



NORTH FERRIBY C E PRIMARY SCHOOL

ASSESSMENT, RECORDING, REPORTING AND MARKING POLICY

Date of New Policy:	Summer 2016
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Policy Type:	School
Co-ordinator:	Mrs E Sharkey
Link Governor:	Allette Garnett
Committee:	Full Governors

At North Ferriby CE Primary School we believe that assessment lies at the heart of the process of promoting children's learning.

Assessment of children's progress is ongoing during the entire school day. It involves teachers changing what they do, day by day, to respond to their pupils, in order to maintain the best learning outcomes and progress.

Aims of Assessment and Recording

Aims for the Headteacher, Deputy Headteacher and Assessment Coordinator

- To collect data evidence of achievement and attainment.
- To analyse data to inform the School Development Plan
- To share evidence with Governors, moderators and Outside Bodies.

Aims for teachers

- To use assessment outcomes to inform individualised future planning and target setting
- To provide feedback to the pupil and identify individual achievement through the use of success criteria.
- To facilitate continuity and progression between year groups.

Aims for parents

- To be informed of their child's progress and targets to further their progress

Aims for our pupils

- To enable children to take responsibility for their own learning and to involve them in assessing their own progress through pupil self-assessment strategies

Assessment

Formative Assessment

Formative assessment is assessment **for** learning. It is ongoing at all times and helps to 'form opinions' of where a child's learning is currently at and where it needs to go next. It informs all future teaching and learning on a minute by minute, day by day, week by week process.

".....Most day to day assessment in primary and secondary schools is informal, frequently a seamless part of the process of teaching and learning."
'Assessment and Learning' Ted Wragg 1997

Teachers need to be aware of prior learning and current gaps in learning for all pupils, based on the curriculum. The curriculum is broken down into teaching steps on Class Track.

From this knowledge of the children, sessions should be planned using differentiated success criteria, based on the curriculum statements, which will fill the gaps in their learning.

Summative Assessment

Summative assessment is assessment **of** learning. It 'sums up' what children have achieved over a period of time for example a term or year. It provides information about individuals, groups or cohorts of children and can be used as a benchmark or indicator of where children are at. Summative assessments enable us to reflect on the learning curve of individual children, to track their progress and compare it with past performance and with age appropriate levels.

Core Subject, summative assessments must be recorded in O Track 4 times a year. Once at the end of the first Autumn half term, then at the end of every term.

All end of year assessments are on children's annual reports.

Statutory summative assessments are made at the end of EYFS, Year One Phonics Screening, Year 2 SATS and Year 6 SATS.

All summative judgements are recorded onto O Track. The judgements are coded as B, W1, W2, W3, A, M and E.

End of Year Targets

End of year targets are set for each pupil which generates end of term targets, enabling staff to track children throughout the year.

Recording

Success criteria

Success criteria are shared verbally with the children. In Literacy and Maths they are evaluated at the end of the lesson with children taking part in formative assessment through traffic light coding of their own learning. Marking by the teacher is traffic light coded in the same manner, allowing the children to learn whether their judgements are accurate. Marking gives the children next steps/targets for improvement and response time. Formative assessments are recorded into Class Track.

Pupil Progress Meetings

Pupil progress meetings are held in Year Group teams. These are held at least termly and records of these are kept by the Headteacher. Progress is checked against projection towards their End of Year targets. Teachers identify where intervention is needed.

Moderation

Internally

Teachers moderate in Year group teams and across the Key Stage. Moderation is especially important between years 2 and 3, where the Key Stage changes.

Externally

Year group cluster meetings are held on a termly basis. Moderation is completed across 7 schools. EYFS attend an annual moderation day at LA level. EYFS, Year 2 and Year 6 are moderated by the Local Authority on a 4 yearly basis.

Planning

All assessments are used to inform long, medium and short term planning

Reporting to Parents

Verbal

Parents of the EYFS have an initial meeting in week 2 of their child starting school. Years 1-6 have a parent teacher consultation in October. All classes have a second parent teacher consultation in February and an open afternoon in July where work is shared and teachers are available to discuss their child's progress.

Written

All children receive an end of year report in July, which also includes statutory assessment results.

Marking and Feedback

At North Ferriby CE Primary School we believe that Marking and Feedback is essential in the planning, assessment and teaching and learning process. Through careful marking we are able to assess what children have learnt and what their strengths and weaknesses are. Responding through constructive feedback, whether verbal or recorded, allows achievements to be celebrated and next steps identified and then worked on.

Purpose of marking and feedback

- Inform planning
- Provide assessment information
- Provide constructive feedback
- To recognise achievement
- To identify and clear up misconceptions
- To promote higher standards
- To allow pupils to reflect on their performance and provide next steps for learning with support from their teacher
- To acknowledge and value

What is marking and feedback?

Marking is completed for all recorded learning. It is in written form.

- Marking is completed during the task and soon after the task is completed.
- It follows a marking code and provides instant feedback about strengths and weaknesses.
- All work in English, Maths and Science will have a Success Criteria either written or in a sticker format. It will demonstrate pupil differentiation and show progression of learning. Success criteria will be assessed at the end of the lesson by the teacher, child or both.
- It allows children to see that we value the work completed and have seen it.

Feedback

- Feedback is more detailed than marking.
- It can be given during the task and soon after the task is completed.
- It provides more information than marking, either through verbal feedback or written. If verbal feedback is given then a code will be put in the pupil's book to demonstrate this has taken place
- It highlights successes as well as next steps and explains clearly how the pupil is expected to respond to this.
- Response time follows this up, demonstrating the scaffolding effect of the feedback.

Teaching and Learning

- All work will be dated.
- Marking and feedback from adults will be in green pen.
- Response time by pupils will be in blue.

[NB EYFS pupils do not use blue pen for their responses, however adults use blue pen to show that the pupils have responded as required]

Marking and feedback will be monitored during book scrutiny.

Role of the Assessment, Recording and Reporting Coordinator

The coordinator's responsibilities include:

- leading school development in assessment, recording and reporting;
- analysis of data, to inform the Headteacher, enabling them to keep Governors informed.
- attending Assessment Coordinator Meetings
- attending and leading In Service Training where appropriate;
- contributing to the School Development Plan
- working with other assessment coordinators via local and Local Authority links;
- liaising with other subject coordinators in the school.