

Assessment and Marking Policy

Our aim is to develop the full potential of each child, spiritually, intellectually, morally, emotionally, physically and socially. We offer equality of opportunity to all children regardless of gender, disability, ethnic or national origin. We celebrate the uniqueness of each child.

Everyone who is involved with the school shares their gifts for the benefit of every child.

An Assessment Policy needs to ensure it means the same thing to everybody - parents, teachers, support staff, headteacher and governors. We use it as a tool to improve learning and achievement and improving performance is a main priority in our Hard Federation Development Plan.

What is assessment?

At St. Joseph Infant and Junior Schools, assessment is the collection of information in order to make judgements about a child's attainment and inform future planning.

Assessment of Learning is carried out at the end of a topic, a unit of work, year or key stage, or when a child is leaving the school in order to make judgements about performance in relation to national standards. National curriculum tests and tasks provide a snapshot of attainment at the end of key stages. A child's performance is described in relation to the national standards / levels.

Assessment for Learning is an essential part of classroom practices and involves both teachers and learners in reflection, dialogue and decision-making. At Saint Joseph's we aim to equip our children with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

We recognise that for effective learning to take place, learners need to understand what it is they are trying to achieve and want to achieve it. Emphasis is on pinpointing the learner's strengths, is clear and constructive about any weaknesses and how they might be addressed and provides opportunities for learners to improve upon their work. It should enable all learners to achieve their best and to have their efforts recognised.

Assessment for Learning is about finding out **what** children are learning and **how** they are learning it. It is then used to plan for the next steps for learning.

Day - to - day assessment strategies in the classroom include:

- Questioning

- Observing
- Discussing
- Analysing work
- Checking children's understanding

Sharing Learning Intentions / Giving Clear Success Criteria

By using child friendly language we can ensure that children understand what it is they are going to learn. (WALT) (LI)

The objective is separate from the context in which the learning is to take place in order to establish whether or not learning has taken place. Clear success criteria are given so we will know if we have been successful.

Summary

- highlight the objective (What we are learning)
- give the context (How we will learn)
- give success criteria (What I'm looking for)
- assess whether the objective has been met.

Effective Strategies to Assess Learning

For example:

- allow longer for children to answer questions
- think, pair and share
- thumbs up/down and traffic lights (combine with "tell me why")
- talk partners (share what they have learnt, easy, difficult)
- use support staff to keep assessment notes, using the lesson objective e.g. tracking a group of pupils' answers through a teaching session, or keep a general evaluation of the whole classes response to questioning.

Evidence can be found

- in teacher's plans
- in children's books (progress made)
- from monitoring recorded on stick it notes or observation record sheets (class observations)
- from talking to children or taking photos of significant achievements.

Self Assessment and Peer Assessment

All children from The Foundation stage to Year 6 will be asked

to assess their own learning and that of peers in a way appropriate to their age, against The Success Criteria or 'Remember to ...' statements/ checklist grids from the lesson. They will often work with a response partners to do this. Younger children will use symbols (e.g. smiley faces / traffic lights) to indicate level of own understanding and satisfaction with a piece of work and also when working with a partner. Sometimes the symbol will also have a comment. From KS1 onwards they will do this along the lines of success and development points e.g. two stars and a wish or WWW (what works well) and EBI (even better if) related back to the lesson learning intention.

Teachers will give regular opportunities to look at, or listen to the work of a class member, often in the plenary, to discuss how it might be improved. Pupils will begin this process with 'two stars and a wish'. Frequently KS 2 children will assess their own or each others' work using green pen.



Target Setting

School curricular targets are set based on analysis of data identifying an area of improvement. These targets are used as a starting point, along with prior attainment to set individual or group targets.

Children, parents and teachers are involved in the setting of targets (Personal, Social and Emotional Development, Literacy and Maths). Teachers and parents share and take action about concerns over children's progress throughout the year. During the first week of each term staff must review targets with the children and make sure that these are available in books/ cards etc... for the children to refer to.

Assessing Pupil Progress

APP is a structured approach to pupil assessment in English and Mathematics so teachers can:

- track pupils' progress in reading, writing and mathematics
- use diagnostic information about pupils' strengths and weaknesses.

Based on the assessment focuses (AFs) that underpin National Curriculum assessment, the approach improves the quality and reliability of teachers' assessment.

