

Assessment, Feedback and Presentation Policy



September 2024

Coleshill Heath School Assessment Policy

“The successes and failure of my students’ learning is about what I do or don’t do.”

Professor John Hattie Visible Learning, 2012

Aims:

- To clarify whole school assessment arrangements and expectations.
- To embed methods of assessment to drive progress and achievement.
- To conduct consistent approaches to assessment across school making data accurate, meaningful and manageable.
- To ensure knowledge is retained, retrieved and built upon.

Introduction and philosophy: assessment at the heart of the learning experience

We believe assessment is:

- Integral to and at the heart of, curriculum excellence in both design *and* delivery.
- Integral to build knowledge throughout the curriculum.
- One of the core aspects of every lesson.
- Vital for the acquisition *and* development of skills, knowledge and understanding.

Our Core Assessment Principles:

Principle 1: *Assessment is the key driver to inform our teaching and impact pupil learning.*

Assessment is central to our curriculum provision, continually informing our short-term planning, shaping our medium-term planning and defining our long-term overview.

This will be achieved through:

- Clear learning intentions within each journey of learning.
- The effective use of verbal and written feedback, which requires pupils’ to respond to improve their understanding and learning.
- Using the analysis of assessment to inform further development of our curriculum and improvements in teaching and learning.

Principle 2: Assessment must inform the actions we take to close 'the gap' between the current position and expected outcome standards.

Assessments must be analysed to identify gaps in learning and analysis acted upon.

This will be achieved through:

- Analysing assessments (Insight data/assessment papers) and acting on this information to close the gap between a pupil's current learning, addressing needs and the expected learning.
- Whole class or individual feedback which must be used by pupils to improve the quality of their work.
- Building time into schemes of learning to allow for whole class re-teaching and pupils' response to feedback.
- Interventions should occur close to the event and predominantly in the classroom.
- Use Insight to identify and track the progress of specific children.
- Retrieval practice being a fundamental part of retaining knowledge which ensures prior learning is built upon.

(See Feedback section for more detail on ongoing Assessment for Learning)

Principle 3: Data collection must be meaningful and manageable.

- Use Insight to collect data to inform next steps for pupils.
- Use assessment to understand children's starting points and adapt teaching appropriately.
- Assess at the end of a unit of work or period of learning to ensure that data is a true reflection and based on children's understanding and application.
- Summative assessment (drops) will be collected three times a year.
- Determining current assessment data towards the end of Key Stages 1 and 2 at a pupil, subject and school level. These will be reported to parents and governors.

This will be achieved by:

- Assessment data will be used to inform classroom practice and planning.
- Using termly Learning and Standards Reviews, as a vehicle to monitor pupils' progress during the year.
- Use feedback strategies to help children move forward with learning.
- Staff working together in year groups to make judgements on progress and gaps for children within their cohort.
- Using self and peer assessment and feedback effectively.
- Senior Leadership ensuring staff have the time and professional development, built into our annual calendar, to deliver the policy effectively and efficiently.

Feedback at Coleshill Heath

Assessment must inform the actions we take to close 'the gap' between the current position and expected outcome standards.

Assessments must be analysed to identify gaps in learning and analysis acted upon.

What does this look like?

At Coleshill Heath, we believe feedback is one of the most crucial forms of assessment and one of the greatest factors of pupil progress, bridging the gap between current and future achievement. It enables us to make informed, quality judgements about our effectiveness as teachers, whilst making strategic decisions about the pupil's next steps.

Our Principles

Feedback should:

- provide the children with the opportunity to reflect upon their learning and use this to become '*assessment capable learners*'
- be seen by children and adults as a *positive and powerful tool* for improving *learning and progress*
- be manageable for teachers to ensure that the learning conversation, in either oral or written form, is both *purposeful and of a high quality*
- involve all adults, who are working within the classroom
- give clear strategies for improvement: **reminder prompt, scaffold prompt, example prompt, model or scaffold**
- respond to individual learning needs, incorporating verbal feedback and live-feedback, so that gaps in knowledge are addressed swiftly
- inform future planning and individual target setting so that each lesson builds upon the progress of the previous one
- incorporate the consistent use of the feedback and presentation codes, blue and yellow highlighters and green pen

Adults will:

- plan for dedicated improvement time where pupils respond to feedback

Consistent Practice and Procedures

Stationery

- ✓ All written feedback is in **green pen**
- ✓ Pupils will self and peer assess using a **purple pen**
- ✓ Colour-coded highlighting by the adults will be used to identify **success related to the Learning Objective** and **areas for development/next steps.**

Brilliant Blue!
Chance to Shine!

Coded Feedback

Codes should be displayed for every piece of learning in the margin, next to the learning objective. Adults should display a feedback code, presentation code and identify whether the learning was independent or has been supported.

Marking Codes

A* Learning Objective Achieved

AA Learning Objective Almost Achieved

? Further Learning Needed

Level of Support


S Supported Learning

I Independent Learning

Presentation Codes

P* Presentation is excellent

P Presentation needs to improve

 Presentation is unacceptable

Pupil Marking Codes

SA Self-Assessed Learning

PA Peer-Assessed Learning

(See Appendix 1 and 2)

Spelling and Grammar

Errors in basic skills should be addressed, including:

- ✓ *topic-related technical vocabulary,*
- ✓ *high frequency words,*
- ✓ *RWI vocabulary or spelling patterns that the child is expected to know will be marked.*
- ✓ Incorrect spellings are identified by the teacher and correct spellings are modelled to the child. The child will then correct the spelling in their books three times.
- ✓ In years 5 and 6, an incorrect spelling which the child is expected to know will be identified by the teacher in the margin of the line using 'Sp'. Pupils are expected to identify the spelling error and, with reasonable adjustments, make a correction using a purple pen.

