

St. Matthew's Primary School

Draft Framework for Assessment, Feedback and Marking

The Purpose of Assessment and the Aims of this Policy

Good assessment helps children make good progress by:

- Enabling teachers to set the correct level of challenge for children in their work
- Informing teachers planning, teaching and target setting
- Enabling children to be aware of their achievements and the next steps in their learning
- Enabling children to be aware of their learning and involved in assessing their own and each others' work
- Informing parents of the progress that their children are making and the next steps in their learning
- Enabling the Senior Management Team and Curriculum Leaders, Governors and others to assess the quality to teaching, learning, progress and attainment across the school to shape the school improvement plan and professional development of staff.

This policy aims to give a clear guide to the various forms of assessment that are used throughout the school.

Assessment for Learning Strategies

All assessment is to support learning. While this policy outlines a range of formal summative and formative assessment strategies that are used in the school, the majority of assessment that takes place happens in the classroom as children and adults interact with each other.

Day-to-day assessment is a natural, integral and essential part of effective learning and teaching. Teachers and children continually reflect on how learning is progressing, see where improvements can be made and identify the next steps to take.

The interrelated strategies that should be part of everyday learning and teaching are:

- sharing and talking about learning objectives, learning outcomes and success criteria with children; clarifying progression
- recognising that learning is often demonstrated through oral and written language and the academic language required to show understanding has to be explicit and part of the sharing of learning objectives and success criteria
- observing and listening to gather intelligence
- questioning and whole-class dialogue to check, probe and develop understanding
- explaining and modelling to clarify progression in key concepts and skills, demonstrate thinking processes and exemplify quality
- giving oral and written feedback to support the evaluation of progress, clarify standards and help identify next steps in learning
- planning for group talk, peer assessment and self-assessment to help children develop as independent learners
- planning specific activities that give teachers an insight into the progress children are making, the standard they have achieved and the obstacles to their progress.

Some of the good practice that is used in St. Matthew's includes:

- Sharing learning intentions and success criteria at the beginning of lessons
- Reviewing these in mini-plenary sessions at intervals in lessons to enable the class to see how they are progressing
- Reviewing these at the end of the lessons
- Encouraging children to evaluate their own understanding in carpet sessions, for example with thumbs up/in the middle/down
- Writing answers on whiteboards and displaying them to teachers
- Using number fans, fingers etc. as other ways for children to share their answers and teachers to evaluate understanding
- These strategies can be used by teachers to enable them to check understanding at the end of lessons and also at the end of lesson introductions, and can help teachers make last minute adjustments to groupings

Feedback from teachers is an essential part of good "Assessment for Learning" practice. Please see the later Feedback and Marking section of this policy.

Assessment in the Foundation Stage

In the Foundation Stage children are assessed against the Seven Areas of Learning in the Early Years Foundation Stage Curriculum.

Assessment in Nursery

- Children's progress in the Nursery will be assessed using Development Matters in the EYFS and recorded onto Target Tracker termly.
- The children will be assessed against the Prime Areas of learning, plus the Literacy and Numeracy strands. In their final term, the children are assessed against all areas of learning.
- Children who start in the Autumn Term will also be assessed using the Early Excellence Baseline. This is recorded on a paper copy and placed in each child's Learning Journey.
- Formative assessments are recorded in a "Learning Journey" for each child. This is a folder in which significant pieces of work and related observations and comments are gathered. The assessment is based on the observations of all staff working in Nursery.
- When making judgements against the Development Matters, staff will use observations of learning which have been predominantly initiated rather than overtly adult supported.
- Progress against Writing and Numeracy statements (taken from Development Matters) are recorded in the children's paper learning journeys.

