



RIDDINGS JUNIOR SCHOOL

Assessing, Reporting and Recording (ARR) Guidance including Feedback Policy

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Date Reviewed / Adopted	Minute No.	Amendments Made	Next Review Date
February 2022	2022/8		February 2023
September 2023	2023/9	- Include TRUST details - Removed reference RAARE post - COVID short term catch up Curriculum - Changes to ARR Calendar - Inclusion of Phase Leaders	September 2024
January 2025	2024/20	- Changes to terminology	January 2026

This policy has been written based on the evidence of best practice from the Education Endowment Foundation, DfE research, advice provided by NCETM, cluster inset and training and our involvement with JuSCo and as part of Embark Trust. It considers research surrounding effective feedback and is mindful of the implications of actions on teacher workload.

It has also been written taking into account practice and developments during Covid-19 and recognises the impact the pandemic continues to have on teaching, learning and assessment.

Aims and Purposes

At Riddings Junior School, we believe that the first priority of purposeful assessment, reporting and recording (ARR) of achievement (attainment and progress) is to promote learning. Through high quality assessment and effective feedback, children, parents and staff are able to identify what the child knows, what they need to know to move forward and how they can achieve their next steps in learning.

An important secondary purpose is to provide valuable information that allows pupil progress and attainment to be tracked, judged and improved over time.

Purposeful ARR is at the heart of all teaching and learning, is appropriate, and is consistent and fair. It :-

- Raises standards of attainment and progress
- Recognises breadth of attainment
- Recognises progress over time and between key points
- Promotes continuity and progression in learning
- Improves and accelerates each child's progress
- Removes barriers to learning that prevent children making progress
- Meets individual needs and intervening where appropriate
- Ensures teachers planning is effective in moving all children's learning forward
- Involves children more actively in their own learning
- Enables parents to be more actively involved in their child's learning

Formative and Summative Assessment

Formative assessment happens in school all day, every day. It is a key part of planning, teaching, marking and feedback. All staff use formative assessment when working with individuals, groups and classes. Formative assessment may be referred to as Assessment *for* Learning (AfL), Responsive Teaching, Live feedback etc. but at its heart it is about how the teacher uses all of their knowledge of a child (their learning, strengths, areas to develop, interests and aspirations) gained in a myriad of ways to ensure they provide the best learning opportunities for that child.

Summative assessment is sometimes referred to as Assessment *of* Learning. It involves judging children's performance against national standards or other benchmarks and includes statutory end of key stage judgements as well as internal data collection points throughout the year for all year groups.

The same information can and should provide both formative and summative information; the difference is largely in how the data is used.

The National Curriculum sets out the expectation that all children are able to achieve the core intended learning for their year group through effective teaching based on a 'mastery' model. We understand this to mean aiming for the majority of children in all year groups to be working within and attaining at the standard identified for their year group through whole class, small group and individual teaching. The age-appropriate expectations may not be wholly appropriate for some children, including those identified with a special educational need, who may need to consolidate learning from previous year groups or follow a specific, individualised and differentiated curriculum. For some children, additional challenge within the year group would be appropriate and they will be given opportunities to broaden, deepen and extend their knowledge. In very rare cases, children may be so advanced and working significantly beyond their peers that a separate, differentiated curriculum is appropriate.

In recent years, the term mastery has been subject to many interpretations so, at Riddings, we use the term 'I do, we do, you do' to describe how we model then scaffold learning to move the children towards independent practice and application within whole class teaching. Formative assessment is central to this.

Formative Assessment

Teaching and learning sequences will:

- Introduce new learning in a whole class setting and give children opportunities to activate prior knowledge before developing their understanding using the 'I do, we do, you do' model
- Use formative assessment strategies, including those developed through the research and work of the Trust's Teaching and Learning strategy Group, to distinguish those children who have successfully achieved the new learning and can demonstrate it in different contexts from those who need more time and/or differentiated support in order to do so
- Through further sessions provide opportunities for consolidation or additional support (to achieve mastery of the objectives)
- Include regular opportunities to practise and consolidate previous learning under the heading 'Retrieval'
- Enable extension and deeper learning as and when appropriate for all children

Formative assessment is based on children's performance within individual lessons and over time. Consistently high standards based on common core characteristics that we are committed to include:

