Carden Primary School

Policy for Assessment & Marking

Date Reviewed: Updated November 2016

Contents

1) Rationale of Assessment at Carden:

At Carden we believe effective assessment is a continuous process which is integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. Effective assessment involves may involve a range of different strategies but is always based on clear and well thought through planning, clear learning objectives and success criteria and ensures that pupils are involved in the process. Assessment tools should both empower pupils within the learning process and support teachers to identify next steps and suitable interventions. Assessment procedures should ensure that there is time built in to reflect on and celebrate progress and that this progress is effectively shared with parents/carers.

To ensure we are assessing against the full requirements of the updated National Curriculum 2014 we are currently using FLiC software as our primary assessment tool to assess the progress and attainment of children, for each year group from Year 1 to Year 6. Nursery and Reception staff will continue to use Target Tracker for their assessment and The Speech and Language Centre uses B Squared.

1.1) Principles of assessment are:
- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self and peer-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

2) Formal Assessment Cycle
Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Carden will include data from:

- EYFS ELG Assessments
- Statutory tests – End of Key Stage Tests
- Optional Standardised Tests in KS2
- Ongoing teacher assessments in Reading, Writing and Maths using National Curriculum statements and recorded on FLiC.
- Progress data from FLiC and other tracking systems such as B Squared and Target Tracker.
- Information provided by other support teachers and outside specialists/advisors.

We will also be trialing formative assessment of some foundation subjects using FLiC for the academic year 2016-2017. This will be reviewed in July 2016.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting flexible learning groups and careful planning.

2.1) Pupil Progress Meetings:
Pupil Progress meetings are held on a termly basis between the Head teacher, Deputy Head teacher, SENCO and class teachers. Their intention is to:
- Track progress of all pupils
- Identify underachieving pupils
- Identify barriers to learning
- Make plans to overcome them by agreeing interventions
- Set challenging targets

Particular focus is placed in these meetings on vulnerable groups of learners such as those considered to be disadvantaged and those with English as an Additional Language or Special Educational Needs.

The pupils are tracked on the basis of teacher assessment rather than summative assessment and are currently tracked for reading, writing and maths.

2.2) Assessing Pupil Progress:
All teachers use National Curriculum Statements for reading, writing and maths and are regularly recording children's attainments using the FLiC tracking system.
During the academic year 2016/2017 we will be focusing on developing the use of this tracking system and regular staff meeting and INSET sessions have been planned to develop its implementation and use.

2.3) Personalised Target Setting
Children have personalised target setting embedded within marking, feed forward comments and "green pen time".

EYFS
In EYFS target setting is part of dialogue and sustained shared thinking within the environment. Children are supported to look at and use their Special Books in order to help them recognise what they have improved and what they need to get better at. In Reception feedback is given to children during or after they have completed an independent or adult led task. All EYFS children are supported to know what they are good at and what they need to improve on.

Year 1: Green, pink pen and feedback is introduced alongside verbally feedback (VF). Children also use visual self-assessment checklists in written work.

Years 2-6: Green and pink pen feedback is used consistently with verbal feedback e.g. pupil conferencing used as appropriate. Green feedback will ask the children to consider something specific in their work to either correct, check, or deepen/slash further their understanding. Children respond in green biro (green pen time), self and peer assessment are developed and scaffolded, using resources such sentence starters and prompt questions. Differentiated success criteria and highly personalised individual targets will be evident as children become developmentally able to use and respond to this kind of feedback.

Children are set targets based on the National Curriculum Statements for particular subjects. They are introduced at the start of units, are regularly referred to during units and assessed against at the end. Personalised individual targets will be found within children's books as and when they are developmentally able to access them.

Personalised targets are fluid and evolve on a constant basis. All pupils should be able to discuss their work and improvement that they have made. We involve the children in the target setting progress and wherever possible involve them in the process and setting targets for themselves and others.

2.4) Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem.

At Carden we:

- Provide opportunities for three parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.
- Additionally, following a successful trial during summer 2016, Termly Learning Conferences for all disadvantaged learners will be carried out in the spring term 2017. TLCs involve the child, leading a conference between themselves, their parents/carers and teacher to focus on their achievements, progress and next steps in learning.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment.
- Discuss pupil progress at the request of parent by appointment.

2.5) Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgments made.