Assessment in Reception

- Children's progress in Reception will be assessed termly.
- In the Autumn term, the children are assessed in the first six weeks using the Early Excellence Baseline. This data is recorded on the Early Excellence website and a paper copy is placed in each child's Learning Journey. The overall score is transferred onto Target Tracker.
- At the end of the Autumn and Spring term, children's progress will be assessed using Development Matters in the EYFS and recorded onto Target Tracker. The children will be assessed against the Prime Areas of learning, plus the Literacy and Numeracy strands.
- In the Summer term, children's progress in Reception will be assessed against all areas of learning using the EYFS Profile, in time for the Annual Report.
- The Annual Report will provide a commentary on the children's 'Characteristics of Effective Learning'
- All formative assessments are recorded in a "Learning Journey" for each child. This is an exercise book in which significant pieces of initiated work and related observations and comments are gathered.
- When making judgements against the Development Matters and EYFS Profile, staff will use observations of learning which have been predominantly initiated rather than overtly adult supported.
- The assessment is based on the observations of all staff working in the Foundation Stage.
- Progress against Writing and Numeracy statements (taken from Development Matters) are recorded in the children's paper learning journeys.
- Children's reading is assessed against the Criterion Scale to support teacher assessment. Children are part of a guided reading group and this assessment is carried out on a group assessment sheet.
- Where appropriate, a child may have an individual criterion sheet to assess their reading if this is necessary to support their learning (usual practice is for group criterion sheets to be used alongside guided reading activities).

Assessment in Key Stage One and Two

Target Tracker Bands and Steps

- Target Tracker is used to record most data about children's attainment and progress.
- For each national Curriculum Subject, a Target Tracker band and step is recorded (termly for reading, writing and mathematics, annually for other subjects).
- The band is a number that corresponds to attainment typical for a particular year group.
- A step is a stage within a band indicated by a letter. This indicates whether a child is at the beginning of that level of attainment (e.g. 3B), is "working within" that level (3W) or is secure at that level (3S).
- A child may also be assessed to be working at greater depth for their year group. This would be recorded as 3S+. This means that the child is secure with their knowledge of that curriculum area for their year group and is working on applying that knowledge in a variety of contexts to deepen understanding.
- A child would not be assessed at working at S+ if they are working on a band below their year group. For example, a child in Year Five who has been assessed to be at 4S in the summer term would then progress onto Band 5 to enable them to begin to catch up rather than spending further time deepening their understanding.
- In exceptional circumstances, where a child is working well above the attainment level for their year group, a child may begin to be assessed on Bands above their year group. For the most part however, children will be working at S+ for their year group to deepen their knowledge and understanding rather than moving up to the next year group's band.

Age-related Expectations

- At the end of Year 2, an assessment of 2S indicates that a child is working at age-related expectations in statutory assessments, 2S+ indicates that they are working above age-related expectations.
- At the end of Year 6, an assessment of 6S indicates that a child is working at age-related expectations, and 6S+ indicates that they are working above age-related expectations
- In other year groups, an assessment of W or S indicates that the child is on track to achieve age-related expectations.

Summative Assessment in Literacy

- Each term teachers give a Target Tracker Band and Step for children in reading and writing.
- These are based around the statements from Target Tracker in Writing (taken from the National Curriculum) and the Criterion Scale for Reading – attainment against these statements are recorded in the children's learning journeys for writing and on Group Guided Reading Records for Reading.
- Teachers use their professional judgement in assessing children's level of attainment.
- Statutory assessment tests are administered at the end of Key Stage One and Two
- The school also administers the Phonics Screening Check at the end of Year One (with a retake for those not meeting the expected standard in the check at the end of Year Two).
- **Reading – Guided Reading Group Criterion Scale**
 - The statements on the group Guided Reading Sheets are taken from the Criterion Scale
 - Children are assessed in their groups as part of Guided Reading – the statements inform the teachers assessment of their level and the next steps in learning for the group.
 - Where appropriate, a child may have an individual criterion sheet to assess their reading if this is necessary to support their learning (usual practice is for group criterion sheets to be used alongside guided reading activities).
 - Teachers will support their professional judgement, where appropriate, by Book Band Assessments (particularly in Key Stage One).
- **Writing Learning Journeys**
 - The statements in the Writing Learning Journeys are based around the statements from Target Tracker, themselves taken from the National Curriculum
 - On the learning journeys, the statements have been divided broadly into terms: B would be achieved by the end of Autumn, W by the end of Spring and S by the end of Summer
 - The statements are colour coded
 - evidence of attainment of statements in black ink can be seen in children's writing in their books.
 - Statements in blue ink will be assessed separately using the termly writing assessment
 - Statements in green ink are those that need to be assessed by class teachers in the course of lessons

