IMMACULATE HEART OF MARY CATHOLIC PRIMARY SCHOOL

ASSESSMENT AND MARKING POLICY

2016

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Assessment is:
- An integral part of teaching and learning and the responsibility of all staff.
- A continuous process enabling us to evaluate teaching and learning, plan next steps and set challenging but realistic targets to meet pupil's learning needs.

All children are entitled to fair and consistent assessment methods.
- All children are monitored, their attainment evaluated and their achievements recorded regardless of gender, ability, attainment, background and ethnicity.

Purposes and Nature of Assessment
Assessment supports learning and may be used in complementary ways:
- Formative: builds on current achievement and enables next steps in learning to be identified.
- Diagnostic: provides information enabling more specific help to be provided.
- Summative: a snapshot in time of a child's achievements.

Statutory Requirements
- To teach and assess the National Curriculum in all subjects.
- To teach and assess R.E.
- To keep a record for each pupil, updated throughout the year.
- To assess each child against the national standards in English, Maths and Science at the end of each Key Stage using tasks, tests and Teacher Assessments.
- To complete the Foundation Stage Profile assessment.
- To provide a written report to parents at least once a year.
- To comply with statutory transfer arrangements when a pupil moves to a new school.

Assessment FOR Learning and Assessment OF Learning
Principles

Assessment FOR Learning (AFL)	Helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Raises standards by informing planning and teaching.
Assessment of Learning	Judgements based on ARE (Age Related Expectations) with public accountability.

Good Assessment Practice will:

- Raise standards.
- Improve pupil attitude, motivate and promote pupil self esteem through shared understanding of learning process.
- Guide and support teacher as planner, provider and evaluator.
- Enable teacher to adjust teaching and focus on how pupils learn.
- Aid appropriate target setting for individuals and the school.
- Draw upon a wide range of evidence using a variety of assessment techniques.
- Track performance and progress and identify those at risk of underachievement.
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.
- Provide information for parents and carers and other interested parties.

How do we assess children?

- Most assessment is on-going as part of classroom activities and is supplemented by planned assessment activities.
- Children complete a piece of writing in their Writing Progress Books at specific times (baseline in September and then at the end of each term) that is intensively marked and assessed, using Key Performance Indicators.
- Observation: both focused and informal.
- Discussion and questioning: both focused and informal.
- Marking and feedback: oral, written, against learning objective / success criteria.
- Tests: e.g. SATs, standardised tests, spelling, mental arithmetic and some end of topic knowledge and understanding tests.
- Pupils are involved in marking, give feedback, help to set their own targets and are asked to review their own progress.
- I.S.P.'s – targets are set, monitored and reviewed.
- Annual reviews for children who have EHCP's.
- Evaluations in R.E. and half-term assessment tasks.
- We assess using a combination of methods based on A.F.L. principles and assessment of learning.

ASSESSMENT FOR LEARNING	ASSESSMENT OF LEARNING

Assessment Methods
 • Observation
 • Discussion about work in progress
 • Questioning to prompt new thinking
 • Feedback to
     - Specify attainment
     - Identify difficulties
     - Specify improvement
     - Construct achievement
     - Constructing a shared way forward
     - Identify curricular targets
	Assessment Methods
	 • Testing
	 • Explicit test focus
	 • Public examination
	 • Marking (to express approval/level)
	 • Time limited tasks
	 • Closed tasks
	 • Formulated tasks

Pedagogy • Sharing learning intentions • Questioning • Modelling • Demonstrating • Explaining • Differentiation • Exemplification of standards • Shared criteria for the next steps • Shared involvement in and construction of activity • Guided tasks • Independent work • Collaborative working and partnerships • Rich descriptions of learning • Routines for pupil self-evaluation	**Pedagogy** • Preparation and rehearsals • Drilling • Questioning • Practice opportunities • Routine testing • Revision • Test techniques • Timed activities • Independent working • Undifferentiated test tasks • Recording
Evidenced by Reflection Interaction Drafting Collaboration Revisiting Talk Exploration Pupils' self evaluation Editing Pupils' improved self esteem	**Evidenced by** Finished product Performance result Pupils' work (including speaking and listening assessment of oral work) Tests / tasks

When do we assess children?

- Most assessment is ongoing during normal classroom activities to plan next steps in learning, match work to abilities, identify areas where specific support or challenge is needed and evaluate teaching and learning.
- We identify a limited number of assessment opportunities in planning, clearly related to learning objectives rather than trying to assess everything.
- We use an Assessment Calendar to date key events and plan assessments.
- At the end of each Key Stage using statutory assessment (tasks, tests and teacher assessment in Y2 / Y6) and Foundation Stage assessments in Reception.
- Children in Y1 – Y6 complete standardised tests in January.
- Children's standards are recorded and tracked every term in writing, maths, reading and RE.
- SEN children are also reviewed and assessed at ISP review meetings.

