



St. Luke's CEVA Primary School

Assessment & Feedback Policy

Approved by Governors Autumn 2024
Review date: Autumn 2026

Aspiring to be just and kind

Walking humbly with God

Growing with every opportunity



At St. Luke's, we are committed to fostering a community built on justice, kindness, service and respect, ensuring that everyone—regardless of background—is treated with dignity, warmth, and fairness. We are a Church of England VA School and we welcome all faiths.

We strive to embed a positive approach to our relationships which is evident in our behaviour in and out of school. We believe in restorative justice, to emphasise respect and reconciliation for all.

Our goal is to inspire pupils to make ethical choices and become agents of change, both within their own communities and beyond. We provide an environment where all individuals can flourish, experiencing a life-enhancing encounter with the Christian faith and Jesus Christ.

With hearts of compassion, we encourage service to others, extending kindness and support both within our school and the wider world. Through an excellent and broad-based curriculum, we ignite enthusiasm, energy, and dedication, empowering pupils to fully grow within their learning journey.

We prioritise diverse opportunities in sports, music, the arts, technology, and culture, supporting pupils' spiritual, moral, social, and personal development. We encourage pupils to grow in the 'fruits of the Spirit'—love, joy, peace, patience, kindness, goodness, faithfulness, humility, and self-control.

Our pupils grow with every opportunity and flourish spiritually.

Introduction

St Luke's Primary School is dedicated to embedding assessment for learning at the heart of teaching and pupil achievement. **Research by Black and Wiliam (1998)** highlights that effective use of assessment for learning can lead to significant gains in student achievement by providing essential elements of good teaching that maximize learning impact. This policy aligns with our feedback, curriculum, and teaching and learning policies to ensure a cohesive approach.

Under the National Curriculum 2014, schools have the flexibility to choose assessment methods that suit their setting and demographics. Thus, St Luke's has developed its own assessment system based on the creative curriculum we teach. As emphasized by **Hattie (2009)**, feedback from assessments guides teachers in adjusting their teaching strategies to meet students' individual needs, a cornerstone of our approach.

Our aim is to focus quality-first teaching on children's individual needs and provide an appropriate curriculum for all pupils. **Tomlinson (2001)** supports the importance of using assessment data to tailor learning experiences, ensuring that progress and attainment are tracked effectively. Furthermore, the **Education Endowment Foundation (EEF)** suggests that regular assessments are crucial in identifying necessary interventions swiftly and effectively. In line with **Wiliam's (2011)** work on formative assessment, our policy ensures that assessments are aligned with curriculum goals, making them meaningful and contributory to student learning.

Aims of Assessment

- Maximize pupil achievement
- Focus quality-first teaching on children's individual needs
- Provide an appropriate curriculum for all children
- Track pupil progress and attainment effectively
- Identify learning interventions swiftly and effectively

Objectives of Effective Assessment

- **Learning Questions:** Share learning objectives clearly in age-appropriate language.
- **Key Vocabulary:** Highlight vocabulary within learning questions to ensure concept understanding.
- **Prior Knowledge:** Activate prior knowledge to build sequential learning.
- **Questioning:** Use questions to gauge understanding and address misconceptions.
- **Observation and Discussion:** Monitor learning through individual, paired, or group discussions.
- **Feedback:** Provide oral feedback throughout lessons and in line with the Feedback expectations in this policy.
- **Peer and Self-Assessment:** Encourage children to self and peer assess work.
- **Target Setting:** Set clear targets for each child.
- **Tracking:** Use tracking sheets for unit or weekly overviews for effective monitoring of progress and evaluation of learning.

- **Pupil Progress Meetings:** Regular meetings between class teachers and senior management to discuss pupil progress.

Types of Assessment

1. **Formative Assessment:** Ongoing assessments to inform planning and next steps.
2. **Summative Assessment:** Evaluations at specific stages to measure performance.
3. **Nationally Standardised Summative Assessment:** Measures attainment and progress against national standards.
4. **Evaluative Assessment:** Judges the effectiveness of teaching and learning.