Summative Assessment in Numeracy

- Each term teachers give a Target Tracker Band and Step for children in mathematics.
- These are based around the statements from Target Tracker – attainment against these statements are recorded in the children's learning journeys.
- Teachers use their professional judgement in assessing children's level of attainment. Teachers will use a variety of methods to support their judgement, including:
 - teacher observation and judgement.
 - children's work, including informal jottings
 - Abacus termly assessments
- Evidence of attainment may come from:
 - levelled work in books
 - formal assessment
 - notes of observations (e.g. during guided group work)
 - any other relevant assessments

Target Setting

- We expect the large majority of children to make at least good progress.
- Good progress we define as:
 - Moving from age-related expectations at the end of Key Stage One to the end of Key Stage Two
 - Moving from above age-related expectations at the end of Key Stage One to the end of Key Stage Two
 - Progressing on Target Tracker the equivalent number of academic years across each Key Stage (e.g. from 2S in Year Two to 6S at the end of Year Six)

- At the end of each key stage, end of Key Stage Targets are set for each child based on Fischer Family Trust targets.
- These targets are reviewed by class teachers with an Assistant Head Teacher in Pupil Progress Meetings each term (see below). As a result of this review targets may be revised either up or down according to the professional judgement of the staff.

“Next Step” Target Setting and Learning Journeys

- “Next Step” targets are set for reading, writing and mathematics
- These are taken from the children’s learning journeys.
- Children have access to their targets and learning journeys in classroom
- Learning journeys are “working documents” under ongoing review. Children have access to their targets in the classroom through their Learning Journeys.
- In years 1, 2 and 3, targets are shown by a coloured dot next to the statement. When this target is fully achieved the whole statement is highlighted.
- In Years 4, 5 and 6, targets are highlighted and ticked off when they have been achieved.
- In the Autumn and Spring Terms, each class teacher is released to meet with each child for fifteen minutes in a DART Meeting. DART stands for “Dedicated Assessment Review Time”. This provides an opportunity for the child and teacher to:
 - Review progress to targets
 - Discuss next targets
 - Pupil input into the target setting process
 - Opportunity for brief one to one teaching/modelling of what the next target “looks like”

The DART meetings are not formally recorded as we feel this gets in the way of the quality of the discussion. The real record of the meeting is the setting of the next targets as recorded in the learning journey.

Other Assessment Processes in the Foundation Stage, Key Stages One and Two

Assessing Book Bands

- Children in Reception, Year One and Year Two are assessed to see which book band is the correct level for children to be reading at to progress with their reading targets.
- The book band levels are entered into SIMS termly.
- After Year Two, if children are not fluent readers they will continue to be assessed against the Book Bands.

Assessing Stage of Phonics

- Children’s stage of Phonics development is assessed using Letters and Sounds.
- This is carried out termly and the assessment is recorded on SIMs.
- This continues until the end of Year Two
- If children are still on Letters and Sounds at this stage they would appear on the Class Inclusion Plan and their progress would be monitored through this process.

Reception, Year One and Year Two Word Lists

- These are assessed termly until such time as the children are able to read these words.
- The assessment is recorded on SIMs.
- The assessment is recorded on SIMs until the end of Year Two.
- If children are still on learning these words beyond Year Two the provision would appear on the Class Inclusion Plan and their progress would be monitored through this process.