Inaccurate use of grammar will be identified with 'G' in the margin. Where necessary, this will be corrected and modelled to children.

(See Appendix 3)

Frequency of Feedback

Maths and English

To ensure that feedback is of a consistently high quality and that children are *actively* involved in this process, a feedback rotation will be followed.

Teacher's professional judgement will be used to adjust the sequence, depending upon the individual needs of the learners and the nature of the planned learning activities.

The rotation will involve the following three main feedback components:

1. Acknowledgement Feedback
2. Quality Written Feedback
3. Self-assessment/Peer-assessment

1. Acknowledgement feedback (including live-feedback, verbal feedback and whole class feedback)

Focus: To ensure that all work and achievements are acknowledged through the use of:

- Coleshill Heath feedback codes (see Appendix 1)
- Coleshill Heath presentation codes (see Appendix 2)
- **Brilliant blue** linked to Learning Objective
- Basic skills addressed (see Appendix 3)

Live Feedback and Verbal Feedback

During the lesson, adults are expected to 'live mark' the pupils' work, as part of ongoing Assessment for Learning. Adults will use this information to provide individual next steps verbally and use it to identify any misconceptions, which may need to be addressed through a mini-plenary.

Verbal feedback may be used to correct a pupil's understanding or to extend the pupil's knowledge. The work will then be coded 'VF' in the margin.

Whole Class Feedback

Where there has been a common misconception or common next steps identified, teachers can use the code WCF to represent *Whole Class Feedback*.

Strategy 1:

A misconception is identified in pupil books. At the start of the next lesson, the misconception is addressed by staff. The correct knowledge is taught and corrections are made by pupils using a purple pen.

Strategy 2- Numbered Feedback:

When looking through pupils' books, staff make a note of three different questions linked to the identified common misconceptions or next steps. At the end of the pupils' work, write WCF and the number 1, 2 or 3 (dependent on which piece of feedback would be relevant for the individual pupil). e.g. *WCF 1*

The three options are displayed on the interactive whiteboard for pupils to respond to in purple pen.

Example shown to all pupils:

Whole Class Feedback

1:

2:

3:

Strategy 3:

The teacher will read through the set on books, before the next lesson, and identify common areas of strength with the intention of showcasing them as models. Make a list of common misconceptions, spelling errors, technical errors and any other areas for improvement. Note who you may need to speak to individually because of specific issues.

The next lesson, give the work back to the children and present the feedback to the whole class. After the feedback, give the children time to make immediate improvements in purple pen. An example of a WCF could look like:

Strengths	Common Misconceptions
Presentation	Spelling errors
Praise:	
Redo:	
Next lesson notes:	

2.) Quality written feedback

The use of blue and yellow highlighting will identify strengths and areas for development in a piece of learning. A written comment (Chance to Shine), identified by **yellow highlighting** at the start, will address a misconception by modelling correctly to a pupil (closing the gap) or provide a further challenge. Pupils will respond to this with a **purple pen**.

Yellow Box Marking

Choose one area of a student's work to provide feedback on – just one section - and draw a yellow box around it. Mark it well and in detail, offering feedback that is specific. As a result, the child knows where to work and what to target. The feedback should make it clear to the pupil how to improve the piece of work and overall learning. This can be through the use of codes (Appendix 3) but also a comment/question/example for the pupil. For this to be successful, you need to allocate time for the students to respond to the feedback at the start of the following lesson with a **purple pen**.

Each week, children should have at least one piece of work in Maths and English, quality marked.

Useful 'Closing the Gap' comments are:

- **A reminder prompt:** *Remember to start a new line for dialogue.*
- **A question prompt:** *How do you think the dog felt?*
- **A scaffold prompt:** *The monster was so angry that...*
- **A model / example:** *"Look," said Mum, "She's here!"*

Children will be given dedicated time at the start of the following lesson to respond to feedback as this must be addressed before the new learning takes place.

3.) Self-assessment/Peer-assessment by students:

Self-Assessment:

Self-assessment should be used to give pupils the opportunity to see if they have achieved the Learning Objective at their appropriate level.

Pupils should be provided with clear information about what it is they are looking for in their own work. This could be provided as a checklist or an example modelled by the adult to the children.

Pupils should code the self-assessed part of their learning in the margin with **SA** in purple pen.

Peer Assessment:

Pupils should be provided with clear information about what it is they are looking for in their peer's work. This could be provided as a checklist or an example modelled by the adult to the children.

Pupils should code the peer-assessed part of their learning in the margin with *PA* in purple pen.

Strategy 1 – Coloured Feedback:

Pupils to use coloured pencils to underline where they have shown evidence of the skill that they are learning. This allows the pupils to reflect on their own learning but also shows you whether they understand what is required of them and if you need to revisit something with one pupil, a group of pupils or the whole class.

Strategy 2 – Student-friendly Feedback:

Pupils can use their understanding of the learning objective and steps to success to then give themselves feedback. Pupils can code their own margins in pencil, using the feedback codes (see Appendix 3), to show their understanding of grammar issues, spelling errors, or make small comments about vocabulary choice or something they may have missed in the steps to success that they are going to put right.

Foundation Subjects

- All foundation subjects will be marked using the feedback rotation of:
 - acknowledgement feedback
 - quality written feedback *and...*
 - self-assessment by pupilsdepending upon the nature of the learning activity and the pupil's individual ability to access the planned future learning.

