WICKHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL

Assessment and Feedback Policy

Summer 2025

Review Date: Summer 2027

Aims and Principles of Assessment

To ensure that:

- The school ethos promotes and emphasises the opportunity for all children to succeed and make excellent progress if taught and assessed effectively
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- Assessment is inclusive of all abilities
- Assessment is an integral part of teaching, based on best practice focussing on the curriculum
- High quality, in depth teaching is supported and informed by high quality formative assessment (ongoing assessment)
- There is always a clear purpose for assessing and that assessment is fit for its intended purpose
- Assessment is used to focus monitoring and supporting of children's progress, attainment and wider outcomes
- Assessment provides information which is clear, reliable and informs teaching and learning
- Assessment ensures the school's long term plan, which is designed to ensure accurate coverage and clear progression, builds specifically on previous learning
- Assessment supports informative and productive conversations with pupils and parents
- A range of assessments are used e.g. daily, ongoing Assessment for Learning (AfL); in-school summative assessment and nationally standardised summative assessment
- Feedback is timely and effective
- We achieve our assessment without adding unnecessarily to teacher workload

Delivery

At Wickham Church of England Primary School we use three broad overarching forms of assessment:

- Ongoing live marking and feedback
- In-school summative assessment at regular intervals throughout the year (Autumn 2, Spring 2 and Summer 2) using the Hampshire Assessment Model (HAM)
- Nationally standardised summative assessments

In-school Summative Assessment

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have understood and applied learning to a particular concept or unit of work over a period of time, providing feedback on how they can make further improvements.

In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate pupils' learning at the end of a learning phase (based on individual outcomes). These will support teachers in planning for subsequent teaching and learning.

In-school summative assessments will also be used at whole school level by the senior leadership team (including governors on the Achievements Comittee), English and Maths leaders and SENDCo to monitor the performance of cohorts. Using this data at pupil progress meetings with teachers will help to identify where interventions may be required and to work with teachers to ensure pupils are supported in achieving at least good progress and expected attainment.

At Wickham Church of England Primary School a range of in-school summative assessments will be used including:

- Reviews/analysis of interventions for pupils with SEND
- Termly assessments against the National Curriculum age related expectations (ARE) for reading writing, SPAG and maths using the Hampshire Assessment Model (HAM) or National Foundation for Educational Research (NFER) Standardised Tests
- End of year annual reports outlining progress and attainment in relation to age related expectations (ARE)

Our yearly data and reporting structure can be found in Appendix A.

National Standardised Summative Assessment

Nationally standardised assessments will be used to provide information on how our children are performing in comparison to children nationally. They will also provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessments will enable the SLT and governing body to benchmark the school's performance against other schools nationally and locally thus enabling them to make judgements about the school's effectiveness.

A range of national summative assessments will be used including:

- Baseline Assessment in YR
- Phonics test in Y1
- Multiplication Screening Check in Y4
- National Curriculum test at the end of KS2

An Inclusive Approach to Assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children's special needs (SEND) and any requirements for support and intervention.

Ongoing Live Marking and Feedback

At Wickham Church of England Primary School we use live marking and feedback because it:

- Provides instant feedback to enhance learning - reinforcing good habits, correcting mistakes immediately, reducing the chances of repeating errors, and enabling teachers to address misconceptions quickly.
- Encourages active engagement – fostering a more dynamic learning environment where students are actively engaged in dialogic discussions.
- Supports individiual instruction – recognising that all children learn at a different pace, allowing teachers to provide real-time feedback at individuals' level.
- Fosters confidence and independence – empowering pupils to regognise their own progress and self-correct, learning that mistakes are part of making good progress.
- Is workload friendly – reducing lenghtly marking, allowing time to be better spent planning for future learning.
- Promotes motivation and self-regulation – providing an opportunity for the teacher to model the learning and editing process.

This will take the form of:

- Verbal feedback within the lesson, identified by a VF
- Making use of rich questions
- Observations and discussions with children
- Pupil self-assessment and marking in green polishing pen
- Peer marking using agreed success criteria
- Teacher highlighting to draw attention to mistakes for pupils to correct
- Editing flaps for children to improve on focussed sections of work
- Marking of pupils' work, identifying areas of success and next steps in learning

Training for Staff

This policy will form part of the induction programme for new staff. In staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice, including what makes effective feedback practice. They will be given adequate time time to undertake any summative assessments.

Continuing Professional Development (CPD), will take various forms including the provision of direct face-to-face training, remote training and group training. The Assessment Leader will ensure that best practice is shared and will attend meetings and courses to keep up-to-

date with latest research and best practice. The school will make use of both internal and external moderation sessions to support the delivery of the school's assessment policy and practice.

Monitoring and Evaluation

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the senior leadership team (SLT), following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Achievements Committee.