APP: the basic approach

The APP approach is straightforward. At regular intervals (usually termly), which are planned to fit in with school assessment policy, teachers review six pupils' work using APP guidelines to build a profile of their attainment. This allows them to have an insight into the progress and attainment of the different groups within their class. The information gained from the process allows teachers to:

- analyse by AF the relative strengths and weaknesses of (6 pupils initially)
- assign each pupil an overall National Curriculum level for mathematics, reading and writing
- use this information to set curricular targets to strengthen pupils' learning and inform their own future teaching by making links to the relevant objectives from the renewed Framework

The main process can be summarised as follows:

Step One: Consider evidence

Step Two: Review the evidence

Step Three: Make a judgement

Assessment in the E.Y.F.S

- Assessment is ongoing in the Foundation Stage and is carried out mainly through observations which feed into planning and the pupils Early Years Foundation Stage Profile.
- Evidence of a pupil's ability to perform is recorded in the form of 'Post-its', photos and are cross referenced to the appropriate Developmental Matters statement.
- Feedback is verbal, continuous and positive.
- Learning Objectives and Success Criteria are discussed in a way that makes sense to the children.
- *(Refer to the Early Years Foundation Stage Policy for greater detail).*

Termly Assessment Data

In the E.Y.F.S children are assessed on entry, usually within the first three days in which they join the school. They are then assessed again at the end of each term. In KS1 and KS2 summer term data from the previous year is used as their baseline data and they are assessed in both half terms of the autumn term and then again at the end of the spring term and towards the end of the summer term.

Individual pupil prediction data, of final summer term attainment levels, are made in the autumn and spring terms.

Pupil attainment levels are moderated across classes, year groups and key stages.

T.L.R. post holders continually monitor their designated areas and collect termly samples from each class teacher to moderate and sample across classes, year groups and key stages in both schools. Any areas of concern or interest are reported at S.L.T. meetings and action is planned if appropriate.

Data is entered into the 'Primary Progress Tool Kit' and termly progress and attainment meetings are held with the class teacher, assessment co-ordinator and S.E.N.C.o. Specific groups and individual pupils are monitored and a support programme is formulated if appropriate.

As a result of good assessments procedures:

Children will know:

- How well they are doing when compared to their own previous performance.

- Their next steps forward in terms of targets identified - what they need to do to improve.

Teachers will know:

- Where the pupils are starting from and their prior knowledge.
- Has the class overall learned what was planned and taught?
- Are the pupils making the progress expected to reach their challenging targets?
- Are children making sufficient progress in order to close the gap and reach national expectations?
- Are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils require extension work?
- Are planned activities well resourced and staff fully utilised to impact upon the progress that children make?
- How can the teaching be modified and improved in the future?

The SLT will know:

- If pupils are making the progress required for them to reach or exceed their targets?
- The progress rates of children in vulnerable groups and other specified groups
- If there are any problems?
- If the progress of the children in the school is in line with the school targets set with the LA?
- How Saint Joseph's Infant and Junior Schools compares with other similar schools in Brent and nationally?

What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all children?

The Governing Body will know:

- If pupils in each class across the school are making progress
- The progress rates of children in vulnerable groups and other specified groups
- If the progress of the children in the school is in line with the school targets?
- How Saint Joseph's compares with other similar schools in Brent and nationally?

Parents and carers will know:

- How much progress their child is making.
- If their child has any specific problems.
- What the school is doing to help a child with specific problems.
- What they can do to help their child to make progress.

The LA will know:

- How Saint Joseph's is performing in terms of progress/attainment in relation to national expectations.
- Attainment in the school in terms of the Foundation Stage Profile, Phonics Screening Check, APS and teacher assessment/tests at the end of KS1 and KS2.
- How Saint Joseph's compares with schools in Brent and nationally.

Marking and Feedback Policy

Rationale

The continuous assessment of children's learning through marking and feedback is an essential element of effective teaching and learning. It is therefore important to establish a clear and practical approach to marking and feedback which recognises its value within the educational process.

Purposes:

To provide feedback to children and, indirectly, their parents to enable children to evaluate critically their own performance against clear criteria and the performance of others.

