

Assessment, recording and reporting

Assessment

The school uses Age Related Expectations as its means of assessing all pupils. Assessments will be recorded using Pupiltracker.

Elburton School will ensure that there is:

- a suitably broad and balanced curriculum and the system of assessment set out what pupils are expected to know, understand and do, and by when
- the assessment system is linked to the school's curriculum
- information about what is taught in the curriculum is shared with parents and carers, including by meeting the legal requirement to make curriculum information available on the school's website
- the school uses detailed formative and summative assessment to ensure that pupils, teachers and parents know if pupils are achieving the expected standard or if they need to catch up
- assessment information, including test results, is used to improve teaching and the curriculum for all pupils.

Accuracy of assessment

Elburton school will ensure that:

- any baseline assessment, teacher assessment and testing are used to modify teaching so that pupils achieve the expected standards by the end of year or key stage
- assessment draws on a range of evidence of what pupils know, understand and can do in the different aspects of subjects in the curriculum, for example, through regular testing
- teachers make consistent judgements and share them with each other; for example, within a subject, across a year-group, between adjacent year-groups and with other schools.
- accuracy of assessment is ensured through internal and external standardisation and moderation
- governors assure themselves of the rigour of the assessment process
- schools adopt the best practice of working together to moderate assessment for year groups and the end of key stages, and to develop common understanding of attainment and share records at points of transfer (within the context of the revised common transfer file).

Progress

Elburton school will ensure assessment promotes progress:

- pupils' work shows that, where possible, they have the knowledge, understanding and skills expected for their age as set out by the curriculum and assessment system
- all pupils are set aspirational targets and that they are on track to meet or exceed these expected standards by the end of each key stage
- assessment, including test results, targets, performance descriptors or expected standards are used to ensure that all pupils make the progress their teachers expect and that more all pupils do work that deepens their knowledge and understanding
- progress in literacy and mathematics is assessed by drawing on evidence from other subjects in the curriculum, where this is sensible
- pupils' strengths and misconceptions are identified and acted on by teachers during lessons, and more widely, to:
 - plan future lessons and teaching
 - remedy where pupils do not demonstrate knowledge or understanding of a key element of the curriculum
 - deepen the knowledge and understanding of the most able.

Summative Assessment

- Summative assessments on pupils are reported on Pupiltracker. After each unit of literacy and maths, or every six weeks the ARE element of Pupiltracker is completed. Foundation teachers complete an ongoing learning journal on each child and termly summative assessments are added to Pupiltracker.
- During the year summative assessments are made every half term. Assessments 1, 3 and 5 are teacher assessments based on the ARE judgements. Evaluations for assessments 2, 4 and 6 are the result of formal assessments of pupils work.
- Assessment levels of all foundation subjects, spoken language and Science are recorded annually on Pupiltracker
- These assessments correspond with Pupil Progress meetings during which the progress and attainment of each pupil is discussed and where appropriate interventions are agreed to ensure maximising of progress. These are recorded on Pupil Progress sheets. These include SEND and Pupil Premium pupils. These sheets are to be kept alongside planning in classrooms and Teaching Assistants should be very clear about the agreed strategies that have been documented.
- In Foundation pupils have entry assessments made within the first three weeks of arriving. These are made using Durham University's PIPS system. They are also assessed using the same system at the end of the year to judge progress over the year. During the year formal assessments are made and recorded on Pupiltracker and evidence is retained in individual Pupil Journals, maths and phonics books.

Formative Assessment

Pupil progress meetings ensure that next steps for pupils learning are agreed and reviewed.

Teachers regularly review Pupiltracker to ensure that pupils are making expected attainment and progress.

Assessment is against AREs.

AREs shared with parents in July and followed by a Parent's evening

An Example of the Annual Assessment and Pupil Progress Cycle

Pupil Progress Meetings will take place as follows

With HT and Intervention Leader:

September Term 1

January Term 3

April Term 5

With DHT, Intervention Leader and Co-ordinators

November Term 2

February Term 4

End of year/Start of Year Information Transfer

July Term 6 Confidential/safeguarding information in meeting with HT. Also class teachers meet to do formal handover meeting.

