The Hundred of Hoo Academy Primary

Assessment and Reporting Policy

Assessment and Feedback Policy

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.

Clarke 2012 defines effective assessment as having seven characteristics outlined below;

1. **Authentic:** It supports making connections to the real world to promote student engagement.
2. **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
3. **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
4. **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
5. **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
6. **Interactive:** Assessment encompasses ongoing and interactive dialogues about learning.
7. **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

With this in mind, we have structured our assessment processes to take account of these features and therefore significant focus is given to our mechanisms for feedback.

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

The vast majority of feedback will be carried out through conferencing (see Appendix 1 for further information), but there may be occasions whereby written notations are used to support peer and self assessment within written work. In these instances, the code depicted in Appendix 2 is used.

IB PYP Assessment

Assessment within the IB Primary Years Programme has four dimensions: monitoring, documenting, measuring and reporting on learning. Each aspect has its own role to play in informing learning and teaching and fulfilling the aforementioned practices of highly effective assessment. From the diagram below it is evident that these dimensions of assessment are not weighted equally. This is steered by which aspect has the most value to the learner first and foremost; monitoring and documenting. Despite this however, all aspects are extremely vital to have in order to ensure that there is a well-rounded view of pupils and their learning.
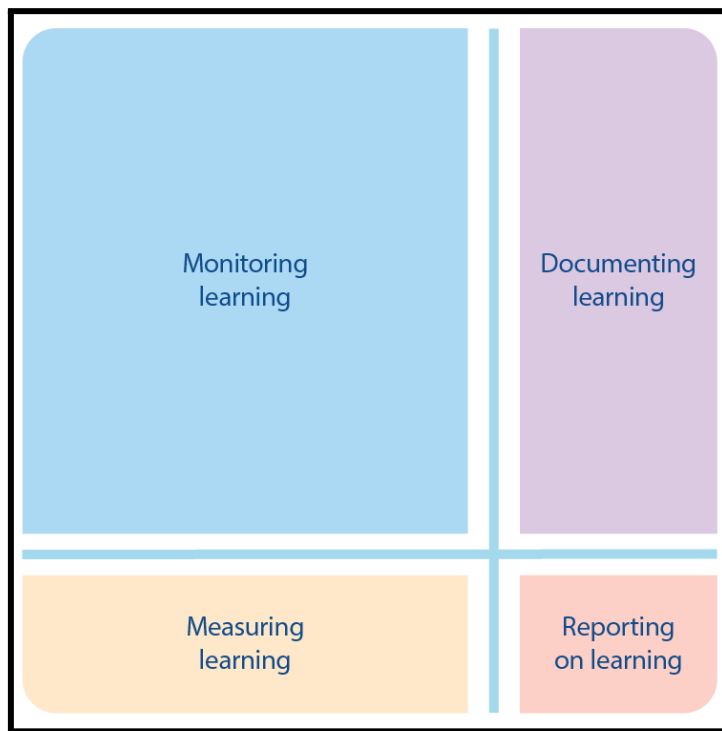
Monitoring Learning

Adults make good use of assessment for learning to monitor pupil progress and attainment. This occurs daily throughout all learning experiences and the information gathered is used to inform and adjust learning and teaching, ensuring that pupils are retaining and building on their knowledge, understanding and skills. The strategies and tools primarily used to monitor learning are outlined and described in turn.

- Conferencing (adult-led, peer and self) (see Appendix 1 for full explanation)
- Strategic use of questioning
- Observation
- Visible Thinking Routines (see AFL Toolkit for examples)
- Peer and self-assessment
- Low-stakes testing
- Bromcom
- Toddle - a digitised assessment system used to map curriculum coverage, attainment and progress as well as planning and sequencing.
- LAT Scope and Sequence documents

Teaching staff at The Hundred of Hoo Academy have regular opportunities to improve their own assessment capabilities through our collaborative training sessions. We ensure that both staff and

pupil wellbeing informs all evaluation practices and that all assessment activities are meaningful and manageable.

