



**CHURCHER'S
COLLEGE**

ASSESSMENT AND FEEDBACK POLICY

JUNIOR SCHOOL AND NURSERY (INCLUDING EYFS)

January 2025

ASSESSMENT AND FEEDBACK POLICY

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Authorised by	Deputy Head of the Junior School
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Date of next review	January 2027

1 **Introductory Statement**

This policy relates to all children at Churcher's College Junior School and Nursery. Throughout this document, the terms "the School", "Churcher's College Junior School" and "CCJS" refer to Churcher's College Junior School and Nursery.

Assessment encompasses many different ways of assessing a child's learning and is utilised to inform planning and teaching to maximise progress. Assessment enables target setting and should also be used as a valuable tool to inform and adapt lessons and planning.

2 **Aims and Objectives**

What is assessment and feedback for?

- To help children make progress by letting them know what they have achieved and their next steps
- To inform and adapt planning
- To acknowledge effort and build confidence and pride
- To enable children to gauge their level of understanding
- To encourage children to take pride in their work and work to the best of their ability
- To gather data / evidence for reporting
- To challenge misconceptions or correct mistakes
- To enable us to pass useful records to the providers of the next stage in a pupil's education.

3 **Planning for Assessment**

All teachers have responsibility for keeping their plans updated and subject co-ordinators are responsible for ensuring progression and rigour. Opportunities for assessment will be identified within planning.

4 **What is Feedback?**

Feedback to pupils can be in many forms including oral and written. In order to be effective it must be timely and relevant, and, for this reason, especially in the younger years, most feedback will be oral. It may often not be planned for, and can be either group or individual but must provide students with a clear sense of how to improve and will be focused on making progress. Feedback and assessment are intrinsically linked and should work together to establish achievement and targets. In order to manage teacher workload, and maximise teacher effectiveness it is not expected that every piece of written work have detailed written feedback. Teachers are requested to use the 'Feedback and Assessment Guidelines' document for examples of good practice and are expected to be able to provide evidence of pupil progress, and targets set and met.

5 **Teacher Assessment**

Teacher assessment will lead to differentiation and matching learning to pupils' individual needs.

Feedback

1. It will be individual to the child and phrased positively.
2. It will be appropriate to the age of the child and phrased to allow understanding.
3. It may include questions to develop a dialogue between the teacher, pupil and peers.
4. It will be relevant to the learning taking place and / or a target previously set.
5. There must be time given for the child to either reflect upon, acknowledge or act on feedback given.

Teacher written feedback (marking)

This will be used where it is deemed to be the most effective and relevant feedback for the subject/ lesson/ pupil or context. Not all work needs to be marked in detail and should only be undertaken when it will have a clear benefit. Where feedback is written the above principles of feedback apply but in addition it should:-

1. Be easily read and understood.
2. Include specific actionable points.
3. Include comments on presentation if appropriate.
4. Include, where relevant, no more than 3, spelling corrections.

Observation

- teachers are aware that observation is a valuable form of assessment;
- observation should be undertaken with specific objectives in mind;
- both set tasks and free play investigative situations should be observed;
- observation can, at times, be either passive or interactive;
- we should aim to observe each child over a period of time engaged in:-
 - individual work;
 - small group/interactive situations;
 - whole class situations;
 - interaction with adults;
 - structured and unstructured activity;
 - situations covering a variety of curriculum activities;
- such observations might result in written records.

Observations may be kept as a teacher's own informal records; such observations are an integral part of improving our real understanding of each child's strengths, weaknesses and capabilities and should assist in planning for each child's future educational needs.

6 **Self and Peer Assessment**

Self assessment is a useful strategy, allowing children responsibility for setting their own targets. Collaborative or peer marking can be very effective in building understanding. The principles behind self and peer assessment include:-

- These forms of assessment should be teacher led and modelled carefully
- There should be clear criteria or guidelines for what is being assessed and how it is recorded (if written)
- Consideration should be given to the individual needs of the child and a class as a whole

7 **Progress Reviews**

In order to review progress being made by pupils a series of progress reviews will take place over the course of the year. The focus will be on observing pupil achievement, progress and target setting, and teachers will be invited to demonstrate this in a variety of ways including assessment evidence, online portfolios and work; as well as individual child subject books. It is understood that oral feedback is not captured in this process, but that evidence of progress is of greatest importance, and teachers may be asked to provide information and evidence to support this e.g. whole class feedback sheets, markbooks, target records.

