



Policy on Assessment

(see also Marking and Feedback;)

1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national age related expectations and standardised aged scores. We use a termly PUMA maths test, PIRA, Phonic assessment and Spelling, Grammar and Punctuation test. Teachers may make these judgements to support their own and use this information to group, plan and deliver learning. Children at the end of Year 1 complete a phonic check and at the end of Year 2 pupils will complete national, reading and maths.
- 1.4 We give our children and their parents regular feedback on pupils learning so that they understand what it is that they need to do better in the form of a termly progress report. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives

- 2.1 The objectives of assessment in our school are:
 - to enable our children to demonstrate what they know, understand and can do in their work;
 - to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
 - to allow teachers to plan work that accurately reflects the needs of each child;
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide the Senior Leadership Team and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1 We use our school's curriculum plan to guide our teaching. In this plan, we set out the aims, objectives, key skills and values of our school, and give details of what is to be taught to each year group. In our weekly planning, we also identify opportunities for assessment to be completed by the teacher and teaching assistant. This information is then collated to inform us of where a child is working in relation to their age related expectations or end of key stage expectations.
- 3.2 To support our teaching, we use the 2014 national curriculum. We use our own learning ladders in years 1-4 which match the end of year national curriculum requirements to track and collate the progress pupils are making towards their age related expectations ARE.
- 3.4 Progress evidenced via important practical learning and pupil's verbal responses are gathered on our 2 simple ipad program to support our teacher assessment judgements.
- 3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- 3.4 Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged. We use the phrase 'Success Criteria.' In the EYFS and KS1 these success criteria are communicated using symbols to represent aspects of writing such as use finger spaces.
- 3.5 Our lessons are based around 3 levels of challenge, which the children, alongside the adults, direct and redirect their own learning towards, depending on their understanding. Groups are not fixed but instead are formed by the pace at which new learning is gained, or skills, knowledge and understanding is deepened.
- 3.6 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. These will be dealt with throughout the lesson as well as via future lesson planning.
- 3.7 As learning is directed by the responses of our pupils, we make a note in our lesson evaluations of those individual children who moved between a challenge 1, 2 and 3. We use this information to provide catch up intervention, to inform our own teacher assessment and to inform our future planning.

4. Self and Peer Assessment

We believe peer and self assessment is fundamental to our assessment of and for learning. There is a whole host of different methods and strategies that can be used by the children to peer and self assess their work and progress. We are currently implementing our own AfL peer and self assessment developmental continuum, which will bring some consistency and progression through the use of particular strategies and skills through the year groups.

Peer and Self Assessment Developmental Continuum

| EYFS | Y1 | Y2 | Y3 | Y4 |
|---|---|---|---|--|
| To say what is good about their work and begin to recognise how they can improve their work | Chn to use some of the language associated with self assessment to discuss their work and improvements with a partner | Chn to use some of the language associated with AfL to verbally assess their partners work with increasing accuracy | Chn to become familiar with some forms of written peer assessment and use AfL language within their verbal and written feedback | Children to accurately peer assess work using a consistent format justifying their opinions using the correct vocabulary |

Peer assessment formats

| | | | | |
|---|---------|----------------------------------|--|---|
|  | | I assessed and discussed my work | |  |
| | | Year 1 | | |
| Date: | My Name | Partner's name | | |

| | | | | |
|---|---------|---|--|---|
|  | | I assessed and discussed my partner's work giving some feedback | |  |
| | | Year 2 | | |
| Date: | My Name | Partner's name | | |

| | | | | |
|---|---|--|--|---|
|  | | I assessed and discussed my partner's work | |  |
| | | Year 3/4 | | |
| | Stars  | Wishes  | | |
| Date: | My Name | Partner's name | | |

NB ** Peer and self assessment is only to be introduced in Writing tasks initially

4 Target-setting

- 4.1 We set targets in Maths and English for all our children, during each academic year. We discuss individual targets with all our pupils, and communicate these to parents on a termly basis. We review the progress of each child at the end of each achievement week and set revised targets.
- 4.2 We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.

