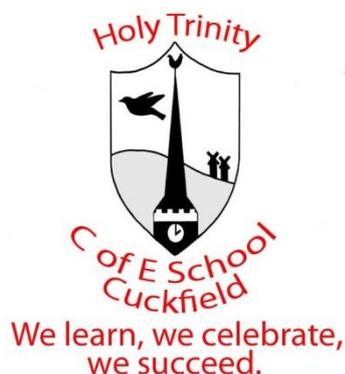


Holy Trinity CE Primary School

Assessment & Marking Policy October 2016



All Assessment
is a perpetual work in progress

— Linda Suskie

POLICY HISTORY

POLICY	Assessment
SOURCE	New Policy to reflect the New Curriculum
ADOPTED	2016
REVIEWED	
REVISION DUE	October 2019
CHANGES	This policy replaces the previous assessment policy and is a new document (October 2016).

At Holy Trinity CE Primary School, we believe that assessment should place the child at the centre of their learning and that assessment supports our children in being confident, motivated and independent learners. Effective assessment provides information about a child's knowledge and understanding to teachers so they are able to plan a challenging and appropriate curriculum, meeting the needs of all children and supporting them in making progress. We believe that children should be an integral part of that assessment process.

Holy Trinity CE Primary School use Target Tracker as a tool to track pupil progress against the New Curriculum. All Learning Objectives, which are known in school and referred to as Learning Challenges are taken from the New Curriculum. Teachers assess their pupil's progress against the Learning Challenges, Class teachers update their assessment knowledge on pupils regularly onto Target Tracker. Target Tracker provides clear information about individuals and groups of learners' progress quickly for class teachers, subject leaders and Senior Leaders. The system identifies children not on track to meet Age Related Expectations.

At Holy Trinity CE Primary School we undertake two different, but complementary types of assessment:

1. Formative Assessment

This is the day to day, week by week on going assessment, which enables teachers to identify child's understanding of their learning and their next steps in learning. In the EYFS, Learning Challenges are shared verbally with children. In Key Stage 1 & 2 the children are also involved in assessing their Learning Challenges and Success Criteria and assessing the work of peers; this enables our children to take responsibility for their own learning. Key assessment strategies used to ensure good formative assessment takes place include questioning, discussion, observation, peer assessment and marking feedback and its responses.

Strategies used to ensure high quality formative assessment:

Strategy	How & When	Purpose
Clear Learning Challenges & Success Criteria	Learning Challenges are taken from the New Curriculum. The Success Criteria are graduated in difficulty. Learning Challenges and Success Criteria are shared with the children verbally and recorded in a written form in books.	Children understand what they are learning and if they have succeeded

Questioning (Different levels)	Teachers encourage, promote, sustain a verbal dialogue and extend learning.	Assess children's understanding, encourage thinking skills
Chatting Chums	Children are given regular opportunities in class to verbalise their thoughts, confirm or challenge ideas with a "Talk Partner",	Give children the confidence to able to express their ideas before speaking to a wider audience
Observation	Ongoing observations, listening, watching, talking, intervention	Support teacher in shaping learning or adjusting learning to meet the needs of the children. To inform future planning Identify individuals and groups for specific intervention group support
Self / Peer Assessment	During lessons children are encouraged to reflect on what they have learned and their next steps. Children do this through RAG scoring the Success Criteria they believe they have achieved. These are also assessed by the teacher. Children are also encouraged to assess each other's work and provide fair and constructive feedback.	Children understand their next steps in learning
Peer Mentors	Targeted children are identified by class teachers and they are assigned a Peer Mentor to support them in developing reading or writing skills. Peer Mentors meet with their mentee	
Oral Feedback & Marking	Oral feedback is given during lessons Marking feedback by teachers and LSAs provide constructive guidance on what the child has done well	Children are fully involved in their learning, encouraging them to be independent.

	and their next steps. Questions are also given to children in their books to support them in consolidating their learning or to apply a new skill. Children respond to feedback using blue response pens	Learning dialogue between teachers and children encourages motivation Supports teachers in identifying learning gaps Identify individuals and groups for specific intervention group support
Target Setting	Targets are taken from identified learning gaps for children	

"Tell me and I forget.

