CHARLWOOD VILLAGE PRIMARY SCHOOL
Assessment and Feedback Policy

Policy Name	Assessment and Feedback Policy
Policy Owner	Headteacher
Governing Body or Working Group Approval	Full Governing Body
Last Reviewed	Autumn 2025
Next Review Date	Autumn 2026
Status and Review	Non statutory
Policy Source	

At Charlwood Village Primary School we know that regular assessment of where pupils are in their development is essential. Using a wide range of assessments is essential for giving a holistic picture of each pupil. The outcomes of this can then be used to identify what provision is needed next to progress.

Early Years

Pupils in Early Years follow the Early Years Foundation Stage Profile. The online Tapestry programme is used to record observations by both the teacher and teaching assistant and judgements on pupil development can be recorded by the teacher. Parents can also view the assessment updates and can add their own observations. The Assessment Leader can also view the records. Pupils are observed in both child initiated and adult led activities. Any mark making which the children produce during child initiated and other activities together with assessment and the results of any adult led tests, for example phonic assessments, number recognition assessments are used to inform half-termly assessments and pupil tracking. Pupil's progress through the age related bands is recorded and discussed at half-termly Pupil Progress meetings. Pupils may be identified as either 'Emerging' or 'Developing' At the end of the year pupils are judged against the Early Learning Goal for all of the Prime and Specific Areas, using the exemplification materials provided by the DfE. They are either 'Emerging' or 'Expected' in the Early Learning Goal. Pupils score either a 1 or 2 which represent the descriptions respectively for all Prime and Specific Areas. To achieve a Good Level of Development (GLD) pupils must achieve the first 12 ELG's out of 17. This includes all of the Prime Areas as well as English and Maths. This is a best fit judgment. At transition meetings with the next class teacher the reception teacher talks through the achievements of all pupils. A windscreen is used as a visual tool for transition conversations between teachers and teaching assistants.

Pupil development is discussed at parent evenings so that parents understand where their child is in their development. We do not set targets for pupils in Early Years. Next Steps for each of the areas are shared with parents at the Parent Consultations. A copy is given to the parent as a record of the discussion.

Each half-term pupil progress is analysed and pupils are identified as either below age related expectations or at age related expectation. As pupils start in Early Years, a baseline assessment is carried out through teacher observation of child initiated activities. A statutory reception baseline assessment (RBA) is also conducted by the Class Teacher for every child in the first few weeks of joining Early Years. This forms their 'on entry data'.

Key Stage 1

Year 1 ~ English and Maths

The National Curriculum End of Year Expectations are used to identify and track pupil progress and attainment. Observations of pupils, their answers within the class, summative testing and pupil work are all used to assess pupil progress and attainment. In Year 1 pupils are identified as either 'Working Towards End of Year Expectations', 'Working at End of Year Expectations' or 'Working at Greater Depth than the End of Year Expectations' through a 'best fit' picture of the end of year statements.

Year 2 ~ English and Maths

In Year 2 pupils are assessed against the Interim Assessment Framework. Evidence for each statement of the Interim Assessment Framework is detailed on a tracking grid. Observations of pupils, their answers within the class, summative testing and pupil's work are all used to assess pupil

progress and attainment. Pupil's achievement is then graded by the teacher (teacher assessed –TA) as:

- Pre-Key Stage Standard (Year 2 only)
- Working Towards End of Key Stage Expectations
- At Expected for End of Key Stage Expectations
- Working at Greater Depth than the End of Key Stage Expectations

Pupils have to **achieve all of the statements** and teachers have to have secure evidence that pupils have achieved **every statement** in the Interim Assessment Framework to be judged as 'Meeting End of Year Expectations'. (It is not a best fit model.)

The school will be using the Optional KS1 SATs papers as part of the summative assessment system to inform teach assessment. These will be used in Summer Term 2024.

Lower Key Stage 2 ~ English and Maths

The National Curriculum end of year expectations are used to identify and track pupil progress and attainment in English and Maths. Observations of pupils, their answers within the class, summative testing and pupils' work are all used to assess pupil progress and attainment. In Year 3 and Year 4 pupils are graded as either:

- Working towards end of year expectations
- Working at end of year expectations
- Working in greater depth than end of year expectations

NFER tests are used each term to provide a summative assessment for SPAG, reading and maths. These summative results inform the teacher assessment judgements.

