

St. Mary's Catholic Primary School, Loughborough



With Jesus as our guide
We promise to care for one another
To work hard
To build a community in Christ's Love

Policy reviewed and agreed by staff on the 2.4.19

Updated and reviewed Nov 20 with Covid Addendums.

Reviewed on the 13th September 21 and agreed by staff

ASSESSMENT & MARKING POLICY

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. **Marking must make a difference and lead to improvements.**

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- enable, monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements
- address misconceptions

Types of Assessment:

Formative: This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books.

Marking and feedback is fundamental to improving children's understanding of the learning process. It provides information for teachers and pupils to inform planning, teaching, future assessments and targets.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests, Testbase, NFER Optional Tests or at the end of a unit of work. Summative tests help teachers in making end of year group and key stage "best fit" assessments. EYFS Baseline, hot and cold tasks and learning journey in maths, taps assessments in science and quizzes/ star reading assessments in accelerated read and KTC assessments in phonics. End of topic assessment tasks in RE.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, Gaps Analysis etc. Further information can be obtained from the school's other tests which also provide a considerable amount of diagnostic material and teachers need to make appropriate use of this. The school uses the NFER portal to assist with gaps analysis and Target tracker.

Assessment in the Early Years Foundation Stage

On entry to the school children will be informally assessed, using base line assessments. (Last year the school is an early adopter and has trialled the NFER baselines, this year it is statutory). Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed using the Development Matters document which is based on the teacher's ongoing observations and assessments in the six areas of learning. Each child's typical developments and achievements are recorded in the Profile.

Marking and Feedback

At St. Mary's school, feedback may be given orally, it may be scribed with the child present or it may be written in books for children to read.

All feedback focuses on the learning objective for the activity, what has been achieved and where appropriate, what action needs to be taken on the part of the pupil, to improve further. Time is allowed to facilitate adequate feedback and children are reminded of the need to read and respond to teachers' comments **and particularly to edit and improve their work with a purple pen.** What teachers say or what is written down depends on the age of the child, their specific needs and the task in hand.

Written marking uses modelled cursive writing, language and comments appropriate to the understanding and age of the individual child. Children are also expected to peer mark with appropriate language and comments in cursive writing.

Children's work has various audiences. Therefore it is always marked sensitively and constructively in black pen. Common misspellings are identified in line with the child's ability, highlighted with sp. – (see Appendix 3 – Marking Key). The correct spelling will be written at the end of the piece of work (This can be done by a child). The child then must correct the spelling in that piece of work with their purple polishing pen. In future pieces of work, it is expected that this spelling would be used correctly.

Children's specific learning targets may be referred to in marking and comments may relate to progress towards achieving them (e.g. IEP targets). The children need to be aware of their teacher's marking/feedback strategy and systems.

Early Years Foundation Stage

Children are always given verbal feedback to their work. Most pieces of work will have some form of annotation which is appropriate for teachers and parents, but is not intended for the child. Occasionally, there will be comments for the child on their work, ability appropriate. Comments should be written using cursive writing. In RE books, if the children have achieved the Learning objective, it will be highlighted green.

Key Stage 1

In Year 1, marking and feedback follows on from the practice in the Foundation Stage. Written work is marked against specific learning objectives - the objectives relating to the skill taught. Some work is discussed with children and children have the opportunity to review their progress in a feedback session. Teachers use a range of marking strategies including: a written comment to indicate the level of support given, suggestions for improvements; during Year 1, pupils start the process of learning how to assess their own work and that of their peers, which then follows on into Year 2. In RE books, Year 2 will also highlight the objective in green, if the children have achieved it and in peer marking children are encouraged to do likewise. Verbal stamps, WWW/ EBI stickers can be put in.

In Key Stage 2

All recorded work is responded to by the class teacher, teaching assistant or other children, in all books in all subjects, with a comment modelled in cursive writing, next to WWW (what went well) and EBI (even better if), if marked by the teacher. This may sometimes be only one word. Verbal stamps, WWW/ EBI stickers can be put in.

In RE books, there may be a teacher comment or there may a head/ heart symbol and in maths the EBI/ next step may be a challenge question/task. Some work is selected for focused marking, particularly big writes at the end of a unit. Marking relates to the specified lesson objective. The following methods are also used: peer and self- assessment, marking to success criteria, marking related to targets, group/whole class marking stickers.

In KS1 and 2 certain pieces of work may be selected for detailed moderation with other class teachers in the school or in the CMAT in accordance with the school's annual assessment cycle or the medium term plans for the phase. For moderation purposes, staff may annotate a piece of work with (WT) working towards, S (secure at age expectations) and S+ (greater depth). As well as reading teachers' comments, children are encouraged to self- correct, edit

or respond to suggestions/ the marking code made on their work using a purple pen and time will be given for this to happen effectively. All homework is seen and either commented on or marked- this can be a with a stamp or a sticker or a tick. Teaching Assistants are involved in this process and often the children will be involved in marking their own work (e.g. in maths). When a teacher has not directly taught the lesson, the work in the book, may be noted with a tick or stamp.