Formative Assessment Tools

- Marking of pupil work
- Observations and targeted questioning
- Content tests and "Big Writes"
- Self-assessment using 'know more, remember more' tracking sheets
- Think-Pair-Share:
- Concept Mapping:
- Mini Whiteboards:
- Learning Journals:
- Peer Teaching:

Principles of Formative Assessment

When using formative assessment, our teachers consider how to -

- Assess pupils' knowledge and understanding
- Communicate feedback effectively
- Ensure inclusivity and inform future planning
- Record assessment information efficiently

Summative Assessment Tools

- Low-stakes quizzes
- End-of-term and topic/unit assessments
- National Test Series (NTS) assessments

Principles of Summative Assessment

- Tailor assessment information for pupils, teachers, parents, and governors
- Use outcomes to support broader progress
- Communicate and record outcomes effectively

Nationally Standardised Summative Assessment

Includes the Reception baseline assessment in the first 6 weeks of the Autumn term and National Curriculum tests in core subjects at the end of Key Stages 1 and 2, phonics screening in Year 1, and multiplication tables checks in Year 4.

Mastery in Assessment

We employ a 'Mastery' approach in Maths, ensuring deep, secure learning for all pupils with equal access to resources. Differentiation occurs through support or outcomes. We believe that mastery is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving onto new content).

Roles and Responsibilities

- **Governors:** Oversee policy implementation and hold leaders accountable.
- **Senior Leadership Team:** Drive improvement and apply assessment for learning.
- **Phase/Subject Leaders:** Monitor achievement and drive improvement.
- **Teachers and TAs:** Apply assessment techniques and make learning judgements.
- **Parents/Carers:** Support children's targets and development.
- **Children:** Take responsibility for their learning and progress.

Inclusion & SEND

At St Luke's Primary School, we are committed to providing an inclusive learning environment that meets the needs of all pupils, including those with Special Educational Needs and Disabilities (SEND). We utilize the Engagement Model, a statutory assessment tool, to assess pupils who are working below the standard of the national curriculum and not engaged in subject-specific learning.

The Engagement Model focuses on five key areas of engagement: exploration, realisation, anticipation, persistence, and initiation. These areas provide a holistic view of each pupil's progress and development, ensuring that their unique learning pathways are recognized and supported.

Implementation of the Engagement Model:

Individualized Assessment: Tailored to each pupil's needs, the model allows us to capture small steps of progress that are significant for individual learners.

Collaborative Approach: Involves teachers, teaching assistants, and other professionals working together to observe and assess pupils' engagement levels.

Informing Planning: Assessment outcomes inform personalized learning plans and interventions, ensuring that each pupil receives the support they need to progress.

Parental Involvement: We actively involve parents and carers in the assessment process, sharing insights and strategies to support learning at home.

By using the Engagement Model, we ensure that all pupils, regardless of their starting point, have the opportunity to achieve their full potential in a supportive and understanding environment.

Individual Pupil Target Setting

Targets are set annually based on various criteria using the FFT website these are based upon national expectations and previous performance. Progress is reviewed termly during meetings. Parents will be informed at what standard their children are working at during the termly parents evenings in Autumn and Spring and from the pupils end of Year reports in the summer.

Reporting to Stakeholders

Assessment data is reported to governors, parents, and other stakeholders to ensure accountability and transparency.

Assessment Points

Nursery and Reception age children are observed and assessed in an ongoing manner by their key workers this is recorded on the evidence me app.

In Key Stages 1 & 2 assessment is recorded throughout the year, via Teacher assessment on the FFT website in the Autumn 1 & 2, Spring 1 half term and the Summer 1 half term.

Nationally standardised assessments are used in the Spring 2 and Summer 2 half terms.

Newly Arrived Pupils

New pupils are assessed within one month of arrival using school procedures, with results integrated into school systems and any interventions scheduled.

Core and Foundation Subjects

Core subjects are assessed using the FFT website and other tools, while foundation subjects are tracked via a topic-based approach and weekly topic sheets.

Pupil Tracking and Performance Analysis

Data is entered and analyzed regularly, with performance compared against national expectations to identify areas for intervention.