5 Recording

- 5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.
- 5.2 On our planning sheets, we evaluate lesson outcomes, including where pupils move on or require a different level of support or challenge, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.
- 5.3 We take the objectives for individual lessons from the broad learning objectives and key skills within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the national end of year age related expectation. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

6 Reporting to parents

- 6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. Every teacher holds a weekly drop in session. Parents can informally chat to staff regarding concerns, progress and homework, without making an appointment.
- 6.2 Each term, we offer parents the opportunity to meet their child's teacher and a termly progress report. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At the third meeting of the year, we review their child's written report and the targets identified in it for the next school year (see next paragraph).
- 6.3 During the summer term, we give all parents a full written report of their child's progress and achievements during the year. In this report, we also identify target

areas for the next school year. We write individual comments on all subjects of the National Curriculum, and on religious education.

- 6.4 In reports for pupils in Year 2 we also provide details of the levels achieved in the National Curriculum tests and in Year 1 the outcome of the phonic check is shared. At the end of reception all parents are informed of whether their child has achieved or exceeded the good level of development.
- 6.5 We offer parents of pupils in the EYFS the opportunity to discuss their child's Learning Journal with the teacher.
- 6.6 At the start of a term, each of our teachers gives parents an update that identifies the main areas of study for that particular class. In this update, the teacher identifies how parents can support any elements of the work during the rest of the term.

7 Feedback to pupils

Teachers in green pen will provide a "good to be green comment" to the pupils indicating how they have achieved in relation to the learning objective.

Teachers will comment on spelling and grammar **only** in the following cases:

- If spelling and grammar were part of the lesson focus
- If it is a spelling that the pupil should know
- If it is something related to the child's target
- Underlined word - Indicates a target spelling which is then written correctly at the bottom of the page.
- Handwriting will also be reinforced to ensure correct cursive formation and joining

The following codes should be adopted by all teachers/teaching assistants throughout the school:

- **IW** - Independent work
- **AW** - Assisted work
- **GW** - Guided work
- **VF** - to indicate verbal feedback if discussed with an adult



Demonstrates that a word mat was used



Demonstrates that a number square was used

N Number line used and *MC* indicates mental calculation



Shows the child has used counters, fingers, numicon

Red to Respond tasks/comments

These comments/tasks are recorded in their books for the children to complete which allows them to reflect upon, improve their work or correct and give them an additional opportunity to have another go at a task with which they have struggled. Some examples of developmental and challenging comments are:

Maths Comments

- Can you find the inverse?
- What does this symbol mean?
- Explain why you think this is correct?

English Comments

- What is a complex sentence?
- Can you fix this? (write a sentence with a mistake)
- Underline the connective/adjective/noun
- These comments/tasks should be written in red to demarcate and prompt the children to respond/complete the activity. They should also be used at least every third piece of work in the children's books and should usually be accompanied with guidance on how to complete or improve a previous activity.

To support the editing process within our writing we use the following starting with the four symbols below. They are written in the margin in a red punctuation triangle to indicate something needs to be corrected or improved

- Punctuation should not be used here - Δ x
- Punctuation is missing here - Δ .!"
- Wrong spelling - have a practice at the bottom - **a straight line.**
- Once ready children will use an asterix * to edit their writing.

Children use a highlighter to indicate where they have reviewed/responded to the marking and feedback provided.

Some of the comments can be summarised using symbols and may be more reader friendly for younger children and those displaying difficulties with English. Agreed symbols are :

| Agreed Symbols | |
|----------------------------|---|
| • Use finger spaces |  |
| • Improve your handwriting |  |
| • Speed up |  |
| • Take your time |  |
| • See me |  |
| • I am really pleased |  |
| • Your ideas were great |  |

It is essential that 'improvement/response time' is built into lessons so that tasks can be completed and children can respond to the red marking comment. This should typically be no

longer than five minutes. Responses should be acknowledged/marked by staff usually by a green tick or staff initials.

- 7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.
- 7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.
- 7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future. We call this our green for growth comment. When appropriate we expect pupils to acknowledge our comment with a short written response.
- 7.4 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.
- 7.5 Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.
- 7.6 We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8 Inclusion and assessment for learning

- 8.1 Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. For example by providing verbal feedback or visual success criteria and marking symbols.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how

successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

9 Moderation of standards

- 9.1 All subject leaders study examples of children's work within their subject area. Subject leaders use our learning ladders- based on age related expectations, to make judgements about the progress of the child. All our teachers discuss these judgements internally and with staff from other schools, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent and accurate judgements about standards in our school based on a range of high quality evidence.
- 9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

10 Monitoring and review

- 10.1 Our Associate Head is responsible for monitoring the implementation of this policy. We allocate special time for this task. The leader uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.
- 10.2 This policy will be reviewed every two years, or earlier if necessary.