Teach me and I remember.

Involve me and I learn."

Benjamin Franklin

2. Summative Assessment

Formal summative assessment tests are carried out at different points in a term. Pre topic assessments may be carried out in some subjects eg science, maths to assess children's knowledge of a topic before starting new learning and half termly free, independent writing tasks are carried out from Reception to Year 6..At the end of a half term or the end of a unit of work summative assessments may also be used to measure understanding of learning already taught. Practice Phonics Testing papers are given to year 1 pupils, to prepare them for the official testing in the year. Key Stage 1 & 2 2016 SATs papers are in place for Years 2 & 6 children to prepare the children for the new tests..

Both formative and summative assessments are used to build up a picture of a child's strengths and learning gaps. By understanding these it allows teachers to intervene during lessons to adjust learning for a child or group of children, plan effectively for future learning. Children are assessed by teachers on being able to apply their knowledge and skills independently. Intervention booster groups are also put in place to narrow gaps and the impact of interventions measured, based on teacher assessments. Assessment information is updated on Target Tracker by teachers regularly.

Purpose of good assessment information

Teachers will know:

- Where pupils are starting from
- Has the class learned what was planned & taught
- If pupils are making good progress
- If children will make Age Related Expectations (Target Tracker)
- If gaps are being narrowed for individuals / groups of children
- If children can apply their skills, knowledge & understanding across the curriculum
- If interventions are needed to support a child becoming “ on track” with their learning
- Which pupils need extension and depth of knowledge in a curriculum area
- If learning needs reshaping or changing
- If consolidation in a particular area is needed

Senior Leadership Team will know:

- If pupils are making good progress
- If pupils are on track to meet Age Related Expectations (Target Tracker)
- If groups of pupils (Pupil Premium, Travellers, EAL, More Able Pupils, SEND) are making comparable progress, using Target Tracker to judge this
- If school is in line with similar schools nationally
- Impact of interventions a child / children may have had
- Any areas of the curriculum for a class / yeargroup/ whole school which need to be developed and strengthened to support good progress

Parents will know:

- How their child is progressing
- Their child’s strengths and learning gaps
- How they can support their child

Governors will know

- The percentage of children across school who met Age Related Expectations in a year
- Progress of a class / yeargroup/ groups of children
- Any curriculum areas which are a strength of the school or which are an area for development

Standardised Moderation of Assessments

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure consistency in assessment practice and agreement on judgements made regarding if a child is not on track to meet , is on track to meet, has met or mastered Age Related Expectations. Moderation opportunities include working with

- Yeargroup Partner
- Colleagues in school
- Colleagues in the Locality
- Attending Local Authority sessions

Pupil Progress Meetings

Pupil Progress meetings are held termly to review the progress of individual and groups of pupils.

Reporting

From 2017 onwards Interim Reports will be provided to parents in the Autumn and Spring Terms. In the transition year 2016 – 2017, Interim Reports will be provided to parents in Spring Term only. A full report is provided to parents in the Summer term. Reports give parents information about their child's progress, their strengths, learning gaps and targets.

Marking

Rationale

Meaningful learning dialogue has proved to have the most impact on a child's progress when it is good quality feedback.

Frequency of Marking

Maths:

- Teachers will mark all children's work initialling the fact they have seen it, and in depth at least three times per week for every child, marking in pink for marking symbols and green pens for questions, next steps.

Writing:

- Teachers will mark children's work initialling the fact they have seen it, and will mark all longer pieces of writing in depth, marking in pink for marking symbols and green pens for questions, next steps.

Science:

- Teachers will mark all children's work in depth each week for every child, marking in pink for marking symbols and green pens for questions, next steps.