Data Protection and Privacy:

At St Luke's Primary School, we are committed to ensuring the protection and privacy of all pupil assessment data. In compliance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018, we adhere to the following principles:

1. Data Collection and Use:

- Pupil assessment data is collected and used solely for educational purposes, including tracking progress, informing teaching strategies, and reporting to parents and stakeholders.
- 2. Data Security:**
- All assessment data is stored securely, with access restricted to authorized personnel only. We utilize secure digital systems to protect electronic data and ensure physical records are kept in locked, access-controlled environments.
- 3. Data Sharing:**
- Assessment data is shared only with individuals who have a legitimate educational interest, such as teachers, senior management, and parents. Data shared with external agencies is done so in compliance with statutory requirements and with appropriate safeguards in place.
- 4. Parental Rights:**
- Parents and carers have the right to request access to their child's assessment data. We ensure that requests are handled promptly and in accordance with legal guidelines.
- 5. Data Retention:**
- Assessment data is retained only for as long as necessary to fulfill its educational purpose and in accordance with our data retention policy. Once no longer needed, data is securely disposed of.
- 6. Training and Awareness:**
- All staff members receive regular training on data protection practices to ensure compliance with legal requirements and to maintain high standards of data security.

Appendices

i. Feedback policy

ii. T&L non-negotiables for staff and pupils

Key dates

Assessment	Date
Targets for year agreed and recorded on FFT	Autumn 1
Reception Baseline	First 6 weeks of Autumn term
1st Teacher Assessment on FFT	Due by end Aut 1
2nd Teacher Assessment on FFT	Due by end Aut 2
3rd Teacher Assessment on FFT	Due by end Spr 1
NTS Tests Yr 3/4/5	Due by end Spr 2
4th Teacher Assessment on FFT	Due by end Sum 1
KS 1 & 2 SATs	May of the year
Phonics Screening check	June of the year
Multiplication Tables check	June of the year
NTS Tests Yr 3/4/5	Due by end Sum 2
EYFSP	Due by end June

Feedback Rationale

"Standards are raised only by changes which are put into direct effect by teachers and pupils in classrooms. There is a body of firm evidence that formative assessment is an essential feature of classroom work and that development of it can raise standards." – **Dylan Wiliam and Paul Black (Inside the Black Box)**

Feedback is most effective when it is timely, supporting learning by influencing planning and intervention, and identifying pupils ready for additional challenges or further support. Our aim at St Luke's is that feedback should result in accelerated pupil progress, reduced written feedback replaced with oral feedback, and decreased teacher workload outside school hours. Driven by research, it's recommended that all marking be driven by professional judgement and be "meaningful, manageable, and motivating." – **Elliott et al., 2016, A Marked Improvement**

These strategies support staff in providing meaningful feedback, allowing teachers to gauge pupils' understanding and necessary responses, which should then be integrated into planning.

Non-negotiables

- **Learning Sheets:** Produce at the start of each week for Topic and each half-term for RE books. These sheets should detail upcoming outcomes, key vocabulary, space for pupils' self-evaluation as well as learning questions to review learning completed.
- **Highlighter Use:** Identify incorrect work using a highlighter. Pupils revisit using "Purple Pens of Progress." Teacher judgement determines whether highlighted errors are simple mistakes or indicate underlying misunderstandings. Should children have underlying misunderstandings then more detailed verbal or written feedback may be necessary as judged by the teacher.
- **Highlighted Box:** Use a highlighter to draw a box around work sections for improvement. Allocate time at the start of the next lesson for improvements using "Purple Pens of Progress."
- **Live Feedback:** Provide in-lesson feedback using highlighters and marking codes, ensuring work is concise and linked to outcomes.
- **Coding:** A formative feedback tool to celebrate achievements and provide next steps. Use the following marking code:
- KS1 and 2 should also adhere to the following marking code **which should be displayed in all classes:**

Sp	Spelling
^	Missing word
G	Grammar
P	Punctuation
()	Unclear

H	Handwriting
Pr	Presentation
//	Paragraphs
FS	Finger space
V	Vocabulary
C	Capital letters

Self-assessment and Reflection

- **Purple Pens of Progress:** Used exclusively by pupils to comment on learning and responding to feedback.
- **Dedicated Improvement and Reflection Time (DIRT):** Key lessons should include DIRT time for metacognition questions, redrafting and self-evaluations.
- **Journaling:** In maths lessons at least weekly we encourage pupils to reflect on their learning and next steps.
- **Reflective Learning:**

Feedback Strategies

- Pupils use journals to reflect on their mathematical learning journey. This process helps them identify what they have learned, any challenges they faced, and how they overcame them.
- **Articulation of Thinking:**
 - Journals provide pupils with the opportunity to explain their reasoning and the strategies they used to solve problems. This articulation reinforces their understanding and allows teachers to assess their conceptual grasp.
- **Problem Solving and Reasoning:**
 - Pupils are encouraged to document multiple methods of solving problems, fostering flexibility in thinking and a deeper understanding of mathematical concepts.
- **Self-Assessment and Goal Setting:**
 - Journaling encourages pupils to self-assess their work and set personal goals for improvement. This promotes ownership of learning and helps teachers tailor support to individual needs.