At Carden we:
- Use PPA time, staff meetings and INSETs to moderate assessments.
- Moderate work through planning and book scrutinies, feeding findings back to members of staff.

- Conduct pupil interviews to assess their levels of engagement and understanding.
- Collate and signpost evidence to back up teacher assessments.
- Participate in moderation sessions with colleagues from other schools at KS1, KS2 and with colleagues in KS3.
- Participate in formal moderation schemes in the Local Authority for EYFS and KS1.

2.6) Tracking

To ensure we are assessing against the full requirements of the updated National Curriculum 2014 we are currently using FLiC software as our primary assessment tool to assess the progress and attainment of children, for each year group from Year 1 to Year 6. Nursery and Reception staff will continue to use Target Tracker for their assessment and The Speech and Language Centre uses B Squared.

3) Assessment for Learning

As well as the formal assessment cycle we are committed at Carden to the well developed use of a range of formative assessment for learning strategies. The principles of which are as follows:

Principles of assessment for learning:

- Clear academic guidance is an essential part of ensuring maximum pupil progress.
- Is the basis of ensuring active learning and develops a "Growth mindset."
- Part of effective planning
- Focuses on how pupils learn
- Is central to classroom practice
- Is a key professional skills
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Can take many forms - marking in books/partner talk/pupil conferencing.
- Pupils should know what they are meant to do before they do it – they should see excellent examples of work done by children so they know what they can aim for and improve on it.
- Develops the capacity for self and peer assessment
- Recognises all educational achievement
- Provide challenging experiences for all

3.1) Learning Objectives & Success Criteria to Support Assessment:

Learning Objectives
In order to provide the best opportunities for quality teacher assessment, clear learning objectives and resulting success criteria must be an integral part of the teaching process. Teachers should be clear as to whether Learning Objectives are:

- Knowledge based and closed
E.g. To know definition of evaporation or to be able to catch a ball.

Or
- Skills based and open
e.g. To be able to conduct a fair test or to empathise in role play.

Teachers should also ensure that pupils are clear about what it is they are assessing, what the real learning objective is and not allow pupils to be muddled by context.

e.g. Muddled learning objectives
　　To write a newspaper report about pollution in our town
　　To analyse data about climate and the difference between Brighton & Tokyo.

Clear Learning Objectives
　　To write a newspaper report.
　　To analyse data.

Pupils may be given information or a context in which to base their work but they should be absolutely clear about what the Learning Objective is.

Success Criteria:
Success Criteria provide pupils with clear steps towards achieving their Learning Objective. Detailed Success Criteria may not be created for every activity but they should be in place for any piece of work that is due to be assessed. The teacher should be clear from their planning stage as to what the success criteria should be but they should also be generated by pupils at the start of the activity.

Generating Success Criteria:
- Younger pupils may benefit from them demonstrating how to do an activity in order to generate success criteria.
- Looking at completed pieces of work and discussing what makes them successful or not successful.
- Looking at a piece of work that had poor success criteria and failed to meet learning objective. Then discuss why this happened.
- Compare and contrast two different pieces of excellent work – discuss how they both, differently achieved the learning objective.
- Teacher demonstrates activity and pupils generate success criteria while watching.

Examples of Excellence:

Pupils will always work best when they can see excellent examples of work first. Teachers should:

- Collect excellent examples of work to share with the next year's cohort.
- Show these examples before they undertake the work so pupils can see what can be achieved.
- Show more than one example of excellence so pupils can see there is more than one way to achieve it.
- Show examples of differing quality so pupils can discuss/decide what makes one better than another.
- Use these examples to generate success criteria

Learning Objectives & Success Criteria guidelines:

- All work should have learning objective clearly written on it. Younger pupils or pupils with SEND may need an adult to do this for them or to have it stuck in their book.

- All marking should be focused on the learning objective.

- Learning objectives should link to clear success criteria, preferably generated by the pupils.

- Success criteria work best when they are pupil generated and based on a previously created example of excellence.

