



St. Margaret's-at-Cliffe Community Primary School Assessment Policy

Date: November 2015

Reviewed and Ratified By: Governing body on 26th November 2015

Review Date: November 2020

Signed : _____ Chair of Governors

Signed : _____ Headteacher

Equality

We recognise our duty and responsibility to establish equality for all pupils, staff, other members of the school community and service users regardless of their ethnicity, gender, disability, sexual orientation; age or beliefs as defined within existing equalities legislation (please see 'Single Equality Scheme).

Assessment for Learning is defined as '...the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.' (Assessment Reform Group 'Assessment for Learning: 10 Principles, Research-Based Principles to Guide Classroom Practice' 2002)

1. PRINCIPLES

1.1 Assessment is an integral part of teaching and learning.

1.2 Learning is most effective when:-

- The objectives of the learning ('We Are Learning To' referred to as WALT) are shared with pupils.
- Pupils are aware of the success criteria/steps to success which will be used to judge their learning outcomes.
- Data is effectively used to gauge the progress of individuals and groups and inform target setting.
- Pupils are trained to be actively involved in the evaluation of their work.
- Pupils are involved in a positive way to review their work and identify their next steps in learning.
- Feedback is specific to the pupil's needs indicating success against the WALT with guidance on what and how to improve.
- Time is given for pupils to read and respond to written/oral comments thus ensuring feedback is worthwhile and effective

1.3 Whenever possible, marking and feedback should involve the child directly, the younger the child the more important it is that feedback is oral and immediate. We recognise that immediate oral feedback can be the most effective method for pupils to learn.

1.4 Improvement through assessment comes through establishing where learners are, where they aim to get to and how they will get there. As such effective assessment informs the oversight, planning and development of the curriculum.

1.5 We recognise that effective assessment activity may alter as research and experience evolve and our whole- school approach will be subject to these developments.

2. AIMS AND OBJECTIVES

2.1 To recognise, encourage and reward children's effort and achievement, and celebrate success.

2.2 To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.

2.3 To improve a child's confidence in reviewing their own work and setting future targets, by indicating the 'next steps' in learning.

2.4 To indicate how a piece of work could be corrected or improved against assessment criteria (success criteria).

2.5 To help pupils to develop an awareness of the standards they need to reach in order to achieve within the National Curriculum and the school curriculum.

2.6 To identify pupils who need additional support/more challenging work and to identify the nature of the support/challenges needed.

2.7 To provide evidence of assessments made and attainment achieved.

2.8 To involve parents in reviewing their child's progress and to help in reporting to parents.

2.9 To aid curriculum planning.

3. STATUTORY ASSESSMENT

3.1 Our school complies with all requirements of summative assessments within each key stage. Arrangements can be found within the DfE website at <http://www.education.gov.uk/schools/teachingandlearning/assessment>.

3.2 Currently, statutory requirements are related to nationally administered assessments at the end of Key Stages 1 and 2 and to the compilation of the

EYFS Profile. During the academic year 2015/16 we engaged in the national pilot of baseline assessment materials.

4. FORMATIVE ASSESSMENT

- 4.1 The School has explicit rules (see Presentation Policy) that apply to all pieces of work and teachers will expect these rules to be followed and will address if not.
- 4.2 In addition to these general rules, there are rules for specific types of work (e.g. mathematics). These rules will be taught and may also be on display in classrooms. They make it clear what good quality work in the subject is like.
- 4.3 Teachers will use a variety of colours to mark and give written feedback, although blue and green will be avoided as the children use these. Written feedback should be legible and clear in meaning. It should be developmental (i.e. children will find out how they are getting on and what the next learning step will be).
- 4.4 Teachers should always mark that aspect of the work which relates to the planned Learning Objective (WALT). Spelling corrections should normally be limited to the ones the child should know.
- 4.5 Sensitivity should always be shown to the pupils' work and developmental comments should be followed by a 'closing the gap' instruction or reminder for improvement in the next piece of work where necessary.
- 4.6 Sharing work with the whole class or with a focus group is helpful and complements individual conferencing/target reviews.
- 4.7 Self-marking/evaluation against shared WALT and success criteria/steps to success can help empower a child to realise his/her own learning needs and to have control over future targets.
- 4.8 When marking, agreed symbols will be used across the year groups to aid clarity and understanding; these are attached as the appendix to this policy.
- 4.9 Where pupils interact in the marking process they will be all the more engaged and receptive to correction.
- 4.10 When appropriate children may mark their own or another child's work, but the teacher must always review this marking. Pupils will be issued with green pens/ pencils to use so as to identify self and peer marking as well as responses to developmental marking by the staff.

- 4.11 Plenaries are a valuable time for teacher assessment and can be used for pupils to assess their work ahead of final marking. It is anticipated that this will help children to self-reflect at each step of their learning process.
- 4.12 Children should indicate when they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met.
- 4.13 See Appendix A for further specific instruction regarding marking.