Marking Guidelines across all Core Subjects

- When marking in depth, teachers will give positive feedback and clear next steps relating to targets, SC or LC.
- Teachers should regularly pose questions to encourage the learning dialogue, assess understanding and move learning forward.
- Learning Support Assistants will mark the work of their target group in purple pen, and make any relevant notes for either the pupil or the class teacher.
- Supply Teachers are expected to follow the Holy Trinity marking policy and mark children's work in red.
- Children are expected to reflect and comment on their learning, and respond to teacher or LSA comments in blue pen, when a piece of work has been completed.
- Teacher to allow time for pupil response and to monitor that advice has been acted upon.
- Pupil responses must be acknowledged and/or checked by the teacher.
- Peer marking should also take place when appropriate.
- Teachers should check that Great Expectations are adhered to in Maths and Writing and that these standards follow through into science & other curriculum area pupil books.

The following symbols will be used throughout Key Stage 1 and shared with children and for More Able Reception pupils when appropriate

Maths Great Expectations

In maths books

- Always use pencil
- Short date on left hand side
- Stick learning Challenge underneath date
- One digit or symbol per square

- Draw lines using a ruler along the lines in the book
- Use Success Criteria for pupil assessment –self assess with faces
- Record all working out clearly
- Teacher marking to reflect next steps for child
- Remember to circle Independent/Peer/LSA/Teacher working (APIG)
- Verbal feedback stamp / VF
- Correct number reversals, children to practise as feedback response

Key to Marking Symbols:

Signed work seen by teacher

- O general error circled
- ? muddled / not clear
- ✓ correct (Pink)
- Q teacher question

Key Stage 1 English Great Expectations

These will be applied to other curriculum areas

- Long date on the left hand side or in the centre (Year 1 & Year 2 SEND pupils in Summer Term)
- Stick Learning Challenge underneath the date
- Cursive handwriting neat, clear and on the line (Year 1 as handwriting / motor skills develop)
- Begin each line on the left hand side
- Errors to be crossed out with a single line
- Teacher marking to reflect next steps for child
- Remember to circle Independent/Peer/LSA/Teacher working (APIG)
- Use Success Criteria for pupil assessment –self assess with faces
- Correct HF words , children to practise as feedback response
- Verbal Feedback stamp / VF

Key to Marking Symbols:

- O punctuation error
- / new sentence
- ^ missing word
-  finger space
- ✓ good (Pink)
- ✓✓ very good (Pink)
- ★ Well done (Pink)
- Sentence / words underlined / highlighted to improve for grammar/ punctuation (Green)

The following expectations and symbols will be used throughout Key Stage 2 and shared with children with a few minor adjustments to meet the needs of the oldest and youngest pupils:

Maths Great Expectations In maths books

- Always use pencil
- Rule off last piece of work
- Short date on left hand side
- Underline date using a ruler
- Miss a line, learning challenge in the middle
- One digit or symbol per square
- Draw lines using a ruler along the lines in the book
- Handwriting neat, clear and on the line at all times
- Use success criteria for pupil self-assessment
- Record all working out clearly
- Teacher marking to reflect next steps for child
- Remember to circle Independent/ Peer/LSA/Teacher working
- RAG Score Success Criteria & response marking in blue pen

Key to Maths Marking Symbols:

- O general error circled
 ? muddled / not clear
 Q teacher question
 A pupil answer
 V talked about with adult
 NS next step

English Great Expectations

These will be applied to other curriculum areas

- Rule off last piece of work
- Long date on the left hand side or in the centre
- Miss a line, learning challenge in the middle
- Underline date using a ruler
- Handwriting neat, clear and on the line at all times
- Begin each line next to the margin
- Leave a line between paragraphs and indent
- Errors to be crossed out with a single line using a ruler
- Teacher marking to reflect next steps for a child
- Remember to circle Independent / Peer/LSA/Teacher working
- RAG Score Success Criteria & response marking in blue pen

Key to Marking Symbols:

- Sp spelling error (the spelling may be given or left as appropriate)
 P punctuation error (circled / highlighted as appropriate)
 G grammatical error
 / new sentence
 // new paragraph
 ^ missing word
 √ good (Pink)
 √√ very good (Pink)
 WD Well done (Pink)
 NS Sentence/words underlined / highlighted to improve for punctuation / grammar (Green)

