



Policy Name: Feedback, Marking and Assessment Policy

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Further details and additional copies from: School Reception/Administration Office

Responsibility for dissemination to new staff: Headteacher

Signed Headteacher *Date of Signature:*

Signed Chair of Governors *Date of Signature*.....

We are walking in the Footsteps of Jesus with Love Trust and Forgiveness

Romsey Abbey Primary School, Church Lane, Romsey. SO51 8EP 01794 512047 adminoffice@romseyabbey.hants.sch.uk

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Vision Statement

Romsey Abbey CE Primary School will be a distinctive community whose culture has limitless ambition, professionalism, engagement and caring at its heart. Staff, parents and governors will work together closely to give every child the best possible education and life chances. The school will be viewed by the local community as a centre of excellence.

Our Mission

At Romsey Abbey CE School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others. As a church school our whole school life is based around our common values of, “walking in the footsteps of Jesus with love, trust and forgiveness.”

Our Aims

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.

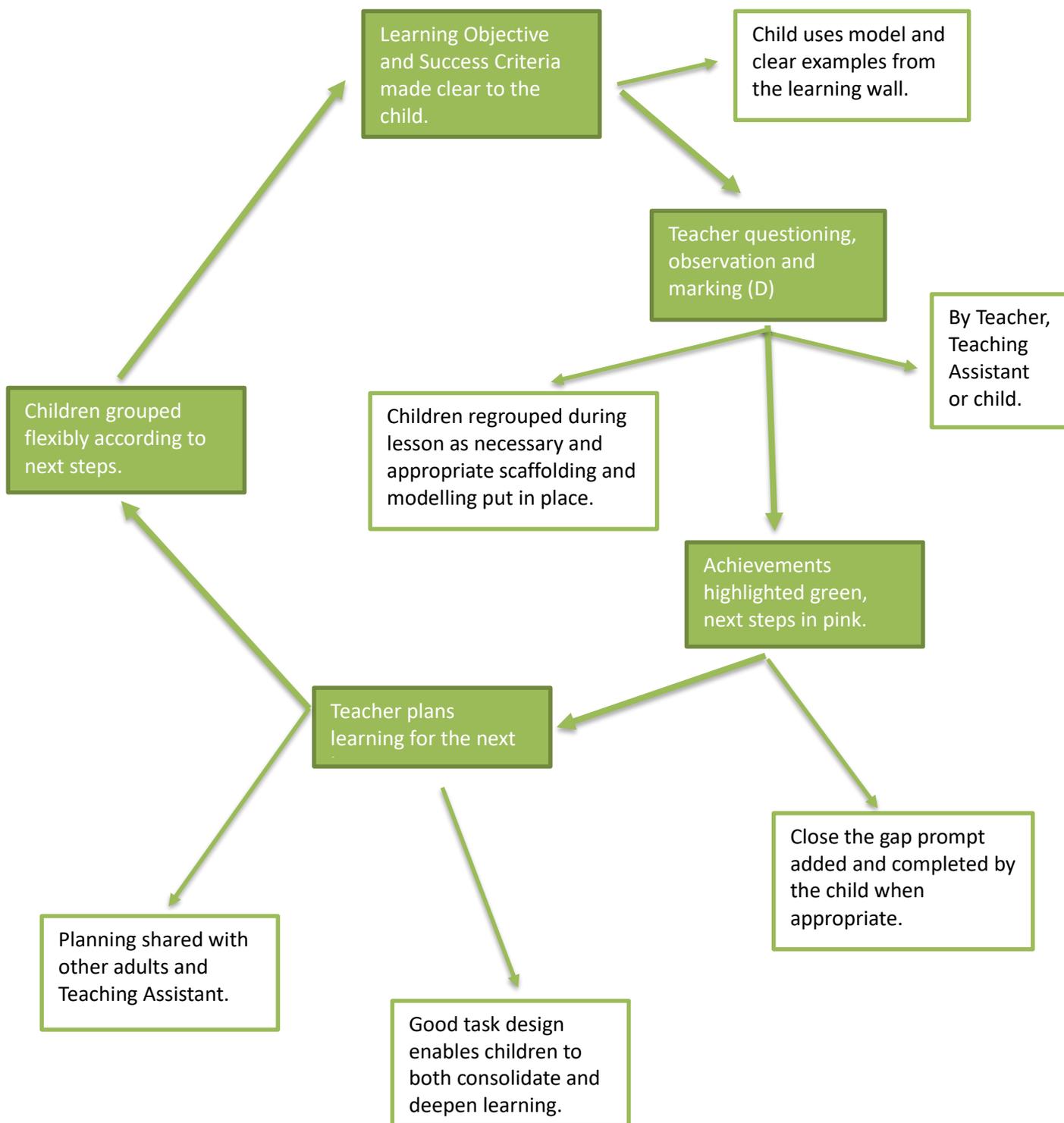
Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects culture and community and builds confident and independent learners.

Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

Purpose of Policy

Written in conjunction with all staff reading Making Every Primary Lesson Count by Jo Payne and Mel Scott.

How do we evaluate the learning made by each child in the lesson?



Assessment of Learning

Class Teacher

- Summarise where the learner is using Target Tracker against the expected levels of knowledge and understanding required by their year group's curriculum 6 times per year
- Attend Pupil Progress Meetings every 6 weeks with the Headteacher and Inclusion Leader to review progress and attainment of all pupils in their class
- Identify children at risk of not making adequate progress from their starting point or not achieving end of year expectations. Identify the barrier to learning and work with Inclusion Leader to identify suitable intentions and resources
- Meet termly with parents to discuss each child and give a termly report which includes targets for learning
- Teachers in Year 2 and Year 6 to complete statutory assessments
- Administer standardised testing where necessary
- Complete an end of year report for each child

The role of the Teaching and Learning Coach

- Work with the Senior Leadership Team to improve standards
- Support colleagues to teach basic skills proficiently while retaining the wider curriculum
- Lead by example and be an exemplar in all aspects of teaching

Middle Leaders

- Have a clear understanding of any data relevant to their subject across the school
- Lead by example and be an exemplar in their subject
- Support colleagues with raising standards in their subject

Assessment Leader

- Identify trends across groups for whom a change in curriculum or additional resources are required.
- Ensure assessment information is accurately triangulated and understood by leaders at all levels
- Report assessment information robustly to Governors
- Support teachers with all aspects of assessment

Inclusion Leader

- Oversee the use of online Edukey provision map tool to track and monitor interventions
- Use assessment information to assess the impact of interventions and resources

- Identify bespoke assessment tools where closer analysis is required to identify the learning barrier for a child

EYFS Teacher

- Celebrate and record learning developments through online journal, Tapestry
- Encourage parents to contribute to online learning journal, Tapestry
- Carry out summative assessment at the beginning (baseline) and end (Early Years Foundation Stage Profile) of the year

Governors

- Attend some Pupil Progress Meetings and report back to FGB
- Use local and national data to compare the schools achievement of pupils with other schools
- Keep up to date with national/statutory changes to the assessment requirements
- Understand data provided by external sources
- Ask questions related to assessment and data
- Carry out visits during external testing periods to ensure guidance is adhered to

Further Information Sources

Links to other policies/documents

Complete with details

Links to other websites

Complete with details

Role Holders

Names of all Role holders specified in this document can be found on the school website:

<http://www.romseyabbey.school.co.uk/>