Use of Assessment Information

- Results of formal assessments are analysed and discussed by staff.
- Planning is modified so it is a record of experience and tailored to identify needs of different cohorts.
- On-going assessments inform short term planning and build up a picture of progress and learning.
- Summative assessments are used in monitoring and evaluation; they inform the current teacher, the receiving teacher and reports to parents.
- Tracking standards in writing, reading and mathematics enable staff to follow children's development and plan the next steps of learning.
- Assessment information informs provision of support staff to target groups/individuals identified by assessment.

Target Setting

- Tracking ARE enables staff to make informed judgment about children's targets and next steps in learning.
- Children are involved in setting curricular targets through feedback, evaluation, marking and regular review of their progress. We share learning objectives, targets and success criteria with children.

Moderation

- Staff regularly moderate children's work.
- School portfolios of standardised work are updated as appropriate, used as a source of reference and evidence of progression.
- Staff involved in Foundation Stage, or SATs, attend training, which includes moderation of children's work.
- When work in R.E. is levelled, only one strand is assessed at a time.

- One piece of writing from each child is assessed as a baseline and then at the end of every term.

Record Systems for Assessments
Recording systems enable the monitoring of progress, achievement and learning. The following systems are in place:
- Long, medium and short term planning.
- Marking and feedback (supported by a consistent whole school policy and symbols).
- Individual / group reading records.
- Class Track (O'Track) – allows teachers to enter on the spot assessment judgements in English and maths
- Informal records.
- Tracking standards and achievements at the end of each term – O'Track
- Moderation portfolios.
- Writing Progress Books.
- SEN records in accordance with the Codes of Practice
- CLAR files are used to store class and individual records for assessment and other relevant information. .

Reporting
- Statutory requirements are met. All parents receive a written report in the Summer term which shows the standards met in each subject studied, a general statement of progress, behaviour and interests, a record of attendance and at the end of each Key Stage statutory assessment information.
- Parents are given the opportunity to meet with teachers on three formal occasions during the year and are welcome to address any needs in the meantime.
- Information is transferred to High Schools using
- Results of statutory assessments are shared with parents.
- Annual reviews of children with EHCPs are completed with parents and relevant agencies.

Monitoring and Evaluation
- The Senior Leadership Team carries out monitoring of consistent implementation of assessment planning and marking.
- Subject leaders monitor assessment and marking of their own subject.
- Assessment supports teaching and learning. Staff will continue to ensure that quality assessment informs quality teaching and learning.

Marking and Feedback

Aims
- To ensure that all pupils receive quality feedback; which has a positive impact on their learning.
- To make marking effective and meaningful for all pupils.
- To ensure consistency of marking across the school and provide staff with an effective method of providing feedback and informative assessment.
- To raise standards of attainment.
- To enable children to drive their own learning through independence and ownership of their work.

Principles
- <u>Feedback is specific</u> – Learning intentions and success criteria are shared with pupils in lessons and these are the focus for feedback, which can be both oral and written. Learning objectives are recorded in children's work (Y1 to Y6). W.A.L.T. and 'Steps to Success' are used throughout school.
- <u>Feedback is followed through</u>: children are given quality time to respond to written feedback and work on improvement suggestions (e.g. purple pens, highlighters may be used by children to correct and adapt their own work).
- <u>DIRT</u> (Directed Improvement and Response Time) is used to allow time for children to respond to feedback.
- <u>Marking stickers</u> are used to support DIRT, opportunities to demonstrate understanding or to challenge. They may also be used to indicate that work has been seen by staff and has achieved the learning expectation.
- Detailed marking takes place regularly e.g. writing assessments, (including evidence of what went well, difficulties and next steps) or when children are part of a focused marking group. Other marking may be less detailed and supported by oral feedback.
- A set of common marking symbols is used throughout the school (see symbol sheet).
- Feedback is clear, constructive and kept up to date.
- Marking can provide a <u>record of learning processes as well as outcomes</u> e.g. can show when support was given, particular resources used, time taken, problems overcome or the level of independence.
- Monitoring, through work scrutiny, will take place to ensure a <u>consistent whole-school approach.</u>
- Summative marking may include a judgement against ARE. There are opportunities for moderation so staff have an accurate and consistent understanding of progression and ARE (Age Related Expectations).

Oral Feedback

Research shows that oral feedback is the most powerful form of feedback and has maximum impact when pointing out successes and improvements against learning intentions. It is interactive and developmental and may give reassurance or a check on progress during a lesson. Marking may evidence where oral feedback has taken place.

In Foundation Stage, children are involved in oral feedback. Adults in the Foundation Stage setting provide support and next steps through clear and constructive feedback.

Written Feedback should be a model for children

- Legible and clear in meaning – can the children read the comments?
- Spelling, punctuation and grammar should be accurate.
- Developmental – i.e. children will find out their strengths and what their next steps in learning are.
- Written feedback can take a number of different forms depending on the nature of the task.