Pupil Progress Cycle

Please have these completed before meetings.

Catch up children should be all under attaining and indicated as pink or red + all slow movers in column 6 (final assessment). Years 4 and 5 may use the teacher assessments in column 5 for writing only. For the January and April pupils deemed as slow moving will be added. Ensure that additions to pupil progress sheet are able to be supported- use professional judgement.

Pupil Premium (both FSM and service) and Pupil Premium + pupils must be indicated at the beginning of the slippage sheet with SEND children. Most able pupils must also be considered.

Mid-term meetings will be reviewing the sheets and these should be updated before the meetings.

Updating Pupil Tracker

All 6 columns are to be completed this year by all year groups to ensure that progress can be measured every half term. Below is a chart for this

	Assessment Column
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Year	1 by half term	2 by end of term	3 by half term	4 by end of term	5 by half term	6 by June 13th
F	Continuous on-going assessment during the year					
1	Initial assessment as entered in final assessment column	TA press to update ARE	TA press to update ARE	TA press to update ARE	TA press to update ARE	TA press to update ARE
2	TA press to update ARE	TA press to update ARE	TA press to update ARE	TA press to update ARE	TA press to update ARE	SAT assessment
3	TA press to update ARE	ARE or formal assessment	TA press to update ARE	Formal Assessment	TA press to update ARE	Formal Assessment
4	TA press to update ARE	ARE or formal assessment	TA press to update ARE	Formal Assessment	TA press to update ARE	Formal Assessment
5	TA press to update ARE	Formal Assessment	TA press to update ARE	Formal Assessment	TA press to update ARE	Op Formal Assessment
6	TA press to update ARE	Formal Assessment	TA press to update ARE	Formal Assessment	TA press to update ARE	End of KS2 SAT

Report Dates

May Column 5 etc completed +attendance update prior to Pupiltracker button being pressed!

June Reports to HT by this date

July Reports to parents

Parents Evenings

September- October Years 1-6

September

November

January

March

July

work)

Getting to Know Evenings

Foundation Final induction Meeting

Parents Evenings (parents to see children's work)

Foundation Reading and Maths Meetings

Parent/Pupil Sharing of work

Reports and Parents Evenings (parents to see children's

Elburton Primary School Marking and Feedback Policy

This policy is based on review of effective practise within school a well as the DfE workload review on marking and research from the Education Endowment Foundation.

Marking is only one element of feedback to secure better pupil outcomes.

Planning to address common misconceptions so that pupils avoid them as well as changing future planning as a result of feedback and marking if they do occur, is key.

Constant assessment and verbal feedback by adults and pupils within a lesson, so that errors and mistakes can be dealt with as soon as they occur, is also crucial in securing better pupil outcomes and achieving strong progress.

The quality of feedback, however given, will be seen in how a pupil is able to tackle subsequent work.

Marking must be:

Meaningful. It will vary by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers should adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable. Marking should be proportionate so as to be time effective and make the most difference to pupil outcomes and progress in relation to the time spent doing it.

Motivating. Marking should help to motivate pupils to progress. This does not mean always writing in depth comments or being universally positive. Short, challenging comments are more effective. The pupils should be doing more work than the teacher and should do work differently next time as a result. They should not become reliant on the teacher marking work as it reduces their responsibility for improving their work.

A. Careless mistakes should be marked differently to errors resulting from misunderstanding.

Mistakes are where a child shows they do know how to do something but on that one occasion they have not eg used capitals for proper nouns 3 times in a piece but not on a fourth occasion. Have 3 out of 4 similar sums correct. These can be marked wrong for the child to correct.

Errors (misconceptions). This is where a child has got something wrong each time or most times or clearly has a misconception about what is right. This must be addressed with hints or questions or instruction about a rule to lead pupils to the underlying principles. This is where most progress will be made.