Documenting Learning

The Hundred of Hoo Primary Academy recognises that evidence of learning takes many different forms, including work in books, on display, digital evidence and what pupils themselves know, show and can do. When we refer to documenting learning, we mean the compilation of examples of pupil work that tell the story of learning and progress over time. Choosing work to include is a highly selective process and staff think carefully about how each piece of evidence adds to the narrative. Over time, responsibility for documenting learning will be shared with pupils. The purpose of this dimension of assessment is to make the learning journey visible. Some examples of documenting learning include:

- Digital portfolios on Google Sites
- Writing wall displays
- Social Media posts linked to learning
- Within our Google Classrooms
- Pupils' or adults' selections of work in books when conferencing

Measuring Learning

Assessment of learning takes place frequently throughout the academic year, the timing and purpose of which is shared with all staff through our assessment calendar. We ensure that the type and frequency of measurements of learning are manageable and meaningful and that the information gathered is shared with pupils and used formatively to inform learning and teaching. The results of measurements of learning are also collaboratively analysed at a class, school and trust level to identify patterns and trends in pupil progress and attainment over time and to allow for the strategic allocation of resources. The Hundred of Hoo Primary Academy employs the following tools for AoL:

- Internal summative testing (custom schedule for each year group)
- SOLO Taxonomy (to assess conceptual understanding - rollout in progress)
- Teacher Assessment (data drops are scheduled to inform either Pupil Progress Meetings, LAT Module Reviews or both)
- Moderation and standardisation exercises (within the Medway cluster, within Leigh Academies Trust, and with the local authority)
- National Assessments (Phonics Screening Check, Key Stage 1 Tests, Multiplication Check, and Key Stage 2 Tests)

Reporting on Learning

The Hundred of Hoo Primary Academy involves all stakeholders in the reporting of pupil progress and attainment. **All aspects of the Profile for Success are reported on: Learner Profile Attributes, Approaches to Learning, and Academic, Social and Personal Development.** This allows all parties to reflect holistically on pupils' successes and also to identify areas for growth and improvement. The following are the learning communities we communicate with and the methods used to report learning:

- Senior Leadership: Pupil Progress Meetings (Once per term)
- Trust Leadership: Module Reviews (Once per term)
- Governors: Academy Development Group and Academy Board Meetings

- Parents: Parent/teacher/pupil conferences (Two formal parents evenings per year and ad hoc conferences throughout the year) and Pupil Reports (Term 6)
- Pupils: Daily conferencing, and parent/teacher/pupil conferences at Show and Share Afternoons

Special Educational Needs

It is an expectation that staff will take measures that the individual needs of our learners are accounted for through the four dimensions of assessment. Adjustments should be made to accommodate a child's specific needs. This may be necessary through specific and targeted assessments for a specific area of their development, for example, Speech and Language. It is an understanding that assessment should take place where both achievements and gaps in learning can be identified and therefore it may also be necessary to make access arrangements to ensure that learners are able to demonstrate their understanding to the best of their ability. Access arrangements could include but are not limited to; a scribe, additional time or working in small groups.

Reporting to Parents

The school will formally report to parents at the end of each academic year. In years one to six, this will include pupils' attitudes to learning, reading effort and attainment, writing effort and attainment and mathematics effort and attainment. Parents will also receive a general comment with regards to their child's overall performance as well as personalised targets for the following year.

Where children sit statutory national testing, or where data is submitted to the local authority, this will also be shared formally with parents. For example, Year 1 phonics screen data, Year 2 phonics screen data, Key Stage 1 SATs results, Year 4 Multiplication Check results and Key Stage 2 SATs results.

At three points throughout the academic year, the academy will conduct parent consultation meetings where any academic or personal concerns can be addressed. One of these consultations will take place following the dissemination of end of year reports.

Appendix 1

Conferencing (adult-led, peer and self)

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

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The vehicle that The Hundred of Hoo Academy uses to ensure that feedback is impactful, regardless of whether it is immediate, summary or review, is conferencing. In its simplest form, conferencing is a conversation about improvement, learning and reflection. It can be pupil-led or adult-led and can take place in a 1:1, small group or whole-class context. Teaching staff conference with pupils about their work during lessons and throughout the school day in order to give in-the-moment feedback.

Verbal feedback opens up an immediate conversation with the child, allowing you to pinpoint and address misunderstandings or misconceptions, or indeed to challenge the pupil. Feedback in this form becomes more personal and comprehensive than written marking.