All pieces should have the feedback and presentation codes identified in the margin, next to the learning objective. (See Appendix 1 and 2)

- Within each curriculum project, pieces which link directly to *cross-curricular English or Maths* should have quality teacher feedback.
- Basic skills should be addressed across all foundation subjects. **(See Appendix 3)**

Assessment Overview

Nursery and Reception complete a Baseline in September and have three assessment points across the academic year (Autumn, Spring and Summer). In Key Stage 1 and 2, there are three assessment points across an academic year (Autumn, Spring and Summer).

September Baseline judgements (Nursery and Reception)

- Practitioner led baselines in Nursery
- Practitioner led 2 Year Checks
- Practitioner led Reception Baseline Assessments (RBA)
- Using prior knowledge and transition information to inform baselines.

Assessment Point 1 – December - (Key Stage 1 and 2)

Using a range of evidence to inform judgements towards end of year standards.

- **Formative**
 - On-going observations (e.g: PE and Music Assessments)
 - Final independent pieces (Art and D&T)
 - Hot tasks / Independent Big Writing
- **Summative**
 - Standardised Age-related Tests (NTS Tests)
 - Times Table and Number Fact Baselines
 - History and Geography Post Assessments
 - Science Post Assessments
 - RE Post Assessments
 - PSHE Post Assessments – Key Knowledge
 - Music Post Assessments – Key Knowledge

Assessment Point 2 – April (Key Stage 1 and 2)

Using a range of evidence to inform judgements towards end of year standards.

- **Formative**
 - On-going observations (e.g: PE and Music Assessments)
 - Final independent pieces (Art and D&T)
 - Hot tasks / Independent Big Writing
- **Summative**
 - Standardised Age-related Tests (NTS Tests)
 - Times Table and Number Fact Baselines
 - History and Geography Post Assessments
 - Science Post Assessments
 - RE Post Assessments
 - PSHE Post Assessments – Key Knowledge
 - Music Post Assessments – Key Knowledge

Assessment Point 3 – June - (Key Stage 1 and 2)

Using a range of evidence to inform judgements towards end of year standards.

- **Formative**
 - On-going observations (e.g: PE and Music Assessments)
 - Final independent pieces (Art and D&T)
 - Hot tasks / Independent Big Writing

- **Summative**
 - Standardised Age-related Tests (NTS Tests)
 - Times Table and Number Fact Baselines
 - History and Geography Post Assessments
 - Science Post Assessments
 - RE Post Assessments
 - PSHE Post Assessments – Key Knowledge
 - Music Post Assessments – Key Knowledge

- National Testing (Phonics, Optional End of Key Stage 1 and End of Key Stage 2).
- Multiplication Tables Check (Year 4)
- EYFS Profile (EYFSP) completed for Reception children.

At Assessment Point 3, in the Summer Term, Teachers will make a Teacher Assessment against the 9 Foundation Subjects (History, Geography, RE, Music, Art, D&T, PE, PSHE and Computing). **See further guidance below.**

Key	Teacher Assessment Judgements
Attainment is relative to the age-related expectations for the year group and split into the following descriptors.	
Secure	Working at or beyond the age-related expectation
Broadly	Working towards the expectation

Assessment of Well Below/Below Children

Across the three assessment points (Autumn, Spring and Summer), children who are working well below/below will be assessed against the curriculum they have been taught. For example, a child who is in Year 4, is being taught the Year 3 curriculum, they will be assessed against this curriculum (Broadly or Secure).

Each term (Autumn, Spring and Summer), children who are working Well Below or are on the SEND register will be assessed against the SEND Learning Continuums in the Core Curriculum (Reading, Writing and Maths).

Assessment Overview 2024-2025

Overview of Statutory Assessments							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Reception Baseline	Phonics Assessments	Optional Key Stage 1 Assessments		Year 4 Multiplication Test		End of Key Stage 2 Assessments
2 Year Check (After the first 6 weeks of starting date)	September Within the first 6 weeks of starting date.	Monday 9th June to Friday 13th June 2025	May 2025		Monday 2nd June 2025 to Friday 13th June 2025		Monday 12th May to Thursday 15th May 2025

Reception Assessment Overview											
	September	October	November	December	January	February	March	April	May	June	July
	Autumn				Spring			Summer			
Statutory Assessments:	Reception Baseline									EYFSP	
	Reception Baseline (New Starters): Within 6 weeks of starting date.										
Teacher Assessment	Entry Data 17 areas On track / not on track			17 areas On track / not on track			17 areas On track / not on track			17 areas Expected / emerging	
Reading:	Phonics Baseline	Phonics Grouping Assessment		Phonics Grouping Assessment		Phonics Grouping Assessment	Phonics Grouping Assessment		Phonics Grouping Assessment		Phonics Grouping Assessment

Year 1 Assessment Overview – Core Curriculum

	September	October	November	December	January	February	March	April	May	June	July
	Autumn				Spring			Summer			
Summative Assessments:										NTS Reading NTS Maths	
Teacher Assessment Points:				Reading Writing Maths Science			Reading Writing Maths Science			Core Curriculum (4 subjects) and Foundation Curriculum (9 subjects)	
Reading:		Phonics Grouping Assessment		Phonics Grouping Assessment		Phonics Grouping Assessment	Phonics Grouping Assessment		Phonics Grouping Assessment Phonics Screening Assessment		Phonics Grouping Assessment
Maths:	Year 1 Number Fact Baseline			Year 1 Number Fact Baseline					Year 1 Number Fact Baseline		
Writing:				Writing Assessment HFW Statutory Spelling Assessment			Writing Assessment HFW Statutory Spelling Assessment			Writing Assessment HFW Statutory Spelling Assessment	
Science:		End of Unit Quiz		End of Unit Quiz			End of Unit Quiz		End of Unit Quiz	Teacher Assessment (Broadly/ Secure)	End of Unit Quiz

