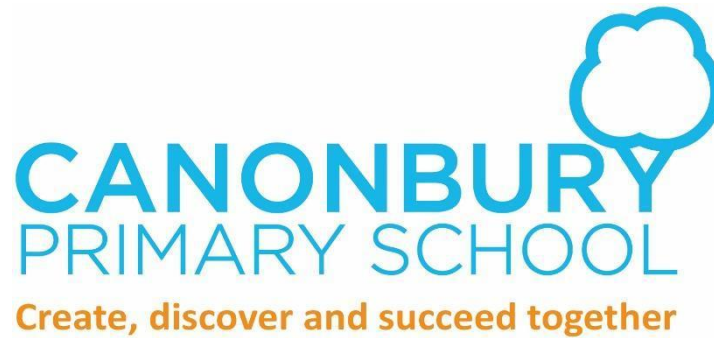




Assessment and Feedback: English and Maths

Approved by:	<i>C&S Committee</i>
Date:	Summer 2025
Review by:	Tanisha Achuka-Robb

Contents Page

DefinitionsPage 3

AimsPage 4

PrinciplesPage 4

Formative Assessment ExpectationsPage 6

- Reading
- Writing
- Maths
- Marking Codes
- Presentation Guidelines

Summative Assessment ExpectationsPage 9

- Termly Teacher Assessment
- National Standardised Tests
- Writing Moderations
- Monitoring
- Reporting to parents
- Inclusion

- Training
- Responsibilities

Appendix1Page 16

Definitions

Assessment

Assessment is the systematic process of **gathering, interpreting and using information** about pupils' learning to establish what they know, understand and can do. It enables teaching to be responsive to pupils' needs, ensures progress over time, and supports all learners in achieving the intended curriculum goals. Effective assessment is underpinned by **quality first teaching** and plays a central role in securing high-quality outcomes for every pupil.

Formative Assessment

Formative assessment is the ongoing process of checking what pupils know, understand and can do in relation to learning objectives and success criteria. It takes place **during or just after a lesson**, helping teachers identify misconceptions, adapt teaching, plan next steps, and gain insight into **how pupils are thinking and learning**. Its purpose is to **improve learning, not just measure it**, and it also helps pupils develop **ownership and independence** by understanding how to improve.

“The best formative assessment happens when teachers are habitually checking for understanding and adjusting their instruction minute by minute.” - *Tom Sherrington*

“Assessment should be used to inform teaching and help pupils embed knowledge and use it fluently.” - *EEF, 2021*

Feedback

Feedback provides pupils with clear, purposeful information about their learning, helping them understand what they have achieved and how to improve. When timely, specific and focused on moving learning forward, it supports pupils to reflect, take ownership and make sustained progress over time.

“The most effective feedback causes thinking and leads to greater independence, not dependence.”

Summative Assessment

Summative assessment is used to evaluate pupils' learning at the end of a unit, term, or year, by measuring what has been learned in relation to the intended **curriculum content** and **learning objectives**. It provides a summary of attainment and progress at a specific point in time and may inform reporting to parents, future planning, or school-level evaluation. Summative assessments are most meaningful when they are aligned with the taught curriculum and are used **alongside formative assessment** to build a full picture of pupil achievement.

“When used effectively, summative assessment can support progress by identifying what has and hasn’t been learned.”— *EEF, 2021*

Aims

- To ensure all pupils make sustained progress by using assessment and feedback to identify strengths, address misconceptions, and guide next steps in learning.
- To support teachers in using high-quality assessment strategies that inform planning, adapt teaching, and improve outcomes for all learners.
- To enable teaching assistants to contribute effectively to the assessment process through observation, questioning, and guided support.
- To provide pupils with clear feedback based on learning objectives and success criteria, so they understand how to improve and take greater ownership of their learning.
- To engage parents and carers by ensuring they receive meaningful information about their child’s progress, achievements, and areas for development.
- To ensure governors understand how assessment and feedback contribute to school improvement, pupil progress, and curriculum delivery.
- To ensure assessment and feedback practices are manageable, purposeful, and aligned with evidence-informed guidance from sources such as the Education Endowment Foundation, Rosenshine’s Principles of Instruction, and Tom Sherrington’s walkthroughs.

Principles

- **Use assessment to drive teaching**

Assessment is essential to good teaching and learning. It drives instruction by identifying misconceptions, supporting progress, and securing knowledge.