- Use of pre- and post-assessments - formal and informal
- Sharing clear, well-planned learning objectives/challenges
- Use of effective success criteria – verbal and written
- Regular reference to LO/LC/SC during lessons and sessions
- Effective questioning
- Talk partners – Think, Pair, Share
- Observations and discussion
- Live marking by teachers and TAs
- Children self and peer assessment
- Plenary and reflection time
- Consistent feedback and marking -see agreed policy below
- Feedback from and to children
- Recap and retrieval activities
- Use of recall checks and other informal 'testing'
- Formal/standardised testing

Feedback policy

Effective Feedback should:

- Redirect or refocus the teacher or children's actions to achieve a specific goal
- Be specific, accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provided specific guidance on how to improve and not just tell children when they are wrong
- Involve questioning, explaining, justifying and challenge

We recognise that feedback has different roles and purposes at different times. It may be: immediate (at the point of teaching) which is most effective as the child can respond; summary (at the end of a lesson/activity) where the two-way process allows misconceptions to be cleared up, next steps identified and progress acknowledged; or review feedback (after/away from the teaching and including written marking) which allows for recorded feedback, acknowledgement of work completed and appropriate NS identified for either the child's next lesson or the teacher's future planning.

The table below – shared widely by Edgewood Primary School – gives more detail about these strategies and how they might be evident to an observer.

Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc. • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teaching or the task • May include highlighting/annotations according to the marking code.	• Lesson observations/learning walks • Some evidence of annotations or use of marking code/highlighting
Summary	• Takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take form of self- or peer- assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking)
Review	• Takes place away from the point of teaching • May involve written comments/annotations for pupils to read / respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention, or immediate action	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Written marking – Marking after the lesson - what it looks like in practice

The effectiveness of deep, detailed, daily marking compared to the time taken and its contribution to workload continues to be a matter of national debate.

At Riddings Junior School, we recognise that children (like adults) work better, more happily and with greater consistency when their efforts are acknowledged. Because of this, we are committed to regular, frequent marking in an appropriate and sustainable manner.

We encourage the use of codes, highlighters, stamps, stickers, big ticks, double ticks and smiley faces.

When written comments are made, they should be proportionate to the time and effort invested by the child and appropriate for their age and ability/maturity.

Marking should be specific and relate directly to LO/LC/SCs and/or NS comments relevant to that child.

Strengths, progress and attainment will be recognised and celebrated through the use of teampoints and a capital M (Medal)

Thinking targets and open ended questions may also be used as part of a marking dialogue where appropriate.

Sustained or significant progress in learning, high attainment for a specific child and/or noteworthy effort will lead to the awarding of an appropriate PRIDE sticker.

Crosses can be used to indicate errors but repeated errors that require adult intervention or show a significant misconception would be more appropriately marked with a dot. 'Talk to me about this', 'See me' or similar are appropriate to show that follow-up teaching will occur.

Individual and/or personalised NS (next steps) should not be used for every piece of learning. This is not purposeful for effective learning, is an unreasonable workload demand and can impact on following learning sessions. Instead NS will be used where they will have the biggest impact on learning, progress and attainment. They should encourage correction, consolidation or challenge.

In many cases, the NS will be one for the teacher in terms of amending the next lesson, session or learning activity and so would not need recording in a child's book.

Marking Practicalities

- Class Teachers to mark in green, HLTAs in purple, Teaching Assistants and all other adults to mark in black pen.
- All staff are encouraged to use codes, highlighters, stamps, stickers, big ticks, double ticks and smiley faces.
- All staff's use of teampoints, M, NS and Sp will follow this policy
- Staff's handwriting to be joined and legible as a model to children.
- Pre and post assessment tasks (WRH mini-assessments) will be used in Maths with LO/LCs used for individual sessions or across a few sessions.
- In most Units of Learning, a title page and pre/post assessment will be used. As English is generally embedded within UoL, marking will be against the subject-specific LO/LC, the relevant English objectives or a combination of both.
- NS should be completed close to the point of learning to have maximum impact. If this is not possible or NS have not been completed, they can be highlighted by the use of mini post-it notes which children add a smiley face to when they have completed that step.
- Double/triple marking of NS is **not** appropriate or sustainable. The child's response should be acknowledged with a tick or dot as appropriate and this feedback used by the teacher.
- Whole school codes are intended to aid workload management and, because of consistency, aid children's understanding so should be used as agreed.
- Children should be encouraged as part of planned opportunities to self and peer mark using highlighters to identify aspects of LO/SC in their work. This should aid teacher marking and assessment. Specific colours are not a requirement.

