



**Peninsula East**  
Primary Academy



**LEIGH**  
Academies Trust

# Peninsula East Primary Academy

## Assessment and Feedback Policy

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### Revision Log (last 5 changes)

<b>Date</b>	<b>Version No</b>	<b>Brief detail of change</b>
July 2020	1.0	Drafted policy
July 2021	1.1	Reviewed, amended and approved to ensure alignment with the IB Philosophy.
Sept 2022	1.2	Reviewed and amended to reflect new assessments and data drops.
Sept 2023	1.3	Reviewed, shared with staff for input, updated to reflect assessment changes and interim report.
Nov 2023	1.4	Updated to include new marking code.
Feb 2024	1.5	Updated to include further information around SOLO Taxonomy.

## **Assessment Philosophy**

The purpose of assessment at Peninsula East Primary Academy is to provide information on the children's learning, identify areas where consolidation is needed and to extend the children's understanding. We believe that assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of children's learning to inform teaching.

At Peninsula East Primary Academy, we recognise that assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding the students through five key elements of learning:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decision to take action

As part of assessment at Peninsula East Primary Academy, students are assessed in a range of ways, using summative and formative assessment.

## **Summative assessment**

Summative assessment is completed each module in order to assess the children's understanding and to identify gaps in knowledge. Children are assessed against the National Curriculum that we are required to teach. The children's assessment is then logged onto Bromcom so that progress against the curriculum can be tracked and monitored.

### **Core Subjects - Reading, Writing, Maths and Science**

Data for Years 1 - 6 is recorded on Bromcom each module using the following codes:

- B - Working well below expectations
- W - Working towards expectations
- A - At age related expectations
- G - Working at greater depth

Data for Year R is also recorded on Bromcom each module using the following codes:

- 2 - on track for GLD
- 1 - not on track

### **Foundation Subjects**






SOLO Taxonomy (Structure of Observed Learning Outcomes) is a shared model and vocabulary for deepening learning; how we move from knowing facts to seeing connections.

We use SOLO to support lesson design, to construct tasks and evaluate outcomes. It is a progression model through conceptual understanding for all children in all year groups. It allows pupils to build on what they already know or can do to develop deeper understanding.

SOLO supports us in securing:

- **Well designed learning and assessment tasks** that build or measure the developing knowledge, skills, understanding within the inquiry and ensure that we are scaffolding pupils' learning to enable reaching deeper levels of understanding.
- **Pupil self-evaluation** - it can show the spectrum from surface to deep understanding of the learning, which children can use to see where they are along the spectrum and what they can do to progress.

We use SOLO to track and evidence progression in the class' depth of understanding and how they engage with our core concepts in each foundation subject within our Foundation Subject Framework.

Deepening Conceptual Understanding				
KNOWING - QUANTITY These three stages are around HOW MUCH they know.			KNOWING - QUALITY These final two stages are around HOW WELL they know it (and can apply).	
Pre-Structural	Uni-Structural	Multi-structural	Relational	Extended Abstract
				
Knows nothing about the concept.	Knows one thing about the concept.	Knows more (unconnected) things about the concept.	Can connect their ideas about the concept to build a whole structure, a schema.	Can make connections beyond the original concept, can generalise to make a new domain.

Using our Foundation Subject Framework, we assess curriculum coverage and depth of knowledge. Pupils are assessed as working at one of three levels through reference to SOLO Taxonomy:

- **Developing:** the pupil is developing their knowledge and skills in this subject.
- **Applying:** the pupil has a secure knowledge and skill base and they are working on the application of knowledge and skills while making connections between prior and current learning.
- **Mastering:** the pupil demonstrates mastery of knowledge, skills and understanding and is able to independently utilise this depth of learning to generalise, hypothesise, problem-solve and take their learning further.

### NTS Assessments:

In Years 1-5, we make use of NTS Assessments. These are booklets which are sat every two modules and assess the children's understanding of Reading and Maths. From marking and analysing these papers, teachers and teaching assistants are able to put in place interventions using the SHINE programme to support children to make progress.

### Statutory Assessments:

In Reception, pupils undergo a baseline assessment during their first few weeks of school. This will be completed by the Class Teacher in their normal learning environment.

In Year 1, pupils will sit their Phonics Checks. Some pupils may retake this in Year 2. This will be administered by the Class Teacher or a member of the Senior Leadership Team.

In Year 2, whilst we do not have a statutory requirement for SATS this year, pupils will work with their teachers to complete an end of Key Stage assessment.

In Year 4, pupils will sit their Multiplication Checks. This will be administered by the Class Teacher or a member of the Senior Leadership Team.