Stage of English Language Acquisition

- This is assessed at the end of the academic year for those children for whom English is not their first language.
- Children are assessed using the DfE Proficiency in English Scale
- The assessment is recorded on SIMS
- New arrivals are assessed in the term they arrive.
- If additional support is required this is included in the Class Provision Map and the Stage of English Language Acquisition is assessed at the end of each term and monitored through the Class Inclusion Plan.
- For EAL Learners who are not progressing, next step targets may be taken from the Proficiency in English Scale to support their progress in their Learning Journeys.

Spelling Age Assessment

- Spelling age is assessed using the NFER Spelling Tests.
- This is assessed from Year One in the Summer term.

- This assessment is recorded in SIMS.
- It is then assessed just before Parents' Consultations in the Autumn and Spring terms in Years Two to Six (not in the Summer Term due to statutory assessments).

Assessment in Science, ICT and the Foundation Subjects

There are two forms of summative assessment used for these curriculum areas. These are as follows:

Key Statements

- For each subject, two or three key statements that reflect the year's learning are chosen by teachers for the children's annual reports. Children are then assessed as to whether they are meeting, exceeding or working towards attaining these statements.

Attainment

- All children are given a "best fit" Target Tracker Band and Step for each subject annually.
- This is based on statement banks for each subject for each year group.
- This assessment is used by class teachers to support differentiation in the classroom and by curriculum leaders and the Senior Management Team to monitor progress and attainment of all children in the school.
- This assessment takes place in the Summer term.

Class Provision Maps and Individual Education Plans

- Appropriate additional provision over and above the usual level of classroom differentiation will be recorded on Class Provision Map.
- These will outline "next step" targets taken from learning journeys or other sources as appropriate and the provision in place to help the children meet these targets.
- These targets will be informed by the other assessment procedures outlined above.
- Additional assessments may be used as appropriate to ascertain children's progress and attainment towards their targets.
- In some instances (where this is supportive to the planning process), additional provision will be recorded on an individual education plan (IEP). Children with Statements of Special Educational Needs or Education Health Care Plans will have an IEP.

Pupil Progress Meetings

- Every class teacher will meet once per term with an Assistant Head Teacher to discuss the progress of each child in their class in reading, writing and mathematics;
- This meeting will record those children falling behind expected levels of progress or those not on track to reach age-related expectations at the end of the Foundation Stage, Key Stage One and Key Stage Two and discuss the appropriate provision that can be put in place to meet these children's needs.

Reporting to Parents

The school will report progress and attainment to parents in the following ways:

Parent Consultation Meetings in the Autumn and Spring Terms

- These meetings will inform parents about children's attainment and progress, "Next Step" targets and, where appropriate, progress towards targets on Class Inclusion Plans and Individual Education Plans.
- Where teachers have a concern about a child's progress or attainment, they will ask to meet with a parent at other times of the year where appropriate.
- Parents may also request a meeting with a teacher where they feel they have a concern about any aspect of a child's progress in school.
- Where children have special educational needs, parents may also be invited to IEP Review Meetings, Annual Reviews (if the child has a statement of Special Educational Needs) and at times to meetings with professionals from outside agencies who may work with the child to help the school meet his/her needs.

The Annual Written Report to Parents in the Summer Term

This written report gives:

- Attainment Levels in Reading, Writing and Mathematics – latest Target Tracker assessment level and, if appropriate, outcomes in any statutory assessments.
- A written summary of attainment and progress in these areas
- Next areas for development in these areas
- Whether children are meeting, exceeding or working towards key targets in other curriculum areas
- An evaluation of the child's attitude to learning, behaviour, social skills and any other general comments