Upper Key Stage 2 ~ English and Maths

The National Curriculum end of year expectations is used to identify and track pupil progress and attainment in English and Maths. Observations of pupils, their answers within the class, summative testing and pupil's work are all used to assess pupil progress and attainment. In Year 5 and Year 6 pupils are graded as either:

- Pre-Key Stage Standard (Year 6 only)
- Working towards end of year expectations
- Working at end of year expectations
- Working in greater depth than end of year expectations

NFER tests are used in Year 5 each term to inform the teacher judgement. NFER tests are used in the autumn and spring term for Year 6 to inform teacher judgement. Year 6 pupils sit end of Key Stage Assessments (SATs) for SPAG, reading and maths. The papers are externally marked. Pupils have to achieve a scaled score of 100 or above to meet the standard. Writing is teacher assessed. Writing is moderated each term and support and challenge for this is provided through an experienced Year 6 moderator.

Foundation Subjects

Subject Leaders are currently working on identifying the Core Knowledge for each unit of work in the foundation subjects. When these have been established teachers will discuss how best to assess this to identify if pupils have achieved the Core Knowledge. Leaders will ensure that assessment expectations for identifying this are both meaningful and manageable for pupils and teachers.

In Humanities, this has been achieved through the introduction of 'Knowledge and Skills Framework' documents (KSFs). Each unit, in both History and Geography, has a KSF document created for it. This

is a work in progress. Each document, for each unit, contains: key vocabulary, key knowledge, key skills, assessment opportunities and enrichment. This is set out on a clear single side of A3.
In addition to this is an assessment grid that is to be used to identify pupils who are excelling in the various skills or not meeting the skill. Those who are meeting the skills do not have to be labelled on the grid. Each unit will be expected to include at least 3 different skills. As for assessment of knowledge and understanding, this can be achieved through teacher judgement and unit tests.

Foundation Stage Feedback to Pupils

In the Early Years Foundation Stage the vast majority of feedback to pupils is verbal feedback. Where pupils have recorded their learning the Teacher or TA will date the work and may write a comment reflecting the level of support the pupil received and a summary of the feedback given. If the work has 'CI' this means that it is 'Child Initiated'. If the work has 'VF' then this means verbal feedback and the teacher has talked to the pupil. 'AS' means that the work has been 'Adult Supported'. 'I' means that the work has been completed 'Independently'.
Feedback to pupils will include a celebration of where they have been successful as well as what they need to do next to improve. In teacher planning and during learning the term 'Steps to Success' will be used to prepare them for Key Stage 1.

KS1 Feedback to Pupils

In Charlwood Village Primary School, we prioritise verbal feedback and where appropriate pupils are given time to respond to feedback. In the Foundation Stage and Key Stage 1, the majority of feedback is verbal.
However, to ensure that there is consistency across the school in Key Stage 1 the following will be seen in all books:

- Every piece of work will be dated
- Every piece of work will have Steps to Success ~ for art work this may be added after the pupil has completed their work
- A marking key will be at the front of each book
- Pupil work will be highlighted in pink where they have shown evidence of meeting the Steps to Success ~ 'tickled pink'
- Pupil work will be highlighted in green to show where they need to improve/change their work ~ 'green for growth'
- Pupils are given time at the start of lessons or as part of a morning challenge for pupils to reflect and respond to their learning through written or verbal feedback.
- Work completed with adult support will be marked with an 'S' for support.
- Work completed without any adult present will be marked 'I' for independent
- Writing targets will be referred to in other curriculum areas
- Maths work will be highlighted in pink if it is correct or green if it needs improving and/or correcting
- Where appropriate pupils will be given the opportunity to respond to feedback comments
- If pupils have been given oral feedback the work will have VF (Verbal Feedback) and teachers will have keywords or bullets points about the feedback
- Where possible, feedback will be given to the pupil immediately but all work should have evidence that it has been assessed within 2 days.

KS2 Feedback to Pupils

In Key Stage 2, there is continued emphasis on verbal feedback in order to create a dialogue with pupils for them to receive feedback which is concise, clarifies understanding and stretches learning. In KS2, pupils are also expected to respond to written feedback either through questions written in their books, an opportunity to improve their work or to stretch them further through a 'next step' activity or question. Pupils are given time at the start of lessons or as part of a morning challenge to reflect and respond to their learning through written or verbal feedback.

To ensure that there is consistency however across the school in Key Stage 2 the following will be seen in all books:

- Every piece of work will be dated
- Every piece of work will have Steps to Success ~ for art work this may be added after the pupil has completed their work
- A marking key will be at the front of each book
- There will be at least 3 pieces of work recorded in English books, (including SPAG) and maths books each week
- Pupils work will be highlighted in pink to show they have achieved the Steps to Success ~ 'Tickled Pink'
- Where pupils need to change or improve their work this will be highlighted in green ~ 'Green for Growth'
- Where pupils have been given oral feedback the work will have VF (Verbal Feedback) with the feedback noted in key words or bullet points
- Maths work will be highlighted in pink where it is correct and green where it needs improving or re-doing
- Pupils will be given time at the start of the lesson or in the Early Morning Challenge time to respond to the feedback given
- Pupils will respond to feedback in purple pens
- Books will demonstrate a running dialogue of how pupils are responding to teacher feedback on what they are doing well and how they need to improve
- Writing targets will be referred to in other curriculum areas
- Adults will put their initials where they have supported pupils and a sentence about how the pupils was supported
- Where possible feedback will be given to the pupil immediately but all work should have evidence that it has been assessed within 2 days.