In addition to this, because pupil conferencing gets pupils to think more deeply about their work, their learning, and their personal development, it helps develop their independence and motivation within the context of a 'growth mindset'. Pupils value the 1:1 time with teaching staff and peers; they make more rapid progress as they become more aware of what they are doing that is successful and what it is that is holding them back. Pupils are able to articulate what they need to do to improve.

The different examples of this are shown in the diagram below.
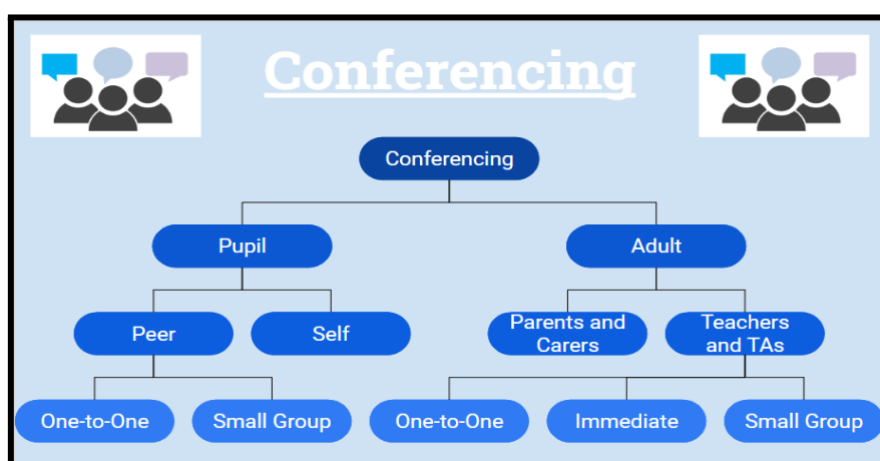
Appendix 2

<u>Written Feedback Codes</u>

Sp	Spelling Error
P	Punctuation Error
~~	Grammatical Error
∧	Missing Word
PC	Peer Conference/Feedback
TC	Teacher Conference/Feedback
HC	HLTA Conference/Feedback
LC	LSA Conference/Feedback
S	Supported
//	New line or paragraph needed.
✔	Correct use of a taught skill
●	Incorrect use of a taught skill

Portfolio Policy and Agreements:

Guiding Philosophy:

A portfolio tells the story of individual as well as collaborative learning and reflects a pupil's learning journey over both the short and long term. It promotes pupil agency through voice, choice and ownership.

Portfolios show learning related to knowledge (knowing), understanding (showing) and skills (doing) both within the National Curriculum and within the construct of the PYP such as learner profile attributes and approaches to learning. The portfolio encourages reflective thinking and allows pupils and teaching staff to make learning visible.

The portfolio belongs to the pupil. The role of teaching staff is to support the pupil's awareness of the portfolio, its purpose and how to manage it. Initially, teaching staff may manage the selection and annotation of learning for the portfolio, however, over time, the pupil will become more involved in this process.

How do we decide what to include in the portfolio?

It is agreed that evidence included needs to have purpose and intention.
All posts should have a clear purpose, context and represent or celebrate the pupils' development in relation to both the National Curriculum and the elements of the PYP.

Posts on the portfolio should show:
- A balance between content chosen by the pupil and by teaching staff
- Broad and balanced evidence from across the curriculum
- An explicit description of the national curriculum learning objectives shown, and the level of attainment, where appropriate
- Development of and reflection on the Approaches to Learning skills and sub-skills
- Development of and reflection on the Learner Profile attributes
- Examples of and reflection on Agency and Action
- Reflections on assessment, particularly of conceptual understanding

Teachers and pupils are supported in selecting and annotating evidence for the portfolio through the following question prompts:
- Why did you choose this?
- What learning does it show?
- Is this evidence linked to knowledge, understanding or skills?
- How does it show learning?
- What curriculum objectives does this evidence?
- What level of attainment does this evidence have?
- What Approaches to Learning skills or sub-skills does this show?
- What Learner Profile attribute does this demonstrate?
- How does this demonstrate authentic agency or action?
- What feedback was given about this learning?
- How did this challenge the learner?
- How does this demonstrate conceptual understanding?

The annotation on the post should make the responses to the relevant question prompts above clear.