“Assessment should be used to inform teaching and help pupils embed knowledge and use it fluently.” – EEF

- **Check understanding regularly**

Frequent formative assessment and retrieval practice help teachers spot misconceptions early and strengthen long-term memory.

“More successful teachers frequently checked understanding.” – Rosenshine

“Retrieval practice is a powerful tool to strengthen memory and learning.” – EEF

- **Give timely, specific, and actionable feedback**

Effective feedback focuses on clear learning goals and helps pupils close their learning gaps.

“Feedback should focus on moving learning forward.” – EEF

- **Adapt teaching responsively**

Instruction is continuously adjusted based on assessment of pupil understanding.

“The best formative assessment happens when teachers check understanding and adjust instruction minute by minute.” – Sherrington

- **Scaffold independence through feedback**

Support is gradually withdrawn as pupils become more confident and capable, enabling them to take ownership of their learning.

“Successful teachers provided support, then gradually withdrew it as students became more confident.” – Rosenshine

- **Make feedback manageable and pupil-centred**

Feedback should be efficient, sustainable for teachers, and help pupils take an active role in their improvement.

“Feedback should be a process, not just a product.” – EEF

- **Use summative assessment to support curriculum and long-term learning**

When used effectively, summative assessment reveals what knowledge has been retained and informs future curriculum and teaching decisions.

“Assessment over time reveals what’s been retained – informing curriculum decisions and responsive teaching.” –Sherrington

This Assessment and Feedback Policy is underpinned by high-quality educational research, including the work of the Education Endowment Foundation, Barak Rosenshein’s Principles of Instruction, and Tom Sherrington’s practical walkthroughs that promote effective classroom practice.

Subject Specific Expectations

Subject	Expectations
Reading	<u>Learning Objective and Success Criteria</u> Layout example: • <u>Monday 26th May 2025 (long date)</u> • LO: Inference (reading skill or ‘mixed skills’ if appropriate) Expectation • LO is the reading skill/s for the lesson • SC is the Islington set of reminders of how to be successful or can reminders if it is a mixed skills lesson • LO and SC to be child friending and concise • The reading skill and SC should be shared in each lesson and referred to when going through the answers <u>Assessment and Feedback</u> • Learning Reviews: ‘Read, Review, Respond’ • Formative assessment strategies used throughout the lesson (Appendix 1) • Self or Peer assessment and plenary –whole class daily

	• Learning review with mixed ability focus group x1 weekly • Focus group must be heard reading x1 weekly • Y5 and 6: mini reading assessments working through the answers, at least once every 3 weeks • Worked modals of learning should be visible for children to refer to in the lesson
Writing	<u>Learning Objective and Success Criteria</u> Layout • Date: <u>Friday 23rd May 2025 (Long date)</u> • LO: To write a diary entry Expectation Learning Objective • LO is child friendly, concise and achievable with LO: followed by writing skill • KS1: Date, LO and SC should be typed onto the top of a worksheet or stuck into books • KS2: Date and LO can be typed and stuck into books, placed at the top of a worksheet or written directly into books Success Criteria (SC) • All extended writing outcomes should have a SC, which can be decided prior to the learning or co-constructed with the children • Other writing lessons can have a success criterion if appropriate • When used, SC should be child friendly and concise -this should be a visual or written set of reminders of how to meet the LO • SC should be a checklist of key composition, grammar and spelling year group expectations -not exceeding 4 points in KS1 and 6 points in KS2 • LO and SC should be visible on the IWB flipchart and referred to when teaching • SC for year 6 final written outcomes should be co-constructed, in line with the <u>Assessment and Feedback</u> • Learning Reviews: 'Read, Review, Respond'