In Year 6 children will sit formal assessments to support them in their preparation for end of year statutory assessments (SATS). This will be administered by the Class Teacher and members of the Senior Leadership Team. Access arrangements will be provided if needed and our teaching assistants will support us to put these in place.

### **Formative assessment**

At Peninsula East Primary Academy, formative assessment provides information that is used in order to plan the next stages in learning. It is ongoing and interwoven with learning. This form of assessment helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to nurture self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognise the criteria for success.

Assessment in the classroom includes:

- Class and pupil discussions
- Questions asked by the children
- Evidence in books/portfolios and on display
- Evidence from marking
- Conferencing discussions where children are taught and encouraged to take ownership of their learning.
- Presentations from the children
- Children's feedback/analysis of their work and work completed by peers

### **Reporting**

At Peninsula East Primary Academy reporting on assessment communicates the children's knowledge, understanding and areas for development. Reporting involves parents, children and teachers and is an honest reflection on how the children are doing.

Reporting on the children's learning takes place in the following ways:

- Parents' evenings (held twice a year) where updates on the children's progress across the curriculum and the children's attitudes for learning are shared.
- Interim report mid-year to show pupil attainment and attitude to learning.
- Formal written report (at the end of the academic year) where children's progress

and attainment are shared along with their attitudes to learning and a reflection on the learner attributes.

- Tapestry in EYFS
- Feedback sheets when marking which also include the solo taxonomy grid so as to identify the children's understanding.
- Results submitted to the DFE for end of key stage assessments (Year 6)
- Feedback in books
- Discussions during termly pupil progress meetings with SLT and the SENCo.

### **Assessment Moderation**

Assessment of children's understanding is moderated regularly during Trust moderation sessions, local authority moderation sessions and within the school environment. This supports staff in ensuring an accurate assessment of the children's work and level of understanding. At the end of the academic year, current teachers meet with new teachers in a transition meeting to share judgements and to moderate so as to ensure that new teachers have a clear understanding of the children's prior knowledge and how this can be built upon.

### **Portfolios/Reflections**

A child's portfolio is their Learning Journey Book: a collection of their work to demonstrate reflection, growth, creativity and engagement. Portfolios celebrate children's learning through the PYP showing the development of the whole child, both within and outside of the Programme of Inquiry and National Curriculum. In these portfolios, there are reflection tickets where pupils reflect on their learning. These books are shared with peers, teachers and parents throughout the year as an insight into the children's learning and depth of understanding.

Staff initially support children in learning how to choose appropriate evidence to reflect upon and then over time begin to do this independently.

### **PYP Exhibition**

At Peninsula East Primary Academy, students in Year 6 demonstrate their understanding of the programme through engagement in the Exhibition. The Exhibition allows the children to share their understanding of the units of inquiry and to take action in educating others on these matters. This provides the children with an opportunity to share their work with the Peninsula East Primary Academy community and engages all children, teaching and non-teaching staff from across the school.

### **Feedback**

At Peninsula East Primary Academy, we recognise the importance of feedback as part of the teaching & learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research

surrounding effective feedback.

Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows 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
- allow an opportunity for pupils to take part in peer feedback
- provide an opportunity for self-reflection

Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. The DfE's expert group which emphasises that marking should be:

- meaningful, manageable and motivating. We have also taken note of the advice provided by the NCETM ([National Centre for Excellence in Teaching Mathematics](#))
- that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

At Peninsula East Primary Academy we believe that feedback and assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning. Our policy on feedback and assessment has at its core a number of principles:

- the sole focus of feedback and marking should be to further children's learning;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is provided both to teachers and pupils as part of assessment processes in the classroom and takes many forms other than written comments;
- feedback 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 might impact on future learning. When work is reviewed, it should be acknowledged in books.

## **Conferencing**

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. Conferencing is also used in social situations as a tool to promote self-regulation and reflection.

Conferencing can take two forms: immediate ('in the moment') feedback or delayed feedback. Immediate feedback and skillful use of questioning allows a teacher to quickly and decisively pinpoint where the misconception lies in the application of a specific skill and intervene accordingly. Delayed feedback promotes the development of metacognition, independence and reflective learning.