8 **Procedures for the organisation and management of Assessment, Recording and Reporting**

Baseline Assessment

It is important that staff have a sound understanding of a child's achievements and abilities when the child enters the school. Such information will come from various sources, dependent upon the stage at which the child is admitted to school. Baseline assessments should be used to inform the initial planning of the child's curriculum and to assist in his/her swift integration into the new environment.

Entry into Reception is accompanied by meetings with Nursery staff or visits to the child's current Nursery. Tapestry information continues from the school Nursery into Reception.

At the beginning of Nursery and Reception there is a baseline assessment. A child's current records for Year 1 to 6 pupils will be sought from his/her previous school and will serve as a baseline assessment to inform staff of his/her achievements and abilities. In Year 3 we gather Baseline Assessment data during the assessment morning.

Summative Assessment

See the Assessment Profile Document for Summative Assessments that are used to track pupils' individual progress.

At the beginning of the Spring Term, Year 6 pupils sit the Entrance exam for the Senior School.

Standardised assessments are conducted from Year 1 upwards. Baseline Assessment are conducted in R. CAT4 testing is used from Y3 upwards in the Autumn term.

Regular assessments take place in the core subjects throughout the year, either at the end of a unit or at half-termly or termly intervals; as appropriate to the subject and year group.

Reporting and record keeping

	1 st Half Term	2 nd Half Term
Autumn		Class Teacher (+ English, maths & science) Parents' Evening – in person Grade Cards
Spring	Specialist Teacher Parents' evening	Class Teacher + English, maths & science Parents' Evening (NOT Y4 or Y5) – online Grade Cards YR, Y1, Y2, Y3, Y6 Full Report Y4 and Y5
Summer		Y4 & Y5 Class Teacher + English & maths Parents' Evening Full written report YR, Y1, Y2, Y3, Y6 Grade Card Y4 and Y5

Termly gradings will be entered on a grade card through iSAMS. These gradings are as described below.

Learning Behaviours - Note	Always / Usually / Sometimes
	Your child communicates and collaborates effectively with his / her peers and teachers
	They listen to and follow instructions carefully
	They are focused and on task
	They are keen to do their best
	They can work independently

Progress	
Exceeding Plus	The progress has been exceptional
Exceeding	The progress has been greater than expected
Expected	The progress has been in line with expectations
Towards	The progress has been less than expected –

Attainment	
Exceeding Plus	Attainment is exceptional for our school
Exceeding	Attainment is beyond expectations for our school
Expected	Attainment is in line with expectations for our school
Towards	Attainment is below expectations for our school

Full reports will contain a comment on core subjects and subjects when taught by a specialist teacher, a class teacher's report and a head teacher's comment. Written comments will include key strengths and targets. A pupil's preferred name should be at the top of the card and reports should not use nicknames or shortened names unless they are recognised as the preferred name.

In EYFS, there are termly grade cards focusing on overall performance and include the identification of specific next steps.

Records of all significant discussions with parents on academic and pastoral matters should be uploaded to CPOMS.

9 ILPS

See Learning Enrichment documentation.

10 Monitoring and Evaluation

The monitoring and evaluation of the Assessment policy is the shared responsibility of the Deputy Head and Senior Teacher (Academic) who are responsible to the Head of the Junior School.

This is to be achieved in a variety of ways:

- regular discussions with staff concerning progress of groups and individuals;
- staff are encouraged to engage in peer observation;
- ensuring that assessment opportunities are built into the planning across the school;
- regular classroom observation and working alongside colleagues to help identify strengths and weaknesses, and to provide support to individual staff as appropriate;
- providing assessment data in the form of tracking, and reviewing outcomes and data to evaluate overall standards throughout the school; and
- to develop and update the Assessment and Feedback policy.

Teachers also carry out an assessment of their own teaching and curriculum through curriculum audits. This identifies to the teacher, coordinator, Senior Teacher (Academic), Deputy Head and the Head any areas for development within the curriculum and is a useful tool to monitor progress and evaluate teaching approaches used throughout the year.