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, PIRA maths test, Phonic assessment and Spelling, Grammar and Punctuation test. Teachers use 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 tests.

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 I Can 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.'

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.

When appropriate, to promote pupil progress, adults also provide instant feedback via the role of a learning facilitator. (See Section 7)

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 the bronze , silver and gold challenges . We use this information to direct intervention, including pre teaching, to inform our own teacher assessment and 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 devising 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 3/4/5/6		
	Stars	Wishes

Date:	My Name		Partner's name

4 Target-setting

4.1 We set targets in Maths and English for all our children during each academic year. These are set and reviewed frequently and are discussed during learning facilitation and marking conference opportunities. We discuss individual targets with all our pupils and expect, when appropriate, that they will have an input into the creation of new targets and the identification of their successful achievement . For pupils identified as having a special need these targets form part of their PLP reviews and are agreed by both children and their parents.

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, 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

PURPOSE:

The purpose of marking children's work and providing feedback includes the following:
- to celebrate success and/or to raise expectation of future success
- identify learning needs and key priorities for improvement, promote self and peer assessment.
- correct errors
- check knowledge, skills and levels of understanding to inform planning, inform teacher assessment and reporting to parents.

Opportunities for feedback:

- the planned and informed deployment of an adult within a lesson to offer instant verbal feedback or/and written feedback and to identify basic errors and misunderstandings within children's work
- mini plenaries within lessons containing focused questioning and instant praise, verbal feedback and extension to groups, individuals and or the whole class.
- guided learning sessions or marking conferences where written and verbal feedback is continuous, in depth and provides clear next steps for learning.
- the use of peer and self-assessment which follows our agreed continuum. (Refer to assessment policy)
- written feedback and next steps comments (green for growth) using visual/symbols to ensure pupils can access feedback swiftly
- verbal feedback to targeted groups at the start of the next lesson- child may well identify record their own next step comments (KS2)

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.

- Marking and feedback should relate to the lesson objective/success criteria and, increasingly, the child's own personal learning targets.
- Marking and feedback must be related to the age/ability of each child by the use of the appropriate symbols/levels of readability.
- Regular next step comments (verbal and written) will focus on only one or two key areas for improvement at any one time related to the lesson objective , however staff will also be expected to comment on the non-negotiables of presentation, handwriting and basic spellings errors of (linked to phonic phase or support for spelling.) These will be expected as part of marking conferences and then as appropriate to aid progress.
- Teachers will mark by highlighting correct work in green, identifying errors and misconceptions using an orange warning triangle and prompts guided by the age/ability of each child.
- Teachers may write constructive feedback comments relating to the lesson objective using a green ink pen accompanied by highlighting the Learning objective sticker as green - achieved, orange – needing more reinforcement.
- All written comments by teachers/teaching assistants must follow the schools handwriting scheme, model the appropriate letter formation and use the appropriate colour. .
- All pieces of work must include a date, title, lesson objective. This may be written by the children or will be printed on a label, dependent on the age/ability of the pupil. (Long date in English and Topic and short date in Maths)

- Success criteria will be printed on a label using words or symbols, dependent on the age/ability of the pupil. The success criteria will be highlighted in the same way as the Learning Objective to identify achievements.
- Children's work will be completed in pencil until pen is introduced when the child is ready. (sometime during year 4)
- Children will use erasers at the discretion of the teacher, otherwise cross out mistakes with a single line
- Peer and self assessment will be used during plenaries to review learning as an integral part of the marking and feedback of learning
- The learning facilitator will be providing constant verbal feedback and marking in children's books indicated by a written orange triangle in the margin.

MARKING/FEEDBACK CODES

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

- Green highlighting – objective/criteria achieved and the evidence to support
- Orange highlighting – objective/criteria needing more reinforcement and the evidence to support
- IW – Independent work
- AW – Assisted work
- GW – Guided work
- VF – Verbal feedback if discussed with an adult
- △ Warning symbol for children to self-correct placed in the margin or nearby the error

These codes can be written inside the triangle to indicate the error, this will be dependent on the age/ability of the pupil

Gr – Grammar

P – Punctuation

. – Full stop

Sp - Spelling error (a known spelling or CEW)

ABC - capitals

abc – handwriting/presentation

☝ - fingerspaces

Ⓣ Target met

- VF – Verbal feedback if discussed with an adult (praise)

Examples of symbols used to support understanding of success criteria

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 leaders moderate examples of children's work. Subject leaders use our I can learning ladders- based on age related expectations, to make judgements about the progress of the child and moderation of Maths and English is completed internally and externally by other Federation leaders on a termly basis. 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 non-core 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 and correlate this with judgements being made via our non core subject tracking system.

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.