Reasons for marking

- To recognise, encourage and reward children's effort and achievement, and celebrate success and motivate children in their learning.
- To provide a dialogue between teacher and children and clear appropriate feedback about strengths and weaknesses in their work.
- To improve a child's confidence in reviewing their own work and setting future targets, by indicating the next steps in learning.
- To indicate how a piece of work could be corrected or improved against assessment criteria.
- To help pupils develop an awareness of the standards they need to reach in order to achieve particular levels of the National Curriculum.
- To identify pupils who need additional support/ more challenging work and to identify the nature of the support needed.

- To involve parents more directly in reviewing their child's progress and to help in reporting to parents.
- To inform the planning of teaching and learning.

Principles

If children are to develop as independent learners, with an awareness of their own strengths as well as areas for development (learning targets) it is essential that:-

- 1) They are made aware of the learning intentions of tasks/lessons and of the criteria against which their work will be assessed.
- 2) The learning needs of individual children are understood and work matched and marked appropriately.
- 3) Their work is marked in such a way that achievement is acknowledged and teaching points are highlighted.

Wherever possible marking takes place with the children. It offers guidance as to the extent to which learning intentions have been met and suggests the next steps children might take in their learning.

Towards a whole school approach

In order to achieve a whole school approach marking methods must be agreed and should be:

Consistent across year groups

Developmental across the age-range

Consistently applied by those working with children in school, including supply teachers and support staff.

Feedback

This will be oral and written and

- Refer to the learning intention of the task.
- May form the basis of a discussion when reviewing targets set.
- May be given on a group or individual basis.
- May be formal or informal.

Oral feedback will usually be interactive and developmental. It can give reassurance and be used to move the child on to the next step.

Written feedback

This will be legible and clear in meaning.

It will inform children specifically on how they are getting on and what they need to do next to move forward.

It is essential where written feedback is used that children have time to read the comments and act upon them.

What it looks like

In Foundation Stage: - a positive verbal comment that reinforces a current teaching objective.

One 'tickled pink' star to highlight a positive aspect of a piece of work and one 'green for growth' comment.

In Key Stage 1 onwards we use 'Two Stars and a Wish'. Each piece of 'Big Writing' work is marked against criteria that have been shared with the children. Each week in mathematics one focused activity /investigational task will also be marked using the 'Two Stars and a Wish' format. Each week in Religious Education one focused activity will be marked using this method with the relevant focus group for that topic.

The Stars (areas of success are commented on and emphasised in 'tickled pink/red').

The wish (areas that need improvement are commented on and emphasised in green for growth)




The wish may include comments from the child's personal targets (Begin to use paragraphs etc.) if all other criteria have been met.

Children must be given time to read these comments and act upon them as necessary.

Where Two stars and a wish are not used comments should be based upon the planned learning intention.

Where a piece of work does not require any written feedback it will be dated and initialled by the teacher that has marked it.

All learners must understand how well they have achieved the learning intention. Adults will use the 'triangle system' to demonstrate this.

- Whole triangle indicates full understanding 
- 2 sides indicate the need for more practice 
- 1 side shows the learner that they need help to achieve their learning 

In addition to marking children's work, as described within this policy, the following annotation should also be used.

Where a piece of work has been discussed with a child a circle with the letter VF (verbal feedback) inside of it will indicate to others that the child has had verbal feedback. Key action points discussed should be recorded in bullet point format.

When children have worked independently, with no adult support, work should be annotated with the letter 'I' (in a circle).

When children have worked with the teacher 'T' will be recorded in a circle on their work and L (indicating low level of support) or H (indicating high level of support). When children have worked on a group activity this will be annotated with the use of 'GW' on the piece of work.

Learning Support

When children's work is being supported by a designated adult (other than the class teacher), this should be annotated as follows:

LSA/TA ~ L (indicating low level of support)

LSA/TA ~ H (indicating high level of support).

This annotation should be explained to the children beforehand.

General Points

Teachers should always mark that aspect of a child's work which relates to the planned learning intention.

Sensitivity should always be shown towards children's work and comments should be positive wherever possible.

The use of a child's name in a written comment personalises it.

Try to avoid using but or however.

Sharing work with the whole class or with a focus group is helpful and complements the learning criteria.

Self-marking/ evaluation against shared success criteria can help a child realise his or her own learning needs and begin to see future targets.

Where possible all work is to be marked ready for the next time that subject is taught.