Year 2 Assessment Overview - Core Curriculum

	September	October	November	December	January	February	March	April	May	June	July
	Autumn				Spring			Summer			
Summative Assessments:				NTS Reading NTS Maths			NTS Reading NTS Maths			Key Stage 1 SATs	
Teacher Assessment Points:				Reading Writing Maths Science			Reading Writing Maths Science			Core Curriculum (4 subjects) and Foundation Curriculum (9 subjects)	
Reading:	YARC Assessments (Whole Class)	Book Band Tracker for those children who are off the RWI programme		Book Band Tracker for those children who are off the RWI programme	YARC Assessments (Well Below, Below and Broadly Children)	Book Band Tracker for those children who are off the RWI programme	Book Band Tracker for those children who are off the RWI programme	YARC Assessments (Well Below, Below and Broadly Children)	Book Band Tracker for those children who are off the RWI programme		Book Band Tracker for those children who are off the RWI programme
	RWI Assessments for those children off the programme will be completed at the same points as Year 1 (see table above).										
Maths:	Number Fact Baseline Year 1 and Year 2			Number Fact Baseline Year 1 and 2			Number Fact Baseline Year 1 and 2			Number Fact Baseline Year 1 and 2	
Writing:				Writing Assessment HFW Statutory Spelling Assessment			Writing Assessment HFW Statutory Spelling Assessment			Writing Assessment HFW Statutory Spelling Assessment	
Science:		End of Unit Quiz		End of Unit Quiz		End of Unit Quiz	End of Unit Quiz		End of Unit Quiz	Teacher Assessment (Broadly/ Secure)	End of Unit Quiz

Year 3, 4 and 5 Assessment Overview - Core Curriculum

	September	October	November	December	January	February	March	April	May	June	July
	Autumn				Spring			Summer			
Summative Assessments:				NTS Reading NTS Maths			NTS Reading NTS Maths			NTS Reading NTS Maths	
Teacher Assessment Points:				Reading Writing Maths Science			Reading Writing Maths Science			Core Curriculum (4 subjects) and Foundation Curriculum (9 subjects)	
Reading:	YARC Assessments (Whole Class) Test A	Book Band Tracker		Book Band Tracker	YARC Assessments (Well Below, Below and Broadly Children) Test B	Book Band Tracker	Book Band Tracker	YARC Assessments (Well Below, Below and Broadly Children) Test B	Book Band Tracker		Book Band Tracker
Maths: TT Rockstar Gig to be completed at the beginning of every month.			Year 3, 4 and 5: TT Rockstar Soundcheck				Year 3, 4 and 5: TT Rockstar Soundcheck			Year 4 – Multiplication Check Year 2, 3,4 and 5: TT Rockstar Soundcheck	
Writing:				Writing Assessment HFW Statutory Spelling Assessment			Writing Assessment HFW Statutory Spelling Assessment			Writing Assessment HFW Statutory Spelling Assessment	
Science:		End of Unit Quiz		End of Unit Quiz		End of Unit Quiz	End of Unit Quiz		End of Unit Quiz	Teacher Assessment (Broadly/ Secure)	End of Unit Quiz

Year 6 Assessment Overview - Core Curriculum											
Year 6:	September	October	November	December	January	February	March	April	May	June	July
	Autumn				Spring			Summer			
							Local Authority Moderation (Reading, Writing and Maths)				In-school moderation (Reading, Writing and Maths)
Summative Assessments:				NTS Reading NTS Maths			Year 6 SATS Practice Paper – Reading, SPaG and Maths		Key Stage 2 SATS		
Teacher Assessment Points:				Reading Writing Maths Science			Reading Writing Maths Science			Core Curriculum (4 subjects) and Foundation Curriculum (9 subjects)	
Reading:	YARC Assessments (Whole Class) Test A	Book Band Tracker		Book Band Tracker	YARC Assessments (Well Below, Below and Broadly Children) Test B	Book Band Tracker	Book Band Tracker	YARC Assessments (Well Below, Below and Broadly Children) Test B	Book Band Tracker		Book Band Tracker
Maths:			TT Rockstar Soundcheck				TT Rockstar Soundcheck			TT Rockstar Soundcheck	
Writing:				Writing Assessment HFW Statutory Spelling Assessment			Writing Assessment HFW Statutory Spelling Assessment			Writing Assessment HFW Statutory Spelling Assessment	
Science:		End of Unit Quiz		End of Unit Quiz		End of Unit Quiz	End of Unit Quiz		End of Unit Quiz	Teacher Assessment (Broadly/ Secure)	End of Unit Quiz

**Year 1 – 6
Core Subjects**

Reading	Maths:	Writing:	Science:
<p>Each term, a sample of 3 children will be assessed against the Teacher Assessment Framework (Broadly, Secure and Greater Depth).</p>	<p>Pre Assessments/observations will be completed before the unit of work is planned to understand the children’s starting points.</p> <p>Post- Assessments to be completed in the following areas: Number and Place value, Addition and Subtraction, Multiplication and Division and Fractions, <u>two weeks</u> after unit of work to see the knowledge the children have retained. Teachers to adapt retrieval practice sessions as a result of post-assessments.</p>	<p>Cold tasks to be completed before a unit of work to inform planning and next steps.</p> <p>A Hot task to be completed two weeks after a unit of work has been completed.</p> <p>Teacher to assess 3 pieces of independent pieces of writing each term using the CHS Writing Assessment proforma.</p>	<p>Post Assessments to be completed two weeks after Unit has been taught. Planning to be adapted as a result of children’s misconceptions. Raw Score: Insight</p>
<p>Teacher Assessment Evidence:</p> <ul style="list-style-type: none"> • Teacher Assessment Framework for Reading • Standardised Testing/Phonics Assessments • FASE Sheets • Pupil books • Book Band Tracker • YARC Assessments 	<p>Teacher Assessment Evidence:</p> <ul style="list-style-type: none"> • Teacher Assessment Framework for Maths • Standardised Testing • Pre/post assessments • Pupil books 	<p>Teacher Assessment Evidence:</p> <ul style="list-style-type: none"> • CHS Writing Checklist • Independent pieces of writing (Hot Tasks, Cold Tasks and Big Writes) 	<p>Teacher Assessment Evidence:</p> <ul style="list-style-type: none"> • Knowledge of the Science Small Steps • Post Assessments • Retrieval Practice • Pupil Books

