



Assessment and Marking Policy

Assessment is an essential part of teaching and learning; it ensures that teaching is effective thus allowing the learner to move forward and progress at a pace suitable to the individual.

As a school, assessment information about individuals and groups is stored electronically.

Aims

- To provide feedback to the teacher about progress of individuals and groups which informs teaching and planning.
- To provide a valid and reliable basis for reporting pupil's progress to others, especially to parents and teachers.
- To provide feedback to pupils regarding their strengths, successes and areas for improvement so they know the next step they need to take in order to improve.
- To give an overview of the progress of cohorts, including individuals and groups and to enable effective tracking and monitoring.
- To provide a sound basis of information on which to evaluate the effectiveness of our curricular provision.
- To provide an environment in which children are encouraged to take responsibility for their own learning.
- To foster the sense of partnership in education between parents, children and staff.

Assessment through Planning

To ensure that the needs of the children are met, and that coverage and progression occur, teachers plan using the following:

- Early Years Foundation Stage (EYFS) Practice Framework and Development Matters
- The National Curriculum for KS1 and 2 – supported by the Inspire Curriculum.
- The Agreed Syllabus for Religious Education (RE)

Strategies used to Assess

A variety of strategies are used to make both formative and summative assessments.

Formative assessments include:

- Assessing against Age related Learning Objectives.
- Foundation Stage Learning Journals/Diaries
- Assessment for Learning questioning
- Marking of children's work
- Observations
- Targets - class, group and individual
- Unaided writing and maths (Big Write/Big Maths)
- EHC Plans / Learning passports
- Guided Reading Records

Summative assessments include:

- Termly Jason Hurr tracking
- End of the Key Stage 1 and 2 SATs
- NFER testing
- Multiplication check
- Where appropriate, specific assessments for individual needs will be carried out.
- Y1 Phonics Test
- Early Years Foundation Stage Profile

Pupil Self Assessment

Pupils assess their work in a variety of ways including:

- Individual and peer assessment against success criteria to establish whether the learning objective has been met.
- Drafting and editing work
- Toolkits and Marking Ladders
- Responding to teacher's comments in their work and editing in Purple Pen.

Marking

All marking should have a clear purpose for both the pupil and the teacher. It could be written or verbal and must be closely linked to the learning objective and success criteria. Where possible, marking will be a shared process with the child. Learning outcomes are acknowledged by positive and constructive remarks that reflect the objective and offer suggestions for improvement.

The quality and quantity of the marking will depend on:

- The task set
- Classroom management
- The age of the child
- The ability

Feedback prompts may be given in various forms:

- **Reminder Prompt** – the simplest form of prompt and refers back to the learning objective/success criteria.
- **Scaffold Prompt** – provides further support. This may take the form of a question or short cloze procedure to check understanding and depth of learning.
- **Example prompt** – this is the most detailed support and gives the children a modelled response with examples from which to choose.
- **Open Ended** – to further develop problem solving and reasoning skills.

Marking Styles

- It is suggested that up to 8 words that a child is expected to know per piece of work are underlined and the correct spelling written in the margin. This should be applied across the curriculum. The children are to correct these spellings and copy them out 3x in purple pen
- Other errors, such as grammar and punctuation, will be clearly indicated by teachers/TAs underlining the error and writing a statement in Pink pen to tell the children to correct the piece.
- Written feedback to move the children's learning forwards will be made when necessary, especially when misconceptions or misunderstandings have taken place and prior to a final draft. Children will respond to this feedback in purple pen and any follow up work or pre-teach will be indicated alongside work to record who and when it took place.
- Teachers will acknowledge improvement or particularly good work/effort by awarding between 2 and 5 team points depending on quality or effort.
- IN ENGLISH marking ladders will be used whenever a piece of writing is completed and children will be encouraged to comment underneath what they need to do to improve their work next time. Children and staff

must complete these marking ladders to show where learning has taken place. If a child has missed part of the marking ladder their next step comment should be to complete this missing part, this may be shown with a pink dot or highlighting.

- Verbal feedback is the most beneficial and productive form of assessment and will be marked in books when this has been given and by whom.
- Peer assessment will be used when necessary and indicated in books by initial of assessor.
- Space under the marking ladder to allow for a personal target which may be written by staff or child and considerate of age appropriateness.
- As a school we expect the children to be given adequate response time to make improvements to their work as soon as possible after feedback has been given. This might involve building an 'improvement time' into the school day. Improvements will also be marked.

It is recognised that not all work can be marked in the ways noted above eg. Art, PE, Music. Positive comments are made about pupils' achievement and also some practical suggestions for ways forward.

Response to Marking

Opportunities are given for the children to read and reflect upon their work and teacher comments, making improvements to their future work.

Reporting

The aim of both formal and informal reporting to parents should be to benefit the child, parent and teacher, promoting greater understanding of the education process and leading to improvement of the child's achievements.

We communicate achievement, areas for development and progress of children in the following ways:

- End of year EYFS Learning Journals and EYFS Profile Scores
- Yearly reports to parents
- Individual SAT results and teacher assessments in core subjects to parents of Year 2 and 6 children
- Parents' Evenings - held two times a year and a less formal 'drop in evening' held once a year after reports.
- Newsletters

When children leave our school, assessment and other pertinent information are passed on to the new school.

Record Keeping

Records of teacher assessments made in reading, writing and maths are tracked regularly through the year. Other assessments are kept by staff to inform these teacher assessments.

Monitoring and Evaluating

The monitoring and evaluating of children's learning is a vital part of the assessment procedure and is carried out in the following ways:

- Progression and attainment are monitored regularly in reading, writing and maths
- Targets are set for individual children early in the new school year. These are based on previous individual results and teacher assessment.
- School leaders monitor children's work and assessments.

Equal Opportunities

All pupils will be equally assessed, regardless of race, gender, age, cultural background or any physical or sensory disability.

Reviewed February 2019

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