5. SUMMATIVE ASSESSMENT

- 5.1 St Margaret's School has joined a local working party which has formulated criteria – 'The 21 Steps' - that describe pupils' achievement at different points of their learning journey through the new (2014) National Curriculum in English, Mathematics and Science. This approach meets the requirements of 'Assessment Principles' DfE April 2014.
- 5.2 There are three learning steps in each year group and pupils who achieve the 21st step will have mastered the National Curriculum. The school moderates pupil work with other schools, locally and within other collaborations.
- 5.3 We also track pupil reading ages using the Salford Reading Test and track pupil's phonic understanding through the Letters and Sounds phases.
- 5.4 Cognitive Ability Tests (CATs) are administered at the beginning of Years 4 and 5 and at the end of Year 5. These are a very useful diagnostic tool and also help to inform staff and parents of potential outcomes of the Kent Test.
- 5.5 We collect teacher assessment for Reading, Writing and Mathematics termly. This information is analysed and reports are produced for staff and governors. The assessment information is used to evaluate individual pupil progress and arrange additional support where necessary. We monitor the progress of all vulnerable groups within our school to ensure the achievement of all pupils. Data is discussed with teachers at termly Pupil Progress Meetings.
- 5.6 Each teacher compiles and maintains an assessment folder that contains up to date information on pupil progress, attainment and tracking of pupil's progress through the National Curriculum.
- 5.7 Good systems ensure teachers, pupils and parents know what skills, knowledge and understanding pupils currently have and what they need to learn next. This enables teachers to plan effectively and pupils to engage with their learning.

6. KEY FEATURES OF CELEBRATING ACHIEVEMENT

- 6.1 Self-esteem is a significant factor in being a successful learner. Strategies

should be in place to promote this so high teacher expectations of the learning progress can be realised.

- 6.2 Links between achievements should be made explicit to children and celebrated in a manner sensitive to the individual.
- 6.3 Children should see learning as a continuum and where everyone can achieve success.
- 6.4 Care should be given using external rewards to encourage children to focus, since it's the learning success, not the reward, pupils should focus on.

7. MONITORING AND REVIEW OF POLICY

- 7.1 We are aware of the need to monitor and review the school's Assessment for Learning policy on a regular basis so we can take account of improvements made in our practice.
- 7.2 We will formally review this policy every five years or earlier if necessary.

APPENDIX A – Marking Work

1. See Presentation Policy for how work must be presented (as per 4.1, 4.2)
2. Please note spelling in (4.4) and not to pick up all spelling errors. Guidance from the English Co-Ordinator as to what is optimum should be taken but no more than five spelling errors should be highlighted all within the child's level (spell correctly x3 within the margin). If children are attempting adventurous words and mis-spelling these they are to be congratulated and can add the correct spelling to their spelling dictionary.

When marking any writing:-

3. A positive comment should be followed by a developmental one that can relate to the individual, group or, if necessary, a class. This developmental comment should indicate the pupil's next step. This can be taken from the child's work. **For this, mark the passage and comment on how it might be improved, or the learning may be extended further, and allow the pupil time during the next session to 'close the gap'.** We recognise the work for staff in this so it is agreed that groups within the class will have their work marked in this detail in turn. In other words each group will have at least one closing the gap comment to work on a week – this is the minimum expectation and in some cases detailed marking will be completed for more groups each day.
4. Highlighter pens are to be used to find up to three aspects of work where the child has succeeded against the WALT.
5. In Key Stage 1 staff will highlight the WALT to indicate success.
6. Maths work should be marked indicating right and wrong answers. We do not highlight in maths work apart from writing in reasoning and problem-solving work where it is relevant to do so according to the WALT. Developmental comments, however, are to be used for all maths work, as in point 3 above.
7. The following codes (4.8) will be used when marking pupils work:

HP – House Point
1:6 – ratio of support
sp – spelling error
FS – full stop missed
*- section reference for marking comment
CL – capital letter missed
Λ - word missed out
T – target met
CT – class teacher
TA – teaching assistant

ST – supply/visiting teacher

VF – verbal feedback

✓ - correct

X – incorrect (up to 3)

8. Children’s work is to be marked only by school staff, supply teachers and teacher training students on placement (under the guidance of the class teacher) as well as child self/peer marking. No-one else is to mark children’s work.
9. It is recognised that marking for improvement can be an enormously time-consuming task.

In order to make it manageable the following is the standard explanation.

1. For all children yellow highlighter pen is to be used to highlight up to three examples of where the WALT has been achieved for every piece every day.
2. For the focus group(s) – see below – pink highlighter (‘pink for think’) is to be used to highlight one area for improvement with an accompanying ‘closing the gap’ comment which the child is to complete as soon as possible.

The daily focus groups (a group being up to six children) for detailed developmental marking will rotate during the week – not every child will have their worked marked fully every day. One or two groups will have verbal feedback (from the class teacher and perhaps the TA) and the opportunity to improve within the lesson – this is to be highlighted as above and marked ‘vf’ as per policy.

In Key Stage Two and, where appropriate in Key Stage One, a further group will have their work developmentally marked after the lesson by the class teacher – this to include yellow and pink highlighter, closing the gap comment and time the next lesson/day for the children to respond.

The rest of the class will have yellow highlight and point 1 above.