Marking Code

Symbols to be used

- Ⓜ (medal) = positive comment linked to objective.
- ⓃⓈ = a 'Next steps...' target for the next piece of work.
- = something missing - may be CL, punctuation - or an error - digit, letter etc.

the
in ^ car = something left out.

? (? with squiggly line) = this doesn't make sense, isn't quite right, not clear.

Sp. = spelling mistake to correct. Root word plus correction identified with 'Repeat x 3, x 5 each' or instruction to find/correct.

G/Gr. = grammatical error

// = new paragraph was required

Ticks, crosses, dots (full stop size) as described in policy above.

There is no expectation that symbols/codes that indicate whether work was completed independently, with support or in a guided session will be used as a matter of course. This is usually evident in planning, content, context or marking; however TAs and teachers can still use I/WS/G when it is appropriate and purposeful for learning to be marked as such.

Teachers and TAs are encouraged to still use smiley faces, stamps, stickers and their own annotations to personalise marking for themselves and individual children or classes **provided the basic consistency in purpose, style and approach as set out above is followed.**

The above symbols are to be used as appropriate to achieve maximum impact on learning and progress and so are dependent on professional judgement. For example, if the NS relates to missing punctuation, the paragraph may be * for the child to correct errors identified rather than the circle used.

Questions to ask when considering/reviewing marking:

Are the children responding to marking?

Are we ensuring our marking is acted upon?

Is marking and the responses to it purposeful – is it having an impact?

How is written marking impacting on workload? Are the benefits commensurate with the time taken?

Summative Assessment

At key data points throughout the year, that tie in with the Trust's published schedule, all teaching staff will contribute to the collection and analysis of summative data using professional judgements based on formative assessment throughout the year, the use of self-made and standardised tests, children's learning in books, teachers' own notes and records, their knowledge of individual children and their use of the RAG and ITrack data tracking and recording system.

As professionals, we recognise that children's learning does not always follow a straight line that matches the broad strokes of the academic year or how we choose to 'break up' learning. We also increasingly understand the limitations of data tracking packages. At all times, Itrack remains one of the tools that we use to support our judgements; it is not the master of them.

Class Teachers and Subject Leaders will analyse the data both at subject and at individual levels so that summative assessments support formative assessment. New groups for focus, intervention and booster provision will be identified from the regular Data Collection Points and a summary of progress towards targets will be shared with the Full Governing Body. Future action points for individuals, groups and whole school may also be identified from this analysis.

As part of the Trust, we are working to develop PPRM (Pupil Progress Review Meeting) documentation which supports using formative and summative assessment to more effectively target teaching and learning interventions.

The impact of all our assessment processes and systems should be evident in the greater progress made by our children.

ARR Calendar

When	Action	Purpose
September	Y3 phonics assessment	Provides up-to-date evidence for organising phonics and spelling groups
September/October	Review July data – identify target children, including performance management children/target children for Combined EXS – Trust terminology: Pupil Progress Review Meetings (PPRM)	Contribute to effective planning, teaching and learning as well as to Provision Mapping
November	Parent Consultations	Reporting to parents Celebrating success and progress Sharing concerns/NS Sharing basic expectations per year group Sharing additional interventions for specific children
December	Whole School Assessment Y3-5 Autumn NFER Maths and Reading	Assess progress and attainment.

	Y6 previous SATs paper in line with Trust Writing assessment using the Trust's grids and benchmarking/ranking process	Provide comparative writing for use with Trust/cluster/internal moderation Celebrate progress and attainment
December	Data Collection Point 1 Trust Terminology AP1	Summative judgement Formative information for forward planning
January	Phase Data Review Meetings Trust Terminology: Pupil progress Review Meetings (PPRM)	Contribute to effective planning, teaching and learning as well as to Provision Mapping
January	Data Analysis	Summative judgement of subject/groups attainment and progress Forward planning
February	Y6 Parent Consultation	Reporting to parents Share SATs expectations and current projections Celebrating success and progress Sharing concerns/NS Sharing basic expectations per year group Share additional interventions for specific children.
March/ ~~April~~	Whole School Assessment Y3-5 Spring NFER Maths and Reading Y6 previous SATs paper in line with Trust Writing assessment using the Trust's grids and benchmarking/ranking process	Assess progress and attainment. Provide comparative writing for use with Trust/cluster/internal moderation Celebrate progress and attainment
April	Data Collection Point 2 Trust Terminology AP2	Summative judgement Formative information for forward planning
April	Phase Data Review Meetings Trust Terminology Pupil progress Review Meetings	Contribute to effective planning, teaching and learning as well as to Provision Mapping
April	Data Analysis	Summative judgement of subject/groups attainment and progress Forward planning
April	Y3 – 5 Parental Consultations	Reporting to parents Share End of Year expectations and current projections

		Celebrating success and progress Sharing concerns/NS Sharing basic expectations per year group Share additional interventions for specific children.
May	Y6 SATs	Assessment of Progress and Attainment against national standards
June/July	Whole School Assessment Y3-5 Summer NFER Maths and Reading Y3-5 Writing assessment using the Trust's grids and benchmarking/ranking process Y6 Writing assessment by June deadline (between 25 th -30 th) using TAF Completed with existing teacher in normal classroom setting. Phase Data Review Meetings Trust Terminology: Pupil Progress Review Meetings	Assess progress and attainment. Provide comparative writing for use with Trust/cluster/internal moderation Celebrate progress and attainment Provide information for transition
June/July	Report Writing	Reporting to parents inc sharing additional interventions and boost received by every children.
June	Data Collection Point 3 Trust Terminology AP3	Summative judgement Formative information for forward planning
July	Phase Data Review Meetings Trust Terminology Pupil progress Review Meetings	Contribute to effective planning, teaching and learning as well as to Provision Mapping
July	Transition meetings	To enable effective transition of all children – learning, social and emotional
July	Data Analysis – including of KS2 SATs	Summative judgement of subject/groups attainment and progress Forward planning

Equal Opportunities

All children have the right to full and equal access to the curriculum and to the wider opportunities offered by Riddings Junior School. No child will be disadvantaged due to gender, ethnicity, disability,

religion, sexuality, social class, culture, age, differing ability, language or home background. We will also challenge inequality and stereotyping on any of these grounds. At all times, we will ensure that our Assessment, Recording and Reporting procedures do not unfairly disadvantage our children or their parents.

Inclusion

We pride ourselves on being an inclusive school. This means that teaching, learning, assessment and all wider school activities are planned with full consideration of the abilities, needs and strengths of our children. Individuals or groups who are under-achieving; higher attaining children and those who we identify as vulnerable (including those in receipt of Pupil Premium, Armed Forces or Looked-after child additional funding) will be identified and their specific needs targeted through our universal teaching offer, small group and/or 1-to-1 interventions. At all times, we will ensure that our Assessment, Recording and Reporting procedures do not unfairly disadvantage our children or their parents.

Roles and Responsibilities

Everyone involved in school should be aware of this guidance and is individually responsible for ensuring their contribution to its effective operation.

Headteacher/Deputy Headteacher/Assessment Leads

The Headteacher and Deputy Headteacher are responsible for ensuring that this policy is up-to-date and that any revisions are made in consultation with staff. They ensure that the policy is effective, understood by all staff and applied fairly and consistently. They consider ways to ensure workload is manageable and to reduce administrative or bureaucratic tasks associated with data entry and analysis.

They support class teachers in understanding and analysing their class data and, with other members of SLT, lead Year Group Data Dialogue meetings.

They keep up to date with current national initiatives and good practice, using this to guide development of assessment within school.

Subject/Phase Leaders

English and Maths Subject Leaders, who are also phase leaders, and the SENCo support all staff in both formative and summative assessment within their subject/area/phase. They analyse individual, strand and/or subject data to identify strengths, areas to develop and next steps. They report to SLT and the Governing Body regularly.

Class Teachers

All Class Teachers use assessment as an integral part of their teaching. They are expected to have a good knowledge and understanding of each child's strengths and next steps and the ability to use this information to plan effectively. They are responsible for termly data input, analysis and for contributing to written phase data reviews which they then use to plan the next term's provision.

Teaching Assistants

Lead Intervention and SEN TAs are invaluable in assessing children's attainment and progress. They keep informal records of their own and they contribute regularly to assessment for learning both within the class and following on from group or one-to-one learning. They also feed information into summative assessments.

The Governing Body

The GB is responsible for monitoring the application and effectiveness of this guidance and policy as per the priorities of the School Improvement Plan.

They receive termly reports based on progress towards targets and ask challenging questions of the school.

Review

This ARR guidance and Feedback Policy will be reviewed annually by the DHT or as appropriate in the light of changing research into best practice. We recognise that it is developmental and that changes which differ from the processes stated but not the principles behind them may be trialled in some subjects, areas or classrooms. Any changes to whole school practice will be decided upon by the staff following trial, evaluation and reflection. .

Signed by:

Proprietor/ Chair of Governors



Head Teacher