**Year 1 – 6
Foundation Subjects**

	September	October	November	December	January	February	March	April	May	June	July
Autumn	Autumn				Spring			Summer			
Art and D&T:				Final Art and D&T pieces to be put in Portfolio			Final Art and D&T pieces to be put in Portfolio			Teacher Assessment (Broadly/ Secure)	Final Art and D&T pieces to be put in Portfolio
Computing:				Final pieces to be saved on Purple Mash/ Work Drive			Final pieces to be saved on Purple Mash/ Work Drive			Teacher Assessment (Broadly/ Secure)	Final pieces to be saved on Purple Mash/ Work Drive
History and Geography:				End of Unit Quiz			End of Unit Quiz			Teacher Assessment (Broadly/ Secure)	End of Unit Quiz
Music		End of Unit Quiz Recording/ photos/ video to be saved on the Work Drive.		End of Unit Quiz Recording/ photos/ video to be saved on the Work Drive.		End of Unit Quiz Recording/ photos/ video to be saved on the Work Drive.	End of Unit Quiz Recording/ photos/ video to be saved on the Work Drive.		End of Unit Quiz Recording/ photos/ video to be saved on the Work Drive.	Teacher Assessment (Broadly/ Secure)	End of Unit Quiz Recording/ photos/ video to be saved on the Work Drive.
RE		End of Unit Quiz		End of Unit Quiz		End of Unit Quiz	End of Unit Quiz		End of Unit Quiz	Teacher Assessment (Broadly/ Secure)	End of Unit Quiz
PSHE:		End of Unit Quiz		End of Unit Quiz		End of Unit Quiz	End of Unit Quiz		End of Unit Quiz	Teacher Assessment (Broadly/ Secure)	End of Unit Quiz
PE:		Whole Class Assessment		Whole Class Assessment		Whole Class Assessment	Whole Class Assessment		Whole Class Assessment	Teacher Assessment (Broadly/ Secure)	Whole Class Assessment

Year 1 – 6 Foundation Subjects:		
History and Geography:	RE:	Music:
<p>End point: Post Assessment Unit quiz to completed. Planning/ retrieval practice to be adapted as a result of children’s misconceptions.</p> <p>Post Assessment Raw Score: Insight</p>	<p>Starting point: Consolidate prior knowledge using the small steps through retrieval practice quizzes the half term before teaching unit.</p> <p>End Point: Post Assessment Unit quiz to be completed. Planning/ retrieval practice to be adapted as a result of children’s misconceptions.</p> <p>Post Assessment Raw Score: Insight</p>	<p>End point: Post Assessment unit quiz to be completed focusing on skills, key terminology and what the children have learnt over the Unit.</p> <p>Post Assessment Raw Score: Insight</p> <p>At the end each Unit, upload an audio or video of the children’s final music piece.</p>
<p>Teacher Assessment Evidence:</p> <ul style="list-style-type: none"> • Post Assessment Unit Quizzes • Knowledge of History/Geography Small Steps 	<p>Teacher Assessment Evidence:</p> <ul style="list-style-type: none"> • Post Assessment Unit Quizzes • Knowledge of RE Small Steps 	<p>Teacher Assessment Evidence:</p> <ul style="list-style-type: none"> • Post Assessment Unit Quizzes • Audio/Videos of final pieces • Refer to the ‘Music Skills Progression Document’

Art and D&T	PE	PSHE	Computing
<p>Starting point: Prior to the unit, children will complete a skills assessment to assess which skills need to be taught. E.g: Primary and secondary colour wheel</p> <p>End point: Each term, the children’s final pieces will be put into the class portfolio. If the children have produced a structure, a photo will be put into the portfolio.</p>	<p>End point: Each half term, a whole class assessment to be completed against the PE progressive statements.</p>	<p>Starting point: Consolidate prior knowledge using the small steps through retrieval practice quizzes the half term before teaching unit.</p> <p>End Point: Each half term, a post assessment unit quiz to be completed based on the knowledge of the small steps. Quizzes to be stuck in the children’s PSHE books at the end of the unit. Planning/ retrieval practice to be adapted as a result of children’s misconceptions.</p> <p>Post Assessment Raw Score: Insight</p>	<p>End point: Final pieces to be saved on purple mash/ in a central place on the Work drive.</p>
<p>Teacher Assessment Evidence:</p> <p>Art and D&T Moderation folder: When you make your Teacher Assessment in the Summer Term, please refer to the Art and D&T Moderation folder to moderate against the skills that have been taught.</p>	<p>Teacher Assessment Evidence:</p> <p>Based on the half-termly whole class assessments, teachers to make a ‘best-fit’ Teacher Assessment.</p>	<p>Teacher Assessment Evidence:</p> <ul style="list-style-type: none"> • Post Assessment Unit Quizzes • Knowledge of PSHE/ RSE Small Steps • Knowledge and understanding of the whole child (Personal, social, health, wellbeing and emotions). 	<p>Teacher Assessment Evidence:</p> <ul style="list-style-type: none"> • Final pieces produced. • Knowledge of vocabulary and terminology as per small steps.