Pupils must be encouraged to review their own work to ensure they check for mistakes – this will mean most marking is around errors and misconceptions which will have most impact on outcomes and progress.

B. Use targets to make marking specific and actionable.

Setting clear targets / next steps and reminding pupils of these before they complete a similar piece of work in the future is most likely to improve outcomes and mean children don't repeat errors.

Short term and a small number of targets are also most effective. Targets where pupils have had a role in setting them or are asked to re-write them in their own words are also more effective.

C. Pupils are unlikely to benefit from marking unless some time is set aside to enable them to consider and respond to it.

Faster feedback is usually easier for pupils to respond to but should not be at the expense of the quality of the marking. So fast verbal feedback in the lesson combined with quality marking is a good balance.

D. Research suggests that feedback should be about complex or challenging tasks or goals.

This will emphasise the importance of effort and perseverance as well as be more valued by pupils.

Feedback can come from peers as well as adults. Peer marking may reduce mistakes and help to address errors if carried out in class during a lesson. If children peer mark after a short period of time it will help highlight class or individual errors and misconceptions which can then be addressed at the time.

Consistent Code (To be available in class)

Green Pen to be used

V = Verbal feedback to child

I = Independent Work (Can be used as appropriate especially for the youngest children.)

S = Supported Work

GW = Guided Work

SM = Self Marking

PM= Peer Marking

Tick = correct Dot = Wrong

T ⇒ or (For Target or Next step)

Work that is 'Writing' will be marked to GHaSP expectations which will be displayed in each classroom. (Based on minimum requirement for that age group and aspirational expectations)

To minimum expectations in other subjects and ability appropriate expectations in **Writing** tasks in literacy lessons.

G = Grammar Ha = Handwriting Sp = Spelling P = Punctuation (CL = Capital letter FS = Full Stop)

The word or phrase in question may be underlined to direct the child to the correction.

Children will be given time to act on corrections expected.

As soon as they are able to (generally starting in Y2) Children should show that they have seen a comment, T or in some way eg tick or OK or response.

Extended Writing will have a star and target from the child as soon as they are ready for this to promote their engagement with improving.

Occasionally (when children are ready), word classes will be underlined using agreed colour codes to develop childrens' understanding.

Work marked 'Notes' will not be marked in this way.

Reporting

- Elburton will ensure that School reports effectively to give parents and carers details on the progress and attainment of pupils. The school reports will help parents to understand how well their children are doing in relation to any standards expected.
- During the Autumn term parents will meet with teachers at Getting to Know Sessions. Teachers share the outline of the curriculum for the year with particular emphasis on literacy and maths. Parents are made aware of how they can support their children and the expectations for homework. Overall targets for the year group are shared. Teachers and parents will then meet individually if there are concerns on either side.
- In November, teachers meet parents in a formal meeting. At this any issues are discussed including the setting targets. Parents have a chance to see their child's books before the meeting.
- In March, pupils and parents share their work. Teachers act as guides pointing and clarifying work that has been completed so far.
- At the end of the summer term there are formal parents evening. These follow the distribution of written reports on each pupil. The focuses of these meetings are the written reports. Parents have a chance to see their child's books before the meeting. Any issues for the following year are shared.
- Parents may also request to speak to teachers about the progress of pupils at any point during the year and meetings arranged at mutual convenience.

- On a termly basis progress of pupils, including specific groups, is reported to Governors by the headteacher. These reports are based on data accessed from the school's internal data in Pupiltracker. The governors also review RAISEonline with the headteacher. The governors then produce a report based on this analysis and identifying challenges to the school on the attainment and progress of pupils.
- In January, Parents are invited to a Foundation Reading/Maths Meeting. In this meeting parents have the opportunity to learn the teaching methods for early reading and maths.
- In addition to the reporting outlined above, Foundation parents are given a copy of their child's learning journal six times a year at the end of each half term. This learning journal will consist of assessments and observations made by class teachers and teaching assistants throughout the term.