BIG WRITES: use of cold and Hot tasks for assessment

Teachers in maths and English plan cold tasks (to assess and plan from children's starting points). At the end of a unit (such as a narrative or a Learning journey on subtraction) a hot task is planned, to clearly show and record children's progress. Cold tasks may not have indepth marking. However hot tasks in writing in English must be marked against the CMAT target statements, dated and will be used for internal and external moderation. It is expected that there will be at least 2 hot writes per half term, ticked against the target statements for each child.

Records and Record Keeping

Teachers use records to review pupil's progress, to inform future planning and to form the basis of reports. Records are kept in many ways. These include:

- Teacher's plans/notes
- Children's work
- Teacher's mark books (KS2)/records
- Assess results in school's attainment and progress system (half-termly)
- EYFS non-statutory baseline and end of year Early Learning Profile
- Individual SEND profiles
Individual Pupil Premium profiles
- Interim NC Frameworks for Maths, Reading and Writing

The school uses CMAT target statements based on age appropriate NC expectations. These will be kept in a teacher folder to be marked against for big writes. Child friendly statements for self-assessment will be at the front of the books.

In order to summarise all evidence of achievement, we keep a record of each child's attainment in the National Curriculum subjects in the Target Tracker system of assessment. This is completed by the teacher towards the end of the academic year and transfers with the child to the next class, or moves with them to the next phase of their education.

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools within the Academy Trust and with the Teaching School Alliance
- By attending LA moderation sessions to ensure our judgements are in line with other schools
- By using the STA exemplification materials

Evidence of moderated work will be kept by senior and curriculum leaders.

Reporting to Parents

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, once a year, at the end of the Summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for R.E., English and Maths are also set. For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend formal interviews with the teacher during the Autumn Term and Spring term at Parents' Evening. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

This policy will be monitored by subject leaders as part of their remit when work sampling. It will also be monitored by the leadership team in termly phase meetings sessions and in line with the SIP.

Policy reviewed: Sept 2021

Next review: Sept 2022

Appendix (1)

St. Mary's Catholic Primary School – Assessment Framework

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS non-statutory Baseline	Teacher assessment	National Curriculum end of KS1 Tests	Testbase optional end of year tests	Testbase optional end of year tests	Testbase optional end of year tests	National Curriculum end of KS2 Tests
EYFS end of year Profile	Phonics screening	NFER reading test	NFER reading test	NFER reading test	NFER reading test	NFER reading test
	Prog of Study tracker	Prog of Study tracker	Prog of Study tracker	Prog of Study tracker	Prog of Study tracker	Prog of Study tracker
<p>Diagnostic Reading Programme and Diagnostic Spelling Test (SEND provision) including YARC; BPVS; Single Word Spelling test; Vernon Spelling Test; Small Steps tracker</p> <p>Intervention screening program</p> <p>On-going Teacher Assessments</p> <p>If a pupil is absent for one of the above assessments, every effort should be made to administer it at the earliest opportunity. Statuary assessments are carried out according to the administrative bodies guidelines</p>						

Appendix 2: Guidelines for Marking and feedback

- ❖ *Feedback must be based on clear lesson objectives and outcomes.*
- ❖ *Children need to know what to do to make their work better or what makes a particular piece of work 'good'.*
- ❖ *However pieces of work may be selected for specific marking rather than everything being marked.*
- ❖ *Detailed marking – used for unaided writing sessions ('big writing').
Big writing = big marking.*

- ❖ *Children should be encouraged to read through their work and to edit or respond.*
- ❖ *Teachers may record who the child worked with or whether or not they were supported.*
- ❖ *Work will be marked clearly and with age/ability appropriate language so that the child can access the comments.*

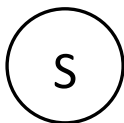
- ❖ *Scores and achievement levels will be shared with children where appropriate to the learning process.*
- ❖ *All homework will be marked (can be verbal), and Teaching Assistants can be involved in this process.*
- ❖ *Evidence in books of Peer Marking, Self Assessment, Quick Mark and Verbal Feedback Given.*
- ❖ *In **Quick Mark**, staff/pupils to tick as per marking policy (shows work has been looked at).*
- ❖ *A positive comment such as Well Done can be added to work – particularly in **Quick Mark**.*
- ❖ ***Peer Assessment** – Children to give feedback. Children to be coached on how to peer mark successfully to specific success criteria.*
- ❖ ***Self Assessment** – usually done in most classes on a regular basis using traffic lighting.*
- ❖ ***Verbal Feedback Given** – to be stamped in books, including stamped by support staff when working with a group.*

Stamps –

- *Independent work*
- *With support*
- *Objective achieved*
- *Verbal Feedback Given*
- *Peer assessed*
- *Self-assessed*
- *Pair work*

Appendix 3

Marking Key



Pupil received support from an adult (KS1)



Check your punctuation (KS1)

Sp.

Check your spelling (KS1)



Begin a new paragraph

(Underlined) Check your grammar

*
this part.

Edit/ redraft the sentence or paragraph or

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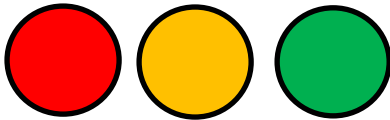
Word missing (KS1)

?

Does this make sense?

•

Mistake – check again



FS Teacher assessment of selected pieces of work.

Don't forget to read any teachers' comments or stamps and respond to them

WWW:

What went well

EBI

Even Better If