Record Keeping and Handing Information On

- The majority of summative assessment information is entered into Target Tracker. This enables new class teachers each year, curriculum leaders and SMT to access this information as appropriate.
- Optional SATs tests are stored in filing cabinets in the classrooms. These files are handed on to the next class teacher at the end of the year.
- Word lists from Key Stage One and Two are handed on to the next class teacher until the children can read/write all of these words.
- Learning Journeys are handed on to the next class teacher at the end of each year.
- The purple writing books and/or a best piece of writing is handed on to the class teacher at end of each year. This is used early on to encourage children to get back up to the level they were writing at the start of the new academic year.
- Class Inclusion Files, including class provision maps, IEPs, latest reports from outside agencies and Statements of Special Educational Need / Education Health Care Plans are also handed on to the next class teacher.
- Teachers will meet with the previous year's class teacher to discuss assessment information about their classes and provision that has been made for children. This will take place either at the end or the beginning of the academic year. The timing of this meeting will partly depend on whether one or both of the teachers is leaving the school at the end of the academic year or is starting working in the school in the new academic year.
- Spelling Log Books from Year Three and Year Five are also passed onto the next teacher (Year Three Books to Year Four, Year Five Books to Year Six) as the programme / each book typically lasts two years. It will also be passed on if the child is still working on that

Roles and Responsibilities, Monitoring and Evaluation

- Class teachers are responsible for carrying out all of the assessment, marking and feedback procedures outlined in this policy.
- Curriculum leaders and the Senior Leadership Team (including the Special Needs Coordinator and the Inclusion Coordinator) will use the assessment data to evaluate standards of teaching and learning as part of the school's self-evaluation processes.
- Curriculum Leaders and the SMT will monitor to ensure that all of these procedures are being fully implemented
- This framework covers practice in a wide range of areas. It is updated as practice is reviewed. Significant changes to practice are reported to the Teaching and Learning Committee of the Governing Body (TLOC).

Feedback and Marking

Aims and Objectives of Marking

The aim of feedback and marking is to improve children's progress and attainment by:

- recognising and reinforcing achievement, progress and effort
- giving children clear messages about how to improve their work and achieve their targets
- correcting errors and clear up misunderstandings
- encouraging, motivating, supporting and promoting positive attitudes
- showing children that we value their work
- providing information for assessment and inform planning
- teaching children to evaluate their past performance and to set new targets together with the teacher.

General Guidance

- Work is marked as quickly as possible
- Homework is marked in line with class work as outlined in this policy.
- Pen is used for adults' written comments and annotations
- Highlighter pens may also be used to indicate particular aspects of a child's learning, for example in relation to VCOP
- Care is always taken to preserve the integrity of pupils' work.
- Marking includes verbal and written feedback.
- Marking can sometimes be done in the classroom with the child or a group.
- Teaching Assistants / Nursery Nurses may also annotate work.
- When not carried out by the class teacher, marking should be initialled to indicate who has marked the work.
- Specific time is allowed for children to read, reflect and respond to marking.

Learning Objectives

These need to be clear on the piece of work. This can be achieved in various ways, for example:

- The child can write it out
- It may be already printed on an activity sheet
- It can be outlined in the adult's marking comments
- Where different subject areas are combined in one lesson (e.g. a literacy lesson also incorporating objectives relating to another subject area), care should be taken to ensure that objectives and success criteria that are being marked to reflect the range of subjects being taught. This may not be in an individual piece of work but should be clear across a range of pieces of work.

How do teachers in the Foundation Stage mark children's work?

- In nursery and reception, the teachers focus on giving oral feedback to the children.
- Adults may write a comment with the child.
- Some significant pieces of work are gathered in a "Learning Journey" for each child. This is an exercise book in which the work and related observations and comments are collected.

Verbal Feedback

- One of the most effective ways to give children detailed feedback about their work is by talking to them about it.
- This may be done individually or in a group.
- If an adult has given a child verbal feedback, the teacher or child should write V.F. on the work.
- The child may also write a comment to reflect this verbal feedback.

