

BEAN PRIMARY SCHOOL ASSESSMENT FOR LEARNING

At Bean Primary School, assessment is an integral and important part of the school ethos.

We believe that pupils have the right to an assessment process that:

- Identifies and tracks their progress;
- Obtains a clear and accurate picture of their strengths and weaknesses;
- Celebrates a broad range of achievement linked to personal targets;
- Enables them to make a contribution to the process in the form of setting and achieving targets.

We believe that teachers and support staff have an entitlement to assessment and recording procedures which:

- Are manageable, sustainable, consistent and useful;
- Support quality teaching and learning;
- Inform subsequent teachers;
- Inform future planning and support differentiation;
- Meet statutory requirements;

We believe that parents have an entitlement to assessment and recording procedures that:

- Inform them of their child's achievements, progress and targets for the future;
- Ensure that reports are jargon free, helpful and easy to understand;
- Encourage their participation in the assessment process through regular parental consultations/surgeries and curriculum meetings;
- Support children.

The assessment procedures are carried out in accordance with National Statutory requirements and Kent County procedures including those for Additional Needs.

At Bean Primary School assessment and recording is the key to effective planning for teaching to meet the needs of all children. *Assessment is an ongoing process.*

ASSESSMENT STRATEGIES

A wide range of assessment strategies are used in the school. They include:

- Teacher observations;
- Questioning and discussion with the pupils;
- Listening;
- Self evaluation by both pupils and staff;

- Use of photographs, tape recordings and video recordings where applicable;
- Quizzes/question and answer techniques;
- Specific tasks/challenges linked to the curriculum;
- Target setting and reviewing progress as part of the tracking provision mapping;
- Marking of children's work (in accordance with the school marking guidelines);
- In-house testing;
- Foundation Stage Profile;
- National Curriculum Statutory Tests at the end of the Key Stages;
- 11plus Tests (Year 6).

Target Setting - children will have a target for reading, writing, numeracy and science. All members of the school community will have access to targets. These will be reviewed and revised accordingly, following the school procedures and recorded in the agreed format. The Assessment Co-ordinator collates formal assessments using Target Tracker, with anomalies within results being referred to the SLT.

Senior Leaders record and analyse the results and performance of the children. The implications of their findings are fed back to the whole staff to inform the School Plan with the view of raising achievement.

Where children are identified as Gifted and Talented, they will be entered on the Gifted and Talented Register and their provision planned for accordingly. This will be evidenced on planning via differentiation and through class provision maps. Children with SEND will also be identified through planning and added to the class provision maps.

RECORD KEEPING AS EVIDENCE

In accordance with the 'Educational (School Records) Regulations 1989', academic achievement, progress and other skills and abilities are recorded for each child. These records serve to:

- Inform future planning for teaching and learning;
- Inform reporting to parents;
- Inform future teachers;
- Provide evidence for teacher assessments;
- Provide the focus for termly pupil progress meetings with the Head Teacher.

Each class has a pupil tracking folder containing all assessments relevant to that year group. This is updated regularly and monitored termly. It also contains a class profile & provision map.

ROLES AND RESPONSIBILITIES

The day to day responsibility for assessment and record keeping lies with the teaching staff, as per school teachers' pay and conditions. The analyses and implications of assessment of results are the responsibility of ALL teaching staff.

SUCCESS CRITERIA

- All staff can gain a clear picture of a child's progress;
- Teachers can use the assessments to plan future work effectively;
- Teachers and support staff feel the procedure is relevant and manageable;
- Parents can read and understand the annual reports and find them useful in judging the progress made by their child;
- The children know their targets and how to achieve them;
- The children feel that they are involved in the assessment process and that this helps them to improve their work.

PURPOSED FOR MARKING

- To acknowledge that work has been done within explicit expectations;
- To give positive feedback on how pupils can improve their work;
- As a formative assessment to review/revise targets;
- To encourage and praise the children;
- To encourage pupils to evaluate their own and each other's work;
- Misconceptions will be identified where and when necessary, and addressed.

CRITERIA FOR MARKING

- The marking focus must be linked to learning intentions or personal targets;
- Marking should support progress;
- It should be constructive and positive;
- Interactive teacher/pupil marking will be used where appropriate. Self and peer assessment is encouraged.

To mark work we will use a contrasting colour:

- All work will be acknowledged appropriately;
- All work with a supply teacher will be identified accordingly;
- Supply teachers are expected to work in accordance with these guidelines;
- Positive praise in the form of a smiley face, team point, sticker picture and /or brief comment, will be used to acknowledge achievement

EQUAL OPPORTUNITIES

Ensure that the potential of every child is maximized irrespective of ability, disability, race, gender, religion, and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

MARKING PRACTICE

The principles behind marking should be to continually encourage and motivate children as well as to quickly point out misconceptions or next steps, and ensure children are reading and responding to marking. It is an invaluable element in the learning process and is to be given a high priority throughout the school. Where children comment on their learning (a practice encouraged throughout the school), this should provide a useful starting point for a response.

FOUNDATION STAGE

In the Early Years Foundation Stage marking is mainly undertaken through verbal interaction with the pupils. Close monitoring and observations of pupil's learning also takes place in a variety of aspects and can include specific subjects.

Over time, children will be encouraged to become aware of their own goals, make plans, and review their own progress and successes.

Some learning may be recorded in the form of photographs or written work, often written marking enables the reader (teachers, parents, children) to have an insight into the learning that has taken place, and how that learning has been approached by the child.

Marking in EYFS is usually accompanied by a smiley face, a sticker or stamp and a tick.

KEY STAGE 1

Marking will include verbal feedback, both individual and to groups and will increasingly be written in children's books. Marking will be clear and comment on positive aspects as well as the next steps for the child's learning. References will be made to learning intentions and the child's targets. Appropriate spelling will be corrected (that which is appropriate to the child's spelling ability) and a response expected. This might be to write a word out several times, to copy a word into a word book, or to add missing letters to a word. It might also include completing a maths sum or explaining where a process went wrong. Peer to peer marking will begin to be used to help children become more analytical in their thinking.

KEY STAGE 2

Although, verbal feedback is given to individuals and groups throughout the day, there is a greater reliance on written feedback to tasks. This is true in all subjects, not simply the core subjects. A marking code is used in the margin of the page to show children's errors and to ensure children analyse and correct mistakes. At least one positive comment will be made, in a clear and neat script, followed by up to three areas to improve. Examples of this approach will be seen across the curriculum where appropriate. These could be linked to the learning intention, a child's target or simply in response to a piece of writing. Children are expected to respond to marking, and therefore teachers should provide opportunities for this to occur. Spelling inaccuracies should be identified (appropriate to the child's spelling ability) and a response expected. This could be to write the word out correctly or to add this to a word book. If sums are incorrect, children are expected to respond by completing a sum correctly or explaining what went wrong. Peer to peer marking should be a regular feature in key stage 2 and should help children quickly identify frequent errors.

Ratified by C & S: April 2015

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Marking Code




Literacy and English

- C you need a **capital letter**
- P a **punctuation mark** is missing
- F **finger spaces** between words
- SP a **spelling** mistake has been made
- T you have written the **wrong tense**
- NP you need a **new paragraph**
- ^ you have **missed something out**
- [] you need to cut this part of your work

Numeracy and Mathematics

- ✓ correct
- check this answer

Other curricular areas

-  you understand
-  you are nearly there
-  you need more practice