Expectations

Presentation

Short date on the left, next to the margin (2 squares wide).

Leave a line

LO written on the left, next to the margin and underlined.

Leave a line.

Key Stage 1 English Presentation Expectations

Presentation

Short date and KS sticker are at the top of a new piece of work, on the left.

Mistakes should be crossed out neatly with a single line: ~~mistake~~

Key Stage 2 Maths Presentation Expectations

Presentation

Long date on the left, next to the margin.

Leave a line

LO written on the left, next to the margin and underlined.

Mistakes should be crossed out neatly with a single line: ~~mistake~~

Marking

The following codes are to be used when marking



Improving



Add more



There's something missing



Re-write



Correcting



This doesn't make sense

G

Incorrect grammar

P

Missing or incorrect punctuation

S

Spelling error

H

Handwriting needs attention

All corrections/editing by the child or peers should be completed in purple pen.

A Writing Checklist should be stuck in child's book and updated regularly.

All marking to be initialised by PPA, job-share or supply teacher.