Monitoring

Teachers meet with other local schools each term to moderate pieces of work.
Within the school, the quality of feedback to pupils is monitored through termly monitoring visits by the Headteacher and Subject Leaders. Writing is moderated each term, this meeting is supported by a Y6 moderator.

Pupil Progress Meetings

- Each half-term staff analyse and discuss pupil progress data.
- Teachers update their data and save it on the Staff Server so that Leaders can analyse data as part of monitoring.
- The data collection and analysis timetable is:

Early Years

	Reading	Writing	Maths	Prime Areas and Knowledge of the World and Expressive Arts and Design
Autumn Term 1	Oxford Reading Tree (ELS) E-Book Auto Assessment	Baseline Assessment	Baseline Assessment	Baseline Assessment
Autumn term 2	ORT ELS Assessment	Observations to inform ELG.	Observations to inform ELG.	Observations to inform ELG.
Spring Term 1	ORT ELS Assessment	Observations to inform ELG.	Observations to inform ELG.	Observations to inform ELG.
Spring Term 2	ORT ELS Assessment	Observations to inform ELG.	Observations to inform ELG.	Observations to inform ELG.
Summer Term 1	ORT Assessment	Observations to inform ELG.	Observations to inform ELG.	Observations to inform ELG.
Summer Term 2	Early Learning Goal judgements to decide if Good Level Development has been achieved	Early Learning Goal judgements to decide if Good Level Development has been achieved	Early Learning Goal judgements to decide if Good Level Development has been achieved	Early Learning Goal judgements to decide if Good Level Development has been achieved

In the EYFS, phonics assessments are completed in line with the Oxford ELS Scheme and using the ELS resources and assessment documents.

Year 1

	Reading and Phonics	Writing	Maths	Foundation Subjects and Science
Autumn Term 1	Oxford Reading Tree ELS E-Book Auto Assessment.	Teacher judgment using Year 1 Writing Criteria.	Teacher judgment based on pupil evidence.	Teacher assessment against Core Knowledge and Skills for each unit.
Autumn term 2	ORT ELS Assessment for comparison against Year Group Expectation	Teacher judgment used Year 1 Writing Criteria.	Teacher judgment based on pupil evidence.	Teacher assessment against Core Knowledge and Skills for each unit.
Spring Term 1	ORT ELS Assessment for comparison against Year Group Expectation	Teacher judgment using Year 1 Writing Criteria.	Teacher judgment based on pupil evidence.	Teacher assessment against Core Knowledge and Skills for each unit.
Spring Term 2	NFER Reading Assessment	Teacher judgment using Year 1 Writing Criteria.	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.
Summer Term 1	ORT ELS Assessment for comparison against Year Group Expectation Phonic Screening Check	Teacher judgment using Year 1 Writing Criteria.	Teacher judgment based on pupil evidence.	Teacher assessment against Core Knowledge and Skills for each unit.

Summer Term 2	NFER Reading Assessment	Teacher judgment using Year 1 Writing Criteria.	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.

NFER Assessments are taken at the end of the term to assess what knowledge and skills pupils have retained at the end of the units of work.

In KS1, phonics assessments are completed in line with the Oxford ELS Scheme and using the ELS resources and assessment documents.

Year 2

	Reading and Phonics	**Writing**	**Maths**	**Foundation Subjects and Science**
Autumn Term 1	Oxford Reading Tree ELS E-Book Auto Assessment	Teacher judgment using Year 2 Writing Criteria.	Teacher judgment based on pupil evidence.	Teacher assessment against Core Knowledge and Skills for each unit.
Autumn term 2	NFER Reading Assessment	Teacher judgment used Year 2 Writing Criteria.	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.
Spring Term 1	ORT ELS Assessment for comparison against Year Group Expectation	Teacher judgment used Year 2 Writing Criteria.	Teacher judgment based on pupil evidence.	Teacher assessment against Core Knowledge and Skills for each unit.
Spring Term 2	NFER Reading Assessment	Teacher judgment used Year 2 Writing Criteria.	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.
Summer Term 1	ORT ELS Assessment for comparison against Year Group Expectation. Phonic Screening Check Re-Takes	Teacher judgment used Year 2 Writing Criteria.	Teacher judgment based on pupil evidence.	Teacher assessment against Core Knowledge and Skills for each unit.
Summer Term 2	Optional KS1 SATs Paper	Teacher judgment used Year 2 Writing Criteria.	Optional KS1 SATs Papers	Teacher assessment against Core Knowledge and Skills for each unit.

