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Be the best you can be!

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# Assessment, Marking and Feedback Policy

Ratified by Governors: March 2017

Review Date: March 2018

Member of staff responsible: Nuala Husband

## ASSESSMENT POLICY

*Assessment for learning is a powerful way of raising pupils' achievement...based on the principle that pupils will improve most if they understand the aim of what are learning, where they are in relation to this aim, and how they can achieve the aim (or close the gap in their knowledge)...It is central to effective learning.*

*The Assessment for Learning Strategy 2008*

*Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.*

*Assessment Reform Group 2002*

Our school believes that:

- Assessment is an essential part of everyday classroom practice and involves both teachers and learners in reflection, dialogue and decision making.
- Children will become successful learners if they are given opportunities to explore, imagine, invent, play and take risks in a safe and happy environment, and know that all their efforts are recognised and valued
- Progression in assessment should be seen as 'climbing frame rather than a ladder'
- Formative assessment needs to be regular and effective. Its results should be reflected in the planning, teaching and progress of the child.
- Children and their carers should be kept informed at all times of progress and the assessment schedule in place
- Assessment points and progress contribute to how we assess/measure progress over time and between key stages.

## SUMMATIVE ASSESSMENT

### STATUTORY ASSESSMENT PROCEDURES

- Results of all statutory assessments are sent to the LA in accordance with deadlines from the Department of Education.
- Data from all statutory assessments is discussed with all stakeholders and progress monitored/regularly tracked and targets identified using RaiseOnline and FFT Data

YEAR GROUP	ASSESSMENT	WHEN
EYFS Profile	Ongoing assessment resulting in end of year level. Completion is in accordance with statutory guidance.	Summer Term
Reception Benchmarking	Initial benchmarking	By end of September
Year 1 Phonics Check	Tests to assess phonetic capabilities. Externally set test – internally marked. Tests are set and carried out in accordance with STA Assessment and Reporting Arrangements.	Summer Term Pre-set date set by DfE (generally within June)
End of KS1 Tests	Externally set tests/tasks marked internally: <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>	KS1 Testing Window: May

	<ul style="list-style-type: none"> <li>• Maths</li> <li>• SPaG (optional)</li> <li>• Phonics for those who did not pass Year 1 check</li> </ul> <p>Tests are set and carried out in accordance with STA Assessment and Reporting Arrangements using scaled scores.</p> <p>Final teacher judgements are made based on wider knowledge of the child including work in books and previous tests/tasks.</p> <p>There are no tests for writing or science.</p>	
End of KS2 Tests	<p>Externally set and marked tests on:</p> <ul style="list-style-type: none"> <li>• Spelling, Grammar, Punctuation</li> <li>• Reading comprehension</li> <li>• Maths: Arithmetic and Reasoning</li> </ul> <p>Internally marked and teacher assessment submitted;</p> <ul style="list-style-type: none"> <li>• Writing</li> <li>• Science</li> </ul> <p>Tests are set and carried out in accordance with STA Assessment and Reporting Arrangements</p>	Summer Term (1 <sup>st</sup> Half)

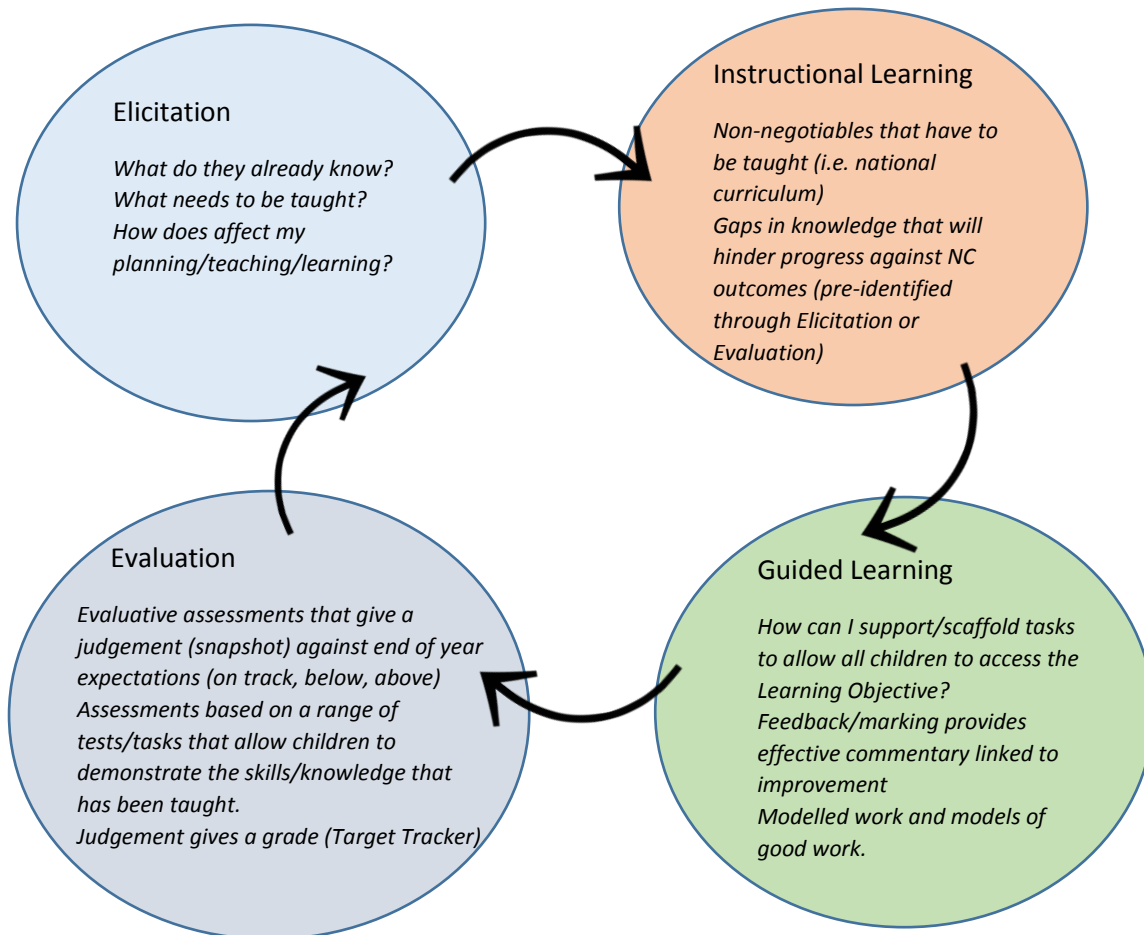
#### **NON-STATUTORY SUMMATIVE ASSESSMENT**

- Interim assessments taken at intervals throughout the year (through unaided reading, writing, GPS and maths tests) will feed into the schools formative assessment model.
- End of year summative assessments (Summer term) will be used to provide information to carers and support judgements on teacher performance (alongside the ongoing teacher profile)
- End of year summative assessments will benchmark children for the start of the following year and allow the school to set informed and realistic targets.
- The end of year assessments will be used in the schools tracking system (Target Tracker) to provide an overview for the whole year that will be shared with all stakeholders.
- Teachers will update the tracking every half term following Interim Assessment Weeks. This allows the school to effectively track children's progress and inform pupil progress meetings.

## FORMATIVE ASSESSMENT

Formative assessment moves children forward according to what they know, understand and can do. Assessment should be based on what has been taught and whether they can apply that knowledge unaided in a set task.

As a school