3.2) Learning Partners at Carden

General principles:

The need for Learning Partners is based on the need for dialogic talk in the classroom. Dialogic talk is:

- Collective – bringing learners together
- Reciprocal – listening and sharing
- Supportive – no fear of wrong answers
- Cumulative – build in ideas and coherent lines of thinking
- Purposeful – it is planned and facilitated by teachers with educational goals in mind

Research on learning partners has shown that it ensures pupils work harder, are more in control and therefore more motivated. Their introduction ensures that there is no longer an opportunity for pupils to opt out while more confident pupils do all the talking and the thinking. In addition to this teachers have more time to listen, note understanding and address misconceptions and are able to offer more immediate feedback so that they can modify plans to meet learning needs as they arise.

Dialogic talk is made possible when:
- Class layouts are adapted to facilitate different kinds of tasks and different kinds of talk.
- Lesson introductions are concerned with ideas rather than procedures.
- Talking is valued as much as recording.
- Teacher interactions are sustained & focused rather than brief and random.
- Teachers know that they are influential models of speech and discussion.

Pupils need to be able to listen, think about what they hear, give others time to think and be receptive to alternative points of view. When they do this they will be able to learn how to:
- Negotiate
- Narrate
- Explain
- Instruct
- Analyse and solve problems
- Speculate and imagine
- Explore and evaluate ideas
- Ask different kinds of questions
- Receive, ask and build upon answers
- Discuss, argue reason and justify

All pupils will need support in order to develop these skills and some pupils will require additional help. They may need to be taught specific skills to participate effectively in interaction and may need some form of specific support to enable to engage effectively and maintain communication with others.

General Guidelines:
Learning Partners are used across the school in every age range. The following guidelines are common to all age groups and are followed by more specific guidelines for different age ranges.

All age groups will ensure that:
- They spend time introducing and reinforcing the processes and concepts around Learning Partners as part of their work on New Beginnings (SEAL curriculum) every September.
- Learning Partners are chosen randomly either weekly or fortnightly. All pupils should know that the process is genuinely random and fair.
- Adults in class will need to model appropriate speaking and listening as Learning Partners.
- Learning Partners and use of whiteboards (or number fans, beads or other learning tools) ensure that thinking time is focused & productive. Adults will always give thinking time before expecting pupils to answer.
- Teachers will ensure that all children will have equal opportunities to answer, over the course of each pairing.

- Learning Partner time should be short so that it is as productive as possible. Children should be told how long they will have to talk before they start. This could be displayed by e.g. sand-timer, smart-board timer
- Hands up can mean the same children always answer and the others opt out.
- They ensure a high standard of quality talk by evaluating and feeding back on the process. This will be done in an age appropriate manner for each age range.
- They avoid too many closed recall questions to support real discussion.
- Responses to answers are sensitive & respectful to support pupils in risk taking.
- Pupils have the chance to evaluate their skills and performance as a learning partner and feedback on the contribution of others.

Learning Partners in Reception

- Children should be aware that choice of partners is random and know the process is fair.
- Partners should be changed every two weeks – (review this as year progresses and change if necessary).
- For most of the year all children in pairs should be expected to contribute
- No hands up during this time
- Learning partners should be displayed in the classrooms on the wall, using photographs so that both children and parents know
- Towards the end of the year the "hat" system could be introduced to prepare children for KS1
- Use of whiteboards when appropriate
- Children can work in groups of three when appropriate

In Nursery there will be opportunities for children to talk in pairs and feed back to the group

KS1

- Learning Partners to change weekly
- The randomly selected names will be displayed in the classroom.
- Friday farewell will be held to focus on key skills and to celebrate good practice
- Children to sit with Learning Partners for all lesson intros
- Children to generate their own Talk Code as part of New Beginnings work in September. This code should be clearly displayed.
- Consider more groupings of 3 (including TAs) – particularly children with EAL and Speech and Language Centre learners.

Year 3 / 4

- Learning Partners will be generally set for 2 weeks, but teachers may need to be flexible about this.
- When sitting on the carpet pupils will sit with Learning Partners.
- Tasks should be designed to develop / practice Learning Partner skills.

- There should be agreed success criteria for learning partners and these should be displayed.
- Feedback on these success criteria should be offered to pupils and there should be regular opportunities to reflect on Learning Partners. This may take the form of compliment slips "You were a good learning partner because……"
- Teachers may highlight good practice in class by using "Learning Partner of the Week" or by using photographs of good Learning Partner work.