Policy into practice: what we actually DO

Transition

At the end of the academic year a series of transition conversations will take place involving professionals across the school [e.g. teachers, teaching assistants, mentors]. These conversations will form the cornerstone of decisions linked to cumulative pupil progress.

A range of evidence will be used to create an accurate picture of what action needs to take place in order to impact learning outcomes.

Autumn Term – December

During the Autumn Term, the Reception Baseline will be carried out. Additionally, teachers will use professional knowledge and judgement and transition evidence, to ensure children are taught the age-related material. They will continue to monitor children's progress against Key Performance Indicators and will carry out standardised testing (NTS) and moderation to support a teacher judgement (Well Below ARE, Below ARE, Broadly ARE, Secure ARE or Greater Depth). During Learning and Standards Reviews, teachers will discuss the next steps to improve outcome for the following term.

Spring Term – March

During the Spring Term, teachers will continue to monitor children's progress against Key Performance Indicators and will carry out standardised testing (NTS) and moderation to support a teacher judgement (Well Below ARE, Below ARE, Broadly ARE, Secure ARE or Greater Depth). During Learning and Standards Reviews, teachers will discuss the next steps to improve outcome for the following term.

Summer Term – June

During the Summer Term, teachers will continue to monitor children's progress against KPIs and carry out standardised testing (NTS – Year 1, 3, 4 and 5). In addition to this, National Standardised testing will be carried out in: Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check and Year 6 End of Key Stage Tests. Teachers review the attainment of the children and make a teacher judgement (Well Below ARE, Below ARE, Broadly ARE, Secure ARE or Greater Depth) for the end of the school year which will be moderated through transition conversations and reported to parents.

Balanced Assessment in the Early Years Foundation Stage (EYFS)

Children in Nursery and Reception are assessed against the Prime and Specific Areas of Learning as stated in the EYFS statutory framework throughout the year. Reception children are assessed against 17 Early Learning Goals (ELGs) in the summer term, known as the EYFS Profile (EYFSP).

Assessments are based on observations of child-initiated and adult-led daily activities, and further information is gathered from parents. At the end of the Reception year for each Early Learning Goal (ELG), teachers will judge whether a child is either:

Emerging	Not yet reached the expected level of development
Expected	Securely working within the expected level of development

Nursery and Reception Baselines

In the first few weeks of Nursery and Reception, practitioners develop positive relationships with the children, gathering information and observations to support a baseline judgement. Information from parents and any previous settings are also utilised.

Nursery

During the first 6 weeks of children starting in our 2-year-old provision, the child's key person and the nursery teacher will collect evidence towards their '2 Year Check'. This comprises of a short report detailing how the child is achieving in the Prime Areas; 1. Communication and language, 2. Physical development, and 3. Personal, social and emotional development. Practitioners use the Birth to 5 Matters document to support their judgements. 2 Year Checks are shared with parents and they are invited to contribute towards the information gathered.

Observations gathered on our 3-year-old children will inform the nursery teacher to make a judgement of 'On Track' or 'Not on Track' with our *2-Year-Old Curriculum Goals* and *CHS Early Years Curriculum* on entry.

Reception

Children in Reception are required to complete the Reception Baseline Assessment (RBA) with a familiar adult within the first 6 weeks of starting Reception. It involves completing activities one to one to assess the children's starting points in 'language, communication and literacy' and 'mathematics', which are recorded on a laptop by the adult. No numerical score is shared and the data will be used at the end of year 6 to form the school-level progress measure.

Observations gathered on reception children will inform the teachers to make a judgement of 'On Track' or 'Not on Track' with our *3-Year-Old Curriculum Goals* and *CHS Early Years Curriculum* on entry.

EYFS Ongoing Assessment

Practitioners are continually making observations about the children's development and progress. Practitioners also observe how the children 'engage' in relation to the 'Characteristics of Effective Teaching and Learning', enabling them to understand how best to support and motivate the 'unique child'. It is a statutory requirement to report on this at the end of the year.

Observations are recorded during adult-led and child-led activities, both indoors and out. All observations, photographs, comments and work then become part of a child 'learning journey'. All Practitioners (including teaching assistants) working with the children use 'Tapestry', which is a web-based tool that stores individual observations and produces an online log which forms part of the child's learning journey. Tapestry is accessible to parents throughout the year, keeping them informed of their child's progress.

Practitioners use their observations to inform planning and the children's next steps. Parent consultations and contributions also aid collecting evidence of development and progress. Teachers use the CHS Early Years Curriculum

to make termly summative assessment of 'On Track' or 'Not on Track' across the 7 Areas of Learning (split into 17 sections in relation to the ELGs), which are submitted to the Local Authority.

At the end of Reception year practitioners use the EYFSP and report in relation to the Early Learning Goal expectation (as detailed above). These scores are then passed to Year 1 teachers to support their understanding of where the children are working.

Procedures - Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Reception Baseline

During the Reception Baseline, no numerical score is shared and the data will be used at the end of Year 6 to form the school-level progress measure. The observations gathered from completing the Reception Baseline will inform teacher to make a judgement of 'On Track' or 'Not on Track' with our *3-Year-Old Curriculum Goals* and *CHS Early Years Curriculum* on entry.

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 Tests (Optional)

If decided by the school, all pupils will take the following tests at the end of Year 2:

Reading

Grammar, Punctuation and Spelling (GPS)

Mathematics

Writing (Teacher Assessment)

Year 4 Multiplication Tables Check

All pupils will take the Multiplication Tables Check to determine whether they can fluently recall their times tables up to 12 x 12. It is an on-screen check consisting of 25 times table questions. Each child will have 6 seconds to answer each question.