Implementation Strategies

- **Regular Practice:** Integrate journaling as a regular part of mathematics lessons to ensure pupils develop the habit of reflective learning.
- **Guided Prompts:** Provide pupils with prompts or questions to guide their journaling, such as "What strategy did I use?" or "What did I find challenging?"
- **Sharing and Discussion:** Encourage pupils to share entries with peers and discuss different problem-solving approaches, enhancing collaborative learning.
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Feedback Expectations

- **Extended Writing:** At least once a fortnight, focus on presentation pieces with feedback given on drafts in GPS books.
- **Arithmetic Exercises:** Highlight incorrect work for correction, using purple pens for improvements.

SEND Targets

- Targets will be recorded on children's IEP's and will be updated half termly.

Monitoring and Evaluation

To ensure the effectiveness of our assessment and feedback policy, St Luke's Primary School will implement the following monitoring and evaluation strategies:

- **Regular Review Meetings:** Conduct termly meetings with staff to review assessment practices and gather feedback on policy implementation.
- **Stakeholder Feedback:** Collect feedback from pupils, parents, and staff to identify areas for improvement and celebrate successes.
- **Performance Analysis:** Analyse assessment data to evaluate pupil progress, inform teaching strategies, and assess the impact of interventions.
- **Professional Development:** Provide ongoing training for staff to stay updated on best practices and statutory requirements in assessment and feedback.
- **Policy Updates:** Review and update the policy Bi-annually to reflect changes in statutory requirements and the latest educational research.

By implementing these strategies, we aim to maintain a high standard of assessment and feedback that supports pupil learning and development.

Appendix 1:

Feedback overview

Feedback should be 'live' and in lesson in so it is timely to support pupil progress-

Feedback expectations

- **Green pen** for written comments, coding and dating where outcomes have been met.
- Use of **marking code** to bring pupils attention to common mistakes in their work.
- **Highlighter** for addressing misconceptions, mistakes and identifying when an outcome has not been met due to pupil and for 'Box' feedback.
- Pupils must use **Purple Pens of Progress** for self editing/assessment.
- **Purple Pens of Progress** for responding to **all** feedback.
- Pupils should be given **appropriate time** to respond to feedback before writing up their final version in their books.
- When using highlighters, short comments or questions can also be used if they will aid pupil progress.
- In arithmetic exercises, incorrect work should be highlighted for children to correct.
- Books to be scanned by staff ideally **during** each lesson to ensure pupils are on track and redirected if necessary.
- Feedback to be given by **any** adult best placed to do this i.e. if TA or classroom support assistant work with a group they should ideally give feedback to the children (with guidance from Teacher if necessary)

Feedback strategies

- **Weekly learning sheets** in Topic books detailing outcomes for the coming week. Teacher or pupils to date when outcome when met, highlight if pupil does not meet and this will become their next step, note if to be carried over to following week.
- **Live feedback** - evidenced through use of Purple Pens of Progress.
- **Coding** - to be used across all subjects only in green pen if actioned by an adult.
- **Self/peer assessment** - pupils check their own or others work against answers provided.
- Not yet because... any comment written by an adult linked to not meeting the outcome must start with 'Not yet because' to promote a growth mindset in pupils.
- **DIRT time** - scheduled in key lessons using metacognition questions to allow pupils to respond to feedback.

Marking code

Sp	Spelling
^	Missing word
G	Grammar
P	Punctuation
()	Unclear
H	Handwriting
Pr	Presentation
//	Paragraphs
FS	Finger space
V	Vocabulary
C	Capital letters

Appendix 3 - Weekly topic sheet

Year:

Term:

Topic:

Week:

My 'know more remember more' vocabulary

History Geography Science Computing Art DT Citizenship/PSHE English

Objective	Completed

Insert Learning question 1

Insert Learning question 2

Self-Evaluation-What have I learnt this week that I did not know before?