Yr. 5 / 6

- There will flexibility in how often learning partners are changed. (At most 3 weeks, at least 1 week).
- The random choice of Learning Partners may be done publicly or privately, depending on the class.
- After the use of appropriate thinking time, all pupils will be expected to contribute in some way when asked.
- Classes will generate success criteria for Learning Partners at beginning of year and display them in class.
- Classes will evaluate the effectiveness of Learning Partners by pinking / green success criteria (at least once per term)

4) Marking & Feedback at Carden Primary School

4.1) General Marking Strategy;

At Carden we use the pink and green method of marking. These principles remain the same whether the marking is diagnostic, end of task marking or is integrated feedback within a lesson.

Live marking refers to marking that is done with the pupils. This could be done in 1:1 within a pupil conference, as part of a group or in a whole class setting.

Pupil conferencing is 1:1 work with a pupil. It may include live marking, a review of targets, or discussing a piece of work the teacher or pupil has previously marked themselves.

- Pink = "Tickled Pink" = things achieved or done well.
- Green = "Growth" = things that still need to be worked on or corrections/improvements to be made.
- Teachers may mark in pink and green when live marking, pupil conferencing or marking to return work to pupils.
- Pupils may also use this when self assessing or peer marking.
- Teachers should ensure pupils are clear about the meaning of pink and green and should not carry the misconception that pink simply means right answer and green means wrong answer.

- This misconception is often the case in maths where pink and green is used to simply replace ticks and crosses. If work is to be marked in this way, the green marking should indicate <u>where the error in the calculation has occurred</u> and children should be allowed time to return to work to correct it. If all, or nearly all, work is pink, it could be an indication that the task needs to be more challenging.
- Teachers need to actively plan for using and applying tasks in maths. Part of these tasks should be to write a success criteria list with the class which is then used for pink and green marking.
- Teachers may not always use diagnostic marking as a way of feeding back. They may use integrated feedback methods such as conferencing or peer or self assessment. If this is the case then the work should be coded either by teacher or pupils to indicate that this is the case.

4.2) Diagnostic (end of task marking):
- Teachers should decide in advance which pieces of work they are going to spend the most time marking e.g. extended writing task – end of unit piece.
- They should ensure they return marked work in a timely fashion so that the feedback is still relevant.
- They should ensure that pupils have time to respond effectively to this feedback.
- This should all be reflected in their planning.

Although there is always a place for diagnostic, end of task marking, (particularly where skills are being applied or brought together), we should bear in mind that:

"Pupils need to make improvements to current pieces of work in order to truly internalise and then apply the improvements needed to other contexts."

Shirley Clarke
Learning Through Formative Assessment
2009

4.3) Integrated Feedback (feedback/marking during the learning process):

"Retrospective improvements are usually tinkering, whereas "in progress" evaluation usually impacts the quality of the whole assessment."

Shirley Clarke
Learning Through Formative Assessment
2009

- A useful way of ensuring effective integrated feedback is to scan in a child's piece of work during a lesson onto the IWB using the visualiser and then to "live mark" with the whole class.
- This is particularly useful writing tasks where feedback should be aimed at the first draft so that pupils are able to act and improve upon their areas for growth.
- A random draw system will ensure pupils get used to anyone's work being selected and that they don't feel anxious or demotivated by being selected by the teacher.

- This kind of feedback has been shown to:
  - Excite pupils about the prospect of sharing their work with the class.
  - Create work of less quantity but a much higher quality.
  - Affect the quality of all pupils' work in the class.
  - Create more engaging lessons and therefore better behaviour.
  - Improve boys' concentration and effort (teachers noted that shorter focused tasks and the possibility of their work being shared had a huge impact on their motivation).
  - Has raised pupil skills in delivery of constructive criticism
  - Fewer children needing reassurance because they know they will be given the time and the means to put things right.
  - Meaningful feedback takes place within a lesson and so the need for extensive diagnostic marking is reduced.
  - This integrated feedback or "live marking" can be done alongside and with pupils 1:1, in a group or with the whole class.
  - Pupils should not mark their own work while another child's work is being peer assessed. They must give this process their full attention.

4.4) Foundation subjects:

- In cross-curricular writing tasks, teachers should maintain the normal expectations of presentation, writing down learning objective, date etc. of English/maths work.
- In non-writing tasks they may use photographs or film to help pupils reflect on their work.