End of Key Stage 2 Tests

All pupils will take the following tests at the end of Year 6:

Reading

Grammar, Punctuation and Spelling (GPS)

Mathematics

Writing (Teacher Assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

Termly Parent Partnership Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).

Termly Reports (including assessment against end of year expectations)

The results of any statutory assessments e.g. the Phonics Screening Check (Year 1), end of KS1 tests (Year 2), the Multiplication Check (Year 4) and KS2 SATs tests (Year 6).

Reporting to Governors

Assessment Report to Governors (termly).

Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

Moderation

Formative assessments and summative assessments are moderated by classroom practitioners and Senior Leaders to ensure there is parity at every assessment point. Moderation takes place termly and is cross year group and cross phase.

In school moderation is externally validated by colleagues within the Local Authority to ensure that our in-school judgments are in-line with other schools within and beyond our same demographic.

Roles and Responsibilities

Governors: Monitor whole school progress data and pupil outcomes with support of HT and Assessment Lead (Chair of Scrutiny and Outcomes Committee).

Assessment Lead (Hayley Hennessy): Moderate assessments termly and provide data analysis reports to staff and governors. In partnership with HT, be responsible for whole school assessment and evaluation.

Teaching Staff: Regularly assess pupils and provide on-going formative feedback. Adapt planning in line with assessments to ensure good progress for all. Provide termly assessment information for pupils and parents as well as school leaders. Adhere to agreed assessment practice. Identify and organise intervention when appropriate.

Teaching Assistants: Provide accurate and detailed feedback to the teaching staff on progress of pupils. Give feedback to pupils on their progress, providing next steps. Organise and deliver intervention as guided by teachers.

Parents and Carers: Support children at home with home-learning to positively impact on progress. Adhere to home learning policy and agreement.

Pupils: Approach all learning with a positive attitude and display high expectations of achievement. Make good use of productive assessment opportunities to become assessment capable learners.

Presentation at Coleshill Heath

We believe having high expectations of presentation in pupils' learning promoted pride in learning and encourages a positive attitude towards receiving feedback.

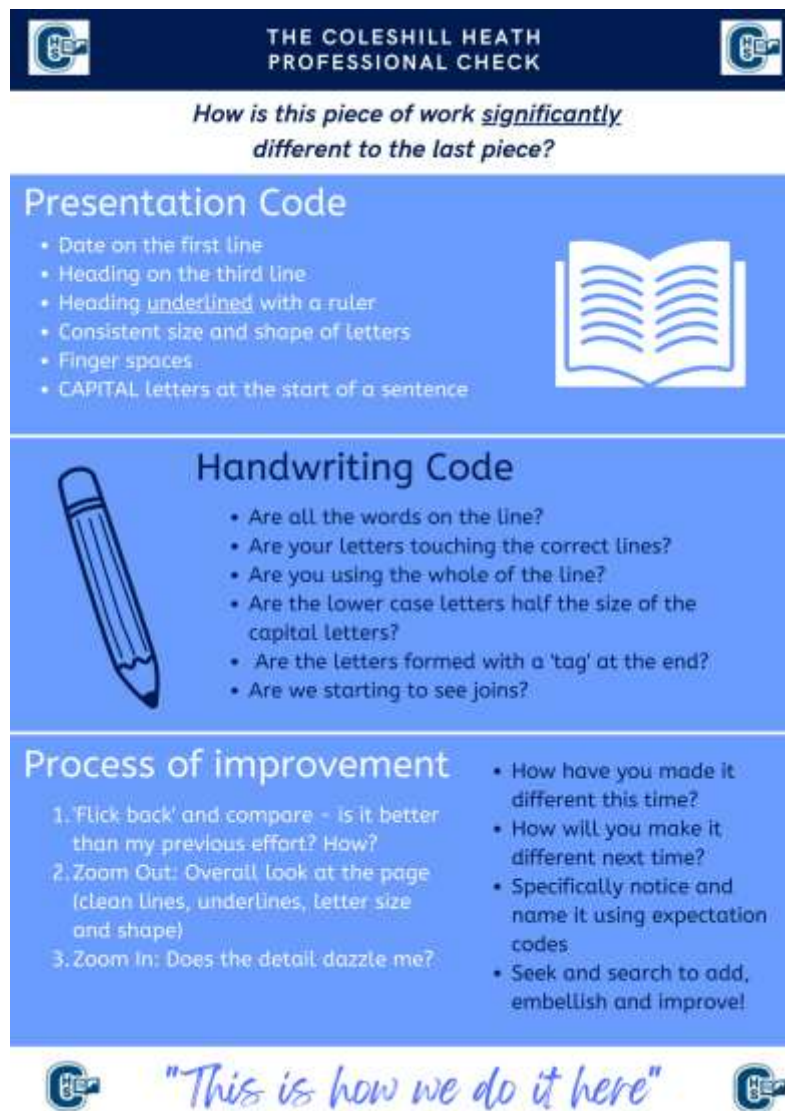
Our Principles

Our Presentation Policy should:

- ensure consistency in presentation across all subjects
- provide pupils with clear, consistent guidance on how to present their learning
- ensure pupils take pride in the learning they produce
- link to our Feedback Policy Presentation Codes

Presentation in pupil books

At Coleshill Heath, all pupils follow our Professional Check. These are available in classrooms to all pupils.