Detailed Written Marking – Literacy and Subjects Other Than Maths

- Detailed marking consists of at least one comment relating to the learning objective and/or target and one written comment which aims to "move the child on".
- In literacy, at least one piece of written work will be marked in detail in any one unit of work. A class teacher will use their professional judgement and may mark more pieces of work in detail if they feel that it will further a particular child's progress.
- Teachers' comments should be balanced between recognising achievement and suggesting ways to improve/develop. This may be in the form of two stars and a wish.
- Imperative comments are particularly effective at getting children to engage with the teacher's comments – e.g. "Re-write the second paragraph including ...", "Complete the following sentence..."
- Subjects other than literacy and maths are taught in Learning Contexts. (Literacy and maths may also be taught within these contexts when appropriate). The expectation is that at least three pieces of work would be marked in detail from these lessons each half term.
- In Key Stage One, pink highlighters are used to show where a learning objective or a target is being achieved; a green highlighter is used to draw attention to next steps for improving work
- In Key Stage Two, teachers highlight particular aspects of children's work according to the following colours – green for Vocabulary, yellow for Connectives, orange for Openers, pink for Punctuation

Detailed Written Marking – Maths

- At least one piece of maths work in each unit of work will be marked with a "moving on" comment.
- Imperative comments, as outlined above, support children engaging with written feedback and using to make progress.
- The teacher's comments may refer to the learning objective and/or the child's "next step" target
- Some comments should also encourage children to reflect on their mathematical reasoning as well as whether they have "correct" answers. Examples of good comments to encourage this are:
 - What is the same?
 - What is different?
 - Are there any patterns?
 - Well done for finding the patterns.
 - What do you notice?
 - What have you learned from this?
 - How else could you use this?
 - Does this remind you of anything else?

Where Detailed Marking Does Not Take Place

- Work will not always be marked in detail, but it will be checked.
- Where detailed marking is not carried out, work should be ticked (and initialled if not done by the class teacher).
- This demonstrates that it has been reviewed by the teacher.
- Any key misconceptions will be addressed either by a written comment or verbal feedback in the next appropriate lesson.

Correcting Spelling, Punctuation and Grammar

- All spelling, punctuation and grammar errors are not marked in every piece of writing.
- However, where an aspect of punctuation, grammar or spelling is a current or recent “next step” target then children will be expected to attempt to meet their current target and meet previous targets. Marking will reflect this at the adult’s professional discretion.

Targets

- Children will have targets for writing and mathematics in their Learning Journeys.
- Teachers will draw attention to where children are meeting their targets in their marking when appropriate.

Children’s Self-assessment

- Children can annotate their work with a smiley face, neutral face or sad face to indicate if they have understood the learning objective
- They can also write a longer comment if they wish
- Children will sometimes be given opportunities to evaluate other children’s achievements against the learning objective, success criteria and targets in verbal or written form. They will be taught to do this sensitively and positively.

Peer Assessment

- Children will be given opportunities to evaluate each others’ work.
- This may be done as a whole class with the teacher leading.
- Sometimes this may be done in pairs.
- The following points are important:
 1. Children need to be trained to do this through modelling with the whole class and watching the paired marking in action.
 2. Ground rules should be decided as a class and adhered to.
 3. Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.
 4. In paired marking, there should be a dialogue between the children rather than one child being the ‘teacher’.

Opportunities to Respond to Teacher’s Marking

- Work is marked and feedback given in order for the marking to be formative and so the information must be used and acted on by the children.
- Therefore, when work has been marked in detail, time is planned in a future lesson for children to review their comments and, where appropriate, to apply suggested development points and improvements.

Marking Shorthand

SP	Spelling error (Child self-corrects or may do Look, Say, Cover, Write, Check beneath their work to reinforce correct spelling)
T	Incorrect tense
^	Omission
//	Start new paragraph
√	Correct
X	Incorrect (if a whole page is wrong e.g. maths then the teacher would stop marking and speak to the child)
o	Punctuation error (circle around the incorrect punctuation or where the punctuation should have been)

? This doesn't make sense
- Child rules a line through a word if it is a mistake
. Missed full stop

G/AL Guided/Adult led
SI Self Initiated
I Independent
Wh With adult help
NS Needed Support

LOA Learning Objective Achieved
VF Verbal Feedback given