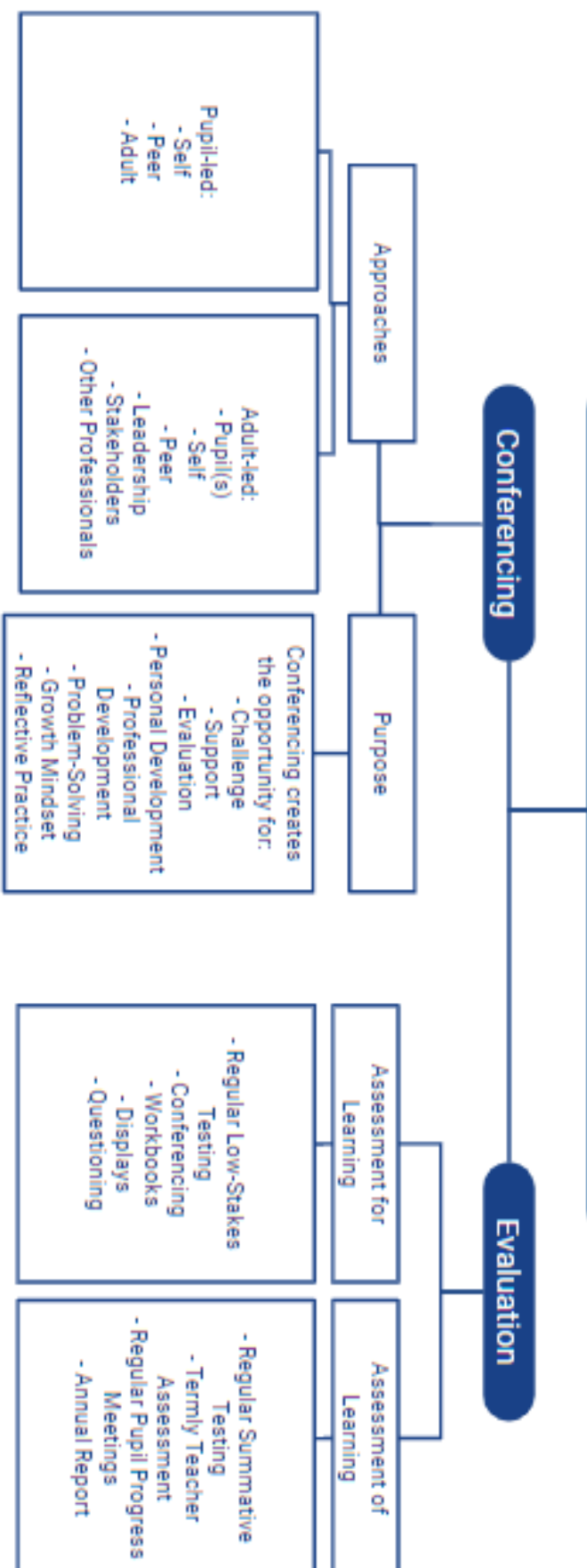
In order to promote self-regulation, the pupil is encouraged at all times to take responsibility for the learning conversation – to discuss what they were successful with, what they found challenging, what they need further help with, how they can further apply their learning, and what their next step is, for example.

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.



# Conferencing and Evaluation Framework

The PEPA curriculum is delivered within relevant and purposeful contexts, is built upon prior learning, and is designed to be interesting and motivational to all pupils.





## PEPA Marking Code

- Whoever teaches the lesson will mark the work.
- All titles should have the subject at the start.
- The teacher may underline green successes in the work.
- A pupil will use a purple pen to edit and improve their work.

Next to the title, the teacher will tick (using the code below) and initial to show who has marked the work:

✓ - partially achieved      ✓✓ - achieved      ✓✓✓ - working beyond

The teacher will mark if the work was 'S' - supported (by the title if all work is supported, by the question/section of work if only part of the work was supported).

If the child was absent, the teacher will write the **short date** with an 'A'.

15.11 (A)

The following codes are used in the margin to support pupils to edit their work:

### Code:

✓ = question correct

. = question incorrect

sp = spelling

CL = missing capital

P = missing punctuation

mark

~~~~ = incorrect tense

// = new paragraph

VF = verbal

feedback/conferencing

(this might be green or

pink, depends what

colour pen you're

using!)

\*These symbols will not

be used in Year 2 or 6

books as this style of

marking is not accepted

on 'independent work'

at moderation events.

Year 6 books are

moderated within

school by the

Leadership Team,

within the Trust at

additional Year 6

Writing Moderations

and Cross-School

Moderations.


Tuesday 14<sup>th</sup> November 2023  
 English: Using an image to  
 build tension ✓✓ RC (I)

houses as big as  
 sky scrapers.

sp. One way street.

Wet roads with  
 pumps.

At lightning speed.  
 Raced down the  
 road.  
 He speeding down  
 the road.



He sprang out and ran into  
 a wall.

He ran at lightning speed  
 just to  
 slip on the road.

The boy threw  
 himself through himself to the ground,  
 but was stopped by a big giant  
 man but then turned to the gate.  
 A.p. but the gate was how he went  
 through the guards legs but was  
 stopped by a dead end.