	• Formative assessment strategies used throughout the lesson • Self/Peer assessment: for sentence level activities • Self/Peer assessment: for extended writing, where children identify successes from the SC in pink highlighter and an improvement in blue • Learning review: x1 weekly • Written success and improvement comments should be used as feedback for extended writing: 2 examples of sentences that demonstrate how the LO or SCs have been met and a next step identified in yellow • Across each 'Talk for Writing' phase, there should be visible examples of children responding to learning reviews • In KS1, teachers should review the whole piece of writing and give feedback • In KS2, teachers can review and give feedback on a section or a whole piece of writing • Marking codes used consistently across books, planning and flipcharts • Worked examples of sentences/writing should be visible for children to refer to in the lesson <u>Editing:</u> In every extended writing lesson, there should be allocated time for children to self or peer assess -read and make edits/improvements to their writing, using a green pen. The allocated time should match the amount written.
Maths	<u>Learning objectives and Success Criteria</u> • Layout Date: <u>26.5.25 (Short date)</u> LO: To find fractions of amounts SC: Divide by the bottom. Times by the top. • A checklist of reminders or instructions <i>can</i> be used where a teacher deems it helpful Learning Objective • LO is child friendly, concise and achievable with LO: followed by maths skill • Where a SC is used, this should be visible on the IWB flipchart and referred to when teaching • A worked model should be visible for children to refer to in the lesson Success Criteria

	• Teacher to use if this is helpful • If so, it is a written checklist of reminders or instructions that help children to meet the LO Assessment and Feedback • Learning Reviews: 'Read, Review, Respond' • Formative assessment strategies used throughout the lesson • Daily whole class self-assessment/peer-assessment, with teacher going through answers and addressing misconceptions • Learning review: x1 weekly with each mixed ability focus group • If there are no improvements/corrections, teacher will feedforward for future learning
Feedback colours	Responding to feedback: • Pupils written responses to feedback in green pen • Teacher written responses in blue pen Highlighter Marking: • Children self and peer assess in green pen • Adults assess in yellow and green highlighter: Green: Correct, Yellow: improve
Marking Codes	• Marking Codes poster to be visible in each class • Teachers to refer to marking codes, when using them as a reminder of each code • Teachers to use the codes TG, TA and I to indicate the level of independence on children's work, this work well for when a child has moved from one level of independence to the other
Presentation Guidelines	• Presentation guidelines to be visible in each class • Teachers to refer to guidelines throughout the lesson • Teachers to refer to guidelines in verbally and in whole class feedback

Summative Assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or unit of work. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period
- Statutory Tests that help the school and inspectors evaluate performance and inform strategic plans for school improvement

Termly Summative Teacher Assessment

At Canonbury teachers make a termly summative assessment for Reading, Writing and Maths.

The assessments are made by reviewing pupils' outcomes over time according to national curriculum expectations for the age of the pupils.

Assessments are recorded on [Sonar Tracker](#) software so that the school can track progress over time.

Teachers enter pupil achievement in relation to national expectation for their age:

Significantly Below	Significantly below the Age Related Expectation <i>Accessing appropriate curriculum content</i>
Below	Below the Age Related Expectation <i>Unlikely to achieve the Expected Key Stage standard</i>
Just At	Just At the Age Related Expectation <i>Likely to achieve the Expected Key Stage standard</i>
Securely At	Securely At the Age Related Expectation <i>Firmly on track to achieve the Expected Key Stage standard</i>
Above	Above the Age Related Expectation <i>Likely to achieve the Higher Key Stage standard</i>
Significantly Above	Significantly above the Age Related Expectation <i>Firmly on track to achieve the Higher Key Stage standard</i>

Termly Summative Assessments

Tests for Reading, Writing and Maths

Tests are used termly to:

- inform teacher assessment of Maths and Reading according to national expectation for the age group – these tests are one element of the assessment process along with pupil outcomes and are not used as the sole basis for decisions
- gain a 'gap analysis' that informs handover to the next teacher and provides a resource to guide planning at the start of the next year

In each termly assessment week:

- Mark tests
- Put results into class grid
- Use summative and formative assessment to make a teacher assessment
- Input teacher assessments on Sonar Tracker

Autumn Assessment Week		
<u>Subject</u>	<u>Year group</u>	<u>Assessment materials</u>
Maths	Year 1	Moderate using year group checklist
	Year 2-5	Whiterose autumn term assessment- Arithmetic and Reasoning
	Year 6	SATs Papers -Arithmetic and Reasoning
Writing	Year 1-6	Moderate using year group checklist
Reading	Year 1-2	Moderate using year group checklist On-going RWI Phonics assessments
	Year 3-5	Testbase assessment
	Year 6	SATs Paper
Grammar	Year 5	Testbase assessments
	Year 6	SATs Paper
Spring Assessment Week		