NFER Assessments are taken at the end of the term to assess what knowledge and skills pupils have retained at the end of the units of work.

In KS1, phonics assessments are completed in line with the Oxford ELS Scheme and using the ELS resources and assessment documents.

Lower Key Stage 2

	Reading and Phonics	**Writing**	**Maths**	**Foundation Subjects and Science**
Autumn Term 1	Oxford Reading Tree E-Book Auto Assessment	Teacher judgment using Year 3 and	Teacher judgment based	Teacher assessment against Core

		Year 4 Writing Criteria.	on pupil evidence.	Knowledge and Skills for each unit.
Autumn term 2	NFER Reading Assessment	Teacher judgment used Year 3 and Year 4 Writing Criteria.	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.
Spring Term 1	ORT Assessment for comparison against Year Group Expectation.	Teacher judgment used Year 3 and Year 4 Writing Criteria.	Teacher judgment based on pupil evidence.	Teacher assessment against Core Knowledge and Skills for each unit.
Spring Term 2	NFER Reading Assessment	Teacher judgment used Year 3 and Year 4 Writing Criteria.	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.
Summer Term 1	ORT Assessment for comparison against Year Group Expectation.	Teacher judgment used Year 3 and Year 4 Writing Criteria.	Teacher judgment based on pupil evidence. **Year 4 Only ~ Multiplication Tables Check**	Teacher assessment against Core Knowledge and Skills for each unit.
Summer Term 2	NFER Reading Assessment	Teacher judgment used Year 3 and Year 4 Writing Criteria.	Optional KS1 SATs	Teacher assessment against Core Knowledge and Skills for each unit.

NFER Assessments are taken at the end of the term to assess what knowledge and skills pupils have retained at the end of the units of work.

Year 5

	Reading and Phonics	Writing	Maths	Foundation Subjects and Science
Autumn Term 1	Oxford Reading Tree E-Book Auto Assessment NFER Reading Assessment	Teacher judgment using Year 5 Writing Criteria.	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.
Autumn term 2		Teacher judgment using Year 5 Writing Criteria		Teacher assessment against Core Knowledge and Skills for each unit.
Spring Term 1	NFER Reading Assessment	Teacher judgment using Year 5 Writing Criteria	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.
Spring Term 2	ORT Assessment for comparison against Year Group Expectation.	Teacher judgment using Year 5 Writing Criteria		Teacher assessment against Core Knowledge and Skills for each unit.
Summer Term 1	NFER Reading Assessment	Teacher judgment using Year 5 Writing Criteria	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.

Summer Term 2	ORT Assessment for comparison against Year Group Expectations	Teacher judgment using Year 5 Writing Criteria		Teacher assessment against Core Knowledge and Skills for each unit.

NFER Assessments are taken at the start of the term to assess what pupils have retained after the school holiday break from the previous units of work.

Year 6

	Reading and Phonics	Writing	Maths	Foundation Subjects and Science
Autumn Term 1	Oxford Reading Tree E-Book Auto Assessment NFER Reading Assessment	Teacher judgment using KS2 Writing Criteria.	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.
Autumn term 2		Teacher judgment using KS2 Writing Criteria		Teacher assessment against Core Knowledge and Skills for each unit.
Spring Term 1	NFER Reading Assessment	Teacher judgment using KS2 Writing Criteria	NFER Maths Assessment	Teacher assessment against Core Knowledge and Skills for each unit.
Spring Term 2	ORT Assessment for comparison against Year Group Expectation.	Teacher judgment using KS2 Writing Criteria		Teacher assessment against Core Knowledge and Skills for each unit.
Summer Term 1	KS2 SATs Reading Paper and SPAG Paper	Teacher judgment using KS2 Writing Criteria	KS2 Maths Papers	Teacher assessment against Core Knowledge and Skills for each unit.
Summer Term 2		Teacher judgment using KS2 Writing Criteria		Teacher assessment against Core Knowledge and Skills for each unit.

NFER Assessments are taken at the start of the term to assess what pupils have retained after the school holiday break from the previous units of work.

Other Policies

The following policies should also be read in conjunction with this one:

- Special Educational Needs and Disabilities
- Teaching and Learning
- Safeguarding and Child Protection
- Computing
- Home School Agreement
- Equal Opportunities
- RE and Collective Worship
- Online Safety and Acceptable Use

- Early Years

Steps to Success

We know that this policy has been successful when:

- Teachers confidently know where pupils are in their development
- Teachers confidently know where the pupil needs to go next
- When parents understand where their child is in their development
- When a wide range of assessment is used
- When pupils know what they need to do next to improve