Involving Children

- Children are made aware of the learning objectives and success criteria. Learning objectives are noted on work (either at the beginning or as part of the marking).
- Marking starts with the positive and shows the child where they have done well (WWW – What Went Well). It may also indicate a (limited) number of opportunities for improving their work (EBI – Even Better If or by the use of a Next Steps symbol).
- The Next Steps will be clear and directly support ways that children can move their learning forward and consolidate their understanding.
- Children are involved by understanding what is expected, what progress they are making and also by taking increasing responsibility for checking and improving their own work.
- If work is unacceptable due to lack of effort, responsibility is returned to the child. We say and mark that we know that they are capable of more than was shown in the piece of work.
- Self evaluation, paired marking / response partners / peer evaluations may be used.

Consistency

- Children date their work as soon as they are able to.
- Where work has been quickly scanned and is viewed as being appropriate, the teacher may tick or initial and date it, to acknowledge the work has been seen.
- Ticks also indicate: a correct answer (where it can only be right / wrong), steps along the way which are correct or something is good / very good within a piece of work (includes the use of double or more ticks).

- Crosses are used only where appropriate, e.g. maths work, one word / 'factual' answers and multiple choice.
- When marking work, pink and green pens are used to indicate WWW and EBI / Next Steps

Incorrect Responses
- Misunderstanding / repeating the same mistakes (e.g. place value, word ending) Re-teach and then offer the child the opportunity to self-correct and consolidate their understanding (DIRT).
- Targets may be used to help support the development of repeated mistakes (a marking sticker may be used to identify the target and noted on to indicate when it has been achieved).
- Worked correctly through part of a multi-stage task Acknowledge by tick or comment where correct and identify clearly the point of error. Clarify / re-teach or ask child to address the problem (DIRT).
- Work is rushed or shows the minimum effort Children are asked to improve or re-present it. We have high expectations and want children to have good self-esteem and high expectations too.
- Mistakes show a developing understanding (e.g. full stop at the end of each line or a '10' in front of 7 for 17). Encouragement and help (e.g. modelling) are given. 'Good mistakes' are always better than no attempt.

Correcting Mistakes
Spelling mistakes – Unless correct spelling is a focus of the lesson, a teacher should not correct all the spelling mistakes in any piece of work. High frequency words or common exception words may be focused on.
Punctuation mistakes – As with the correction of spelling mistakes, it is not necessary for teachers to correct every punctuation mistake unless this is a specific objective.
Repeated mistakes in spelling and punctuation must be addressed in feedback and teaching (DIRT).
Correcting mistakes in mathematics – Where a maths question is incorrect then the child will be given an opportunity to self correct. If there is evidence of misunderstanding/repeating the same mistake then this will be addressed in future teaching or DIRT.
Children Improving their Work
- The child may cross out or identify their first attempt with a cross and the symbol remains as evidence of where the child has self-corrected. Rubbers are used only by the teaching adults in KS1 and when appropriate, by children in KS2.
- When 'purple pens' are used, the focus for improvement may either be related to the learning objectives / success criteria (W.A.L.T. / Steps to Success), redrafting or to on-going issues such as sentence punctuation.
- Prompts / targets may be used appropriately to support children in achieving learning objectives.

- Children are taught how to mark and improve their own work and that of other children and are given time to do it (DIRT).

Equal Opportunities, Special Educational Needs and Behaviour
- Marking must motivate and encourage all children by helping to identify strengths and successes, identify areas to develop, small steps of progress, set appropriate targets and provide help in overcoming problems.
- Marking is not gender specific (as in 'Good girl / boy') and we strive to help every child fulfil their potential.
- Marking rewards learning and promotes self-esteem by involving children in understanding their own progress and by setting targets that children and the adults involved with them believe will be achieved.

Marking and Feedback Prompts
Writing a prompt will help the child understand how to improve their work. The type of prompts should reflect the ability of the child. The following examples are:
A reminder prompt This reminds the child of what could be improved, e.g. 'say more about how you feel about this person'.
A scaffold prompt Provides more structure than a simple reminder, this prompt gives some support e.g. 'Can you describe how this person is a good friend? Describe something that happened which showed you were a good friend'.
An example prompt This prompt gives a choice of words or phrases e.g. 'Choose one of these statements to describe the friend in your story…'
Next step prompts The aim of this prompt is to indicate the next steps in children's learning – to move the child towards the next stage of their learning.

DIRT must be given to allow children to respond to prompts and feedback.

Monitoring and Evaluation – We share best practice in feedback and marking and ensure that its main function is to support learning. Implementation of this policy will be monitored and evaluated through work scrutiny, progress monitoring, learning walks and pupil interviews.

Immaculate Heart of Mary C. Primary School, September 2016.