The flipchart is titled 'THE COLESHILL HEATH PROFESSIONAL CHECK' and features the school logo on both sides. It is divided into three main sections: 'Presentation Code', 'Handwriting Code', and 'Process of improvement'. The 'Presentation Code' section includes a list of five bullet points and an icon of an open book. The 'Handwriting Code' section includes a list of seven bullet points and an icon of a pencil. The 'Process of improvement' section includes a list of three numbered steps and a list of five bullet points. At the bottom, the phrase 'This is how we do it here' is written in a cursive font, flanked by two school logos.

THE COLESHILL HEATH PROFESSIONAL CHECK


How is this piece of work significantly different to the last piece?

Presentation Code

- Date on the first line
- Heading on the third line
- Heading underlined with a ruler
- Consistent size and shape of letters
- Finger spaces
- CAPITAL letters at the start of a sentence



Handwriting Code



- Are all the words on the line?
- Are your letters touching the correct lines?
- Are you using the whole of the line?
- Are the lower case letters half the size of the capital letters?
- Are the letters formed with a 'tag' at the end?
- Are we starting to see joins?

Process of improvement

1. 'Flick back' and compare - is it better than my previous effort? How?
2. Zoom Out: Overall look at the page (clean lines, underlines, letter size and shape)
3. Zoom In: Does the detail dazzle me?

- How have you made it different this time?
- How will you make it different next time?
- Specifically notice and name it using expectation codes
- Seek and search to add, embellish and improve!

"This is how we do it here"

All adults are expected to model a high standard of presentation and have high expectations of pupils. The paper flipchart and visualiser are essential tools for modelling presentation expectations to pupils.

Lined books

Key Stage 1:

Date on the first line
Learning Objective/Heading on the third line (from Summer Term, Year 1)
Consistent size, shape and orientation of letters
Capital letters, finger spaces and full stops
Drawings on plain paper and stuck into books
Colour with crayons

Key Stage 2:

Date on the first line – underlined with a ruler
Learning Objective/Heading on the third line – underlined with a ruler
Consistent size, shape and orientation of letters demonstrating evidence of diagonal joins in Year 3 and 4. Joined handwriting in Year 5 and 6.
Capital letters, finger spaces and punctuation formed accurately
Drawings/images/diagrams on plain paper and stuck into books
Colour with crayons
Lines drawn with a ruler
Labels written on the line

Maths Books

Key Stage 1:

Short date written
Learning objective written (from Summer Term, Year 1)
One digit in each square

Key Stage 2:

Short date written – underlined with a ruler
Roman numeral date written (from Year 4 Autumn Term) – underlined with a ruler
Learning Objective written – underlined with a ruler
Margins drawn with a ruler, 2 squares from the edge of page and one single line down the centre.
One digit in each square
All lines drawn with a ruler

Appendix

Appendix 1:

Coleshill Heath Feedback Codes

*“We are what we repeatedly do. Excellence, then, is not an act but a habit.”
Aristotle*

A* Learning Objective Achieved

Pupil has demonstrated a clear understanding of knowledge either orally and/or written

AA Learning Objective Almost Achieved

Pupil has demonstrated some understanding but there are also misconceptions/mistakes which need further development. Pupil could do this independently with a ‘Closing the Gap’ comment.

? Further Learning Needed

Limited understanding demonstrated. Misconceptions/mistakes are evident which will need further instruction to be corrected.

Appendix 2:

Coleshill Heath Presentation Codes

P* Presentation is excellent

- Handwriting is consistent in form and size
- Dates and Learning Objectives are underlined with a ruler
- Margins are drawn neatly with a ruler
- Work is neat and organised
- If mistakes have occurred, they are crossed through with a single, ruled, pencil line
- Activities are glued in neatly and the correct orientation
- A high level of pride is clear within the work

P Presentation needs to improve

- The level of pride is inconsistent and could be better
- Handwriting and the organisation of the work is inconsistent
- There is a lack of care when gluing activities in



P Presentation is unacceptable

- There is a clear lack of pride in the layout and organisation of the work
- The piece of work needs to be re-done on the next page

Appendix 3:

Coleshill Heath Basic Skills Codes

Basic Skills Codes	Reasoning
Sp x3 _____	<p>HFW/CEW that need correcting will be underlined and Sp written in the margin. The correct word will be written at the bottom of the learning by an adult. The child will correct three times.</p> <p>Upper Key Stage 2: Where a child can correct their own spelling, identify the error with Sp in the margin. Child to correct with a purple pen. If they cannot correct independently, see above.</p>
. , ? ! " "	<p>Missing punctuation can be added with a green pen or the text highlighted yellow as a Chance to Shine.</p>
CL Mrs Robert Tuesday	<p>Capital letters should be corrected with a green pen. Where the pupil can do this independently, identify the error with CL in the margin.</p>
G	<p>Grammar error identified. Teacher will correct for the pupil in green pen or put a G in the margin for the pupil to correct independently dependent on pupil ability.</p>
The boy went ^{to} _^ the park.	<p>Word missing – teachers will input.</p>
/	<p>Finger space omitted.</p>
//	<p>New paragraph needed.</p>
✓	<p>Correct features or answers (can also be highlighted in blue).</p>
.	<p>Incorrect answers (can also be highlighted in yellow).</p>
VF	<p>Verbal feedback indicated in the margin</p>
WCF	<p>Whole Class Feedback indicated at the end of a piece of learning</p>

Policy Name:	Assessment, Feedback and Presentation
Staff Responsible:	Mrs H Hennessey/Leadership Team
Governor Responsible:	Full Governing Board
Date for Review:	September 2025
Signed Headteacher:	Miss N Fowles
Signed Chair of Governors:	Mrs M Fitter
Date Approved:	Scrutiny and Outcomes Committee / Full Governing Board – 11 th July 2024