



Assessment

At Castleward Spencer Academy we believe that the feedback provided to pupils is an integral part of a successful teaching and learning process: its sole purpose is to further children's learning. This is why we refer to marking and feedback as 'feeding-forward'.

The Education Endowment Foundation has recently evidenced that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong.

In light of this, our guiding principles are as follows:

- The sole focus of feeding-forward and assessment should be to further children's learning.
- Evidence of feeding-forward is incidental to the process - we do not provide additional evidence for external verification.
- Written comments should only be used where they are accessible to students according to age and ability.
- Feeding-forward advice is delivered closest to the point of action is most effective, and, as such, feedback delivered in lessons is more effective than comments provided after the fact.
- Feeding-forward guidance is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments.
- Feeding-forward 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 progress.
- All pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it impacts on future learning. When work is reviewed, it should be acknowledged in books. This will be a highlight of either green or orange.
- Feeding-forward ensures that children are provided with timely and purposeful feedback that furthers their learning, and teachers are able to gather feedback and assessments that enables them to adjust their teaching both within and across a sequence of lessons.
- Any assessment opportunities undertaken – planned or otherwise - are done so with the primary purpose of identifying progress and achievement.

Feeding forward

We provide advice and guidance to children in order to move their learning on. This is the sole purpose for any response to their learning. At Castleward, we are going to shift from feeding back to children once the moment has passed, and feed forward as much as possible, during a lesson. Toolkits may be highlighted post lesson as an assessment tool, in order for the teacher to pick up misconceptions and move learning on in the following lesson. Live marking and verbal feedback have proven to make the most difference to children's progress.



What does feeding-forward look like for us?

- Feedback and highlighting in books are the responsibility of both the teacher and the TA. Both will work directly with children, circulating or with a group, providing guidance against the success criteria.
- Toolkits are used in to provide the focus for live feedback and next steps within reading, writing and mathematics. The steps for success are outlined on these.
- Lessons that are applying tools taught, such as independent writing, the children will have a blank toolkit to select the tools they need to be successful. This may be progressive as the year goes on. Our aim is to develop independent learners.
- Written feedback is not expected in books. Live verbal feedback and highlighting is the aim. An adult may complete a worked example in a child's book during the lesson, but it is not expected afterwards. For example, the adult may model the correct formation of a 2 if it's a common misconception for a child, or how to complete column addition.
- Adults can highlight toolkits during the lesson, when you can see the children have achieved. Research suggests that an 80% success rate shows that something is achieved.
- Adults are highlighting against the success criteria. Green – where it is met and orange where work needed. Both can be done during the lesson.
- Writing non negotiables – a scan down the page to see 80% accurate is highlighted green. It is not necessary to highlight all capital letters etc. (although this may be the case in KS1 where this is an actual objective).
- Math non negotiables – more as a prompt for children, not for us to highlight. They can highlight themselves to check off that they've done it. In mathematics, children may peer and self-assess. Children can mark their own calculations throughout the lesson and at the end.
- Mathematics - a green/orange dot next to the answer indicated right/wrong.
- Children respond to any advice or guidance from the teacher in purple pen.
- 3 spellings, maximum, will be picked out for children to work on (highlighted in yellow). These words will be high frequency, or those using the spelling patterns they should know. Teacher or TA to model them underneath using sounds and syllables approach.

Marking Symbols

Symbol	Meaning
○	Misuse of capital letter, formation or punctuation.
∧	Missing word.
→	Improvement needed here.

Summative Assessment

At Castleward Spencer Academy we use summative assessment termly. This takes place towards the end of the Autumn, Spring and Summer terms. For this periodic review, we use PIRA and PUMA assessments, where outcomes are standardised. At statutory assessment points, previous papers may be used. The standardised score of these assessments is recorded on Google Drive.



Statutory assessments are:

- Phonics check near the end of Year 1, with the requirement to repeat it in Y2 if pupils do not meet the required standard.
- SATs (Standardised Attainment Tasks) in Year 2 and Year 6 in Reading, Maths, Spelling, Punctuation & Grammar (optional in Year 2) which, in Year 6, are marked externally.
- Writing is assessed internally, across a range of independent pieces of work, and this may be moderated externally (at least every four years).
- EYFS Profile (Early Years Foundation Stage) Early learning Goals.

Castleward Spencer weekly Pupil Progress meetings allow a professional dialogue between the Principal, class teachers and TAs to discuss the expectations and needs of the children in their class. Castleward intervention sheets are used to identify which children require additional input and support.

For reading, writing and maths, each child is assessed against the expectations for their year group, or lower, to determine where in the curriculum they are currently working. Teachers use summative and formative assessments to assess whether a child is beginning, developing or secure within each year group and subject curriculum. Each term, this is updated and recorded in order to capture the progress of all children throughout their Castleward journey. These checklists are used to monitor standards, and any areas for development are translated into individual targets and fed back into planning to ensure that learning is personalised and all children make progress.

Moderation throughout school is regular and part of standard practice. Assessment – particularly in writing is validated both within and between year groups, to ensure consistency and agreement in what constitutes ARE, GDS and WTS. Moderation of children's work also takes place across the Spencer Academies Trust (SAT) schools at Phase Moderation meetings, Subject Lead meetings and Heads' meetings in Writing, Maths and Science.

All staff are expected to provide up-to-date data, information and confidence levels on the children in their class. This confidence level data is recorded on the SAT data sheet and reviewed/updated on a three-weekly cycle. The RAG document will prioritise children for intervention but will change on a regular basis. As a result, the interventions put in place need to be flexible, not fixed for the entire year, and should respond strategically to changes. Teachers assess children on a 1-4 scale using the following coding:

- 1: Children who are securely on track to reach either the expected standard (EXS) or Greater Depth (GDS) or a Good Level of Development (GLD) by the end of the year through normal quality first teaching
- 2: Children who are likely to reach either EXS, GDS or GLD by the end of the year through normal quality first teaching and small amount of attention. As a guide, the teacher has at least 80% confidence in that outcomes
- 3: Children who have less but some chance of reaching either EXS, GDS or GLD by the end of the year but who will require considerable additional support beyond their classroom practice. As a minimum, confidence levels at the start of each term should be: 25%+ autumn term, 50%+ spring term and 75%+ summer term
- 4: Children who are not expected to reach EXS/GDS this year, or where confidence is below the levels set for a '3'. These children should have bespoke intervention, which will continue to improve their progress within that subject. It is likely that children who are scoring below 85 on standardised tests at the end of the summer term will start as a '4' in the next academic year.