Maths	Year 1	Moderate using year group checklist
	Year 2-5	Whiterose autumn term assessment- Arithmetic and Reasoning
	Year 6	SATs Papers
Writing	Year 1-6	Moderate using year group checklist
Reading	Year 1	Moderate using year group checklist On-going RWI Phonics assessments
	Year 2-5	Testbase assessment
	Year 6	SATs Paper
Grammar	Year 4-5	Testbase assessment
	Year 6	SATs Paper
Summer Assessment Week		
Maths	Year 1-5	Whiterose summer term assessment- Arithmetic and Reasoning
	Year 6	SATs Paper
Writing	Year 1-6	Moderate using year group checklist
Reading	Year 1	Moderate using year group checklist On-going RWI Phonics assessments
	Year 2-5	Testbase assessment
	Year 6	SATs Paper
Grammar	Year 4-5	Testbase
	Year 6	SATs Paper

Writing Moderation at Canonbury

At Canonbury teacher assessment of writing is supported by a systematic moderation process to

- Validate accuracy of teacher assessment
- Ensure teacher assessment is consistent and reliable across the school
- Develop and extend teachers' professional knowledge and skills in Assessment
- Termly writing moderation takes place either in partnership meetings with other schools in the Islington Future Zone network or during Internal moderations

National Standardised Tests

National standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally.

Standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Times Table check in Year 4
- End of KS2 Statutory Assessment Test (SATs)

Monitoring

Periodically, the LBI appoints moderation teams to conduct a formal moderation meeting with teachers and leaders for:

- End of Early Years Foundation Stage (EYFS), to validate assessment of Early Learning Goals and Good Level of Development)
- Year 1 and 2 Phonics Check and Phonics Re-check
- Year 6, to validate teacher assessment in Writing -Senior Leaders in the school conduct a meeting in the same format every year in the Summer Term.

Reporting to parents

Assessment is reported to parents through annual reports and parents' consultations.

Annual reports to parents include:

- Summary of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in: The reception year
 - Where attendance should be reported, it should include:
 - The total number of possible attendances for that pupil, and
 - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

The results National Standardised Tests, by subject and grade

Parents' evenings provide an opportunity to discuss the pupil's:

- approach to learning and school life, including friendships and attitude to school
- achievements to date in Reading, Writing and Maths and their next steps
- progress from their starting point in relation to their own targets as well as age-related expectations
- enjoyment and achievement in the wider curriculum and extra-curricular opportunities

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

For pupils working below the level of the national curriculum and not engaged in subject-specific study, we use the [Engagement Model](#) to assess progress, focusing on how they demonstrate awareness, curiosity, and persistence. Where appropriate, we also use the [Pre-Key Stage Standards \(PKS\)](#) to assess attainment in reading, writing and mathematics, in line with statutory guidance and Islington's local authority expectations.

Training

Deputy Head for Standards and Assessment is responsible for ensuring that there is a good understanding of assessment and assessment practice among all teachers.

This is achieved by:

- INSET to introduce any new practices that impact on all staff
- Induction of new staff in how to use school assessment software
- Staff Meetings in which moderation takes place as a collaborative process supervised by senior leaders
- Support and instruction in Pupil Progress Meetings
- Sending staff on Local Authority courses, including for End of Key Stage assessment procedures and practice

Roles and responsibilities

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils

Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data **9.2 Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers are responsible for:

Teachers are responsible for following the assessment procedures outlined in this policy

Monitoring

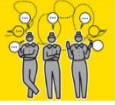
This policy will be reviewed annually by Curriculum and Standards Committee. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Assistant Head, Assessment and Standards, is responsible for ensuring that the policy is followed.

Assistant Head, Standards and Assessment, with the Senior Leadership Team, will monitor the effectiveness of assessment practices across the school, through:

- moderation
- lesson observations,
- book looks
- pupil progress meetings

Appendix 1

Formative Assessment and Feedback				
Check for understanding	CHECK FOR UNDERSTANDING1-2-3-4-5  COLD CALL, ASKING WHAT, NOT IF  PROBE WITH A SHORT DIALOGUE  FOLLOW-UP WITH MORE CHECKING DIALOGUES  EXPLORE DIFFERENCES AND DETAILS  RE-TEACH, DEFER OR MOVE ON	Process Questions	PROCESS QUESTIONS1-2-3-4-5  MODEL YOUR THINKING  EMPHASISE HOW AND WHY  ASK STUDENTS TO EXPLAIN THEIR METHODS AND REASONING  ASK STUDENTS TO EXPLAIN THEIR IDEAS AND CHOICES  ASK HOW SIMILAR ALTERNATIVE QUESTIONS OR PROBLEMS MIGHT BE APPROACHED	
Think, Pair, Share	THINK, PAIR, SHARE1-2-3-4-5  ESTABLISH TALK PARTNERS FOR EVERY STUDENT  SET THE QUESTION WITH A GOAL AND A TIMEFRAME  BUILD IN THINKING TIME  CIRCULATE TO LISTEN AS PAIRS ARE TALKING  USE COLD CALL TO SAMPLE PAIRS' RESPONSES	Cold calling	COLD CALLING1-2-3-4-5  ASK THE CLASS THE QUESTION  GIVE THINKING TIME  SELECT SOMEONE TO RESPOND  RESPOND TO THE ANSWERS  SELECT ANOTHER STUDENT AND RESPOND AGAIN	
Show me boards	SHOW-ME BOARDS1-2-3-4-5  ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND  SET THE QUESTION WITH A GOAL AND A TIMEFRAME  BUILD IN THINKING TIME  SIGNAL: 3-2-1 AND SHOW ME  SAMPLE STUDENT RESPONSES AND FOLLOW UP	Say it again better	SAY IT AGAIN BETTER1-2-3-4-5  ASK A STUDENT A QUESTION  ACKNOWLEDGE THE FIRST RESPONSE  GIVE SUPPORTIVE FORMATIVE FEEDBACK  INVITE STUDENT TO "SAY IT AGAIN BETTER"  RESPOND TO THE IMPROVED RESPONSE	
Read, Review, Respond' : Learning reviews include one of the 4 strategies for checking pupil understanding and adapting teaching to meet pupils' needs, close knowledge gaps, and secure long-term learning. Read : The work is read, Review : An assessment is made. Respond : A decision of how best to respond is actioned. Time must be given for children to respond to feedback.				
Strategy	Definition		Examples/Prompts	
Learning Review: Live feedback	'Read, Review, Respond' Teachers and TAs intentionally check pupils' work, providing verbal or written feedback during or a task. Verbal praise and next steps are given in relation to LO and SCs. Green and yellow highlights and marking code can be used to identify specific sentences or answers that meet the LO/SC or need a next step. Green for success and yellow for improve.			

Learning Review: Distant written Feedback	'Read, Review, Respond' Reviewing a pupil's work and identifying success and next steps in relation to the LO and SC. Success identified in green and next steps identified in yellow. (2 successes and 1 next step - max) Written feedback can be live or distant. Live written feedback takes place during the lesson. Distant written feedback takes place after the lesson. Marking codes applied.	
Learning Review: Whole Class Feedback	'Read, Review, Respond' Pupils' work is reviewed. Notes of success and improvement are made by the teacher. This is shared with the children at the beginning of the next lesson. Children respond to suggestions in green pen.	
Mini Plenaries	Reviewing children's learning in line with the lesson's objectives, success criteria or progress, typically used throughout a lesson to check understanding and address misconceptions before the end.	
Self-Assessment	Children mark their answers correct (pink highlighter) or incorrect (blue highlighter) and/or Children identify how they have met the success criteria by highlighting successes in pink and suggested improvements in blue All pupil responses in green pen (except year 1 who will write in pencil)	
Peer-Assessment	Children mark a peer's answers correct (pink highlighter) or incorrect (blue highlighter) and/or Children identify how they have met the success criteria by highlighting successes identified in their work in pink and suggested improvements in blue All pupil responses in green pen (except year 1)	
Conferencing	This is when in response to a teacher reviewing a child's work or group with similar misconceptions, the teacher or TA spends 1:1 time giving a pupil detailed verbal feedback on success and improvement. When conferencing with a group of children, the rest of the class should be completing fluency, or recapping tasks independently.	
Guided Work	This is a form of group teaching where you focus on children who have similar needs. This is based on your assessment of their work and observing how they complete an activity.	
Shared Work	This is the generic term for modelling with and in front of children as a precursor to the class more independently.	
Fluency recaps 'Generative Learning'	Teacher deliberately activates prior learning, revisiting foundational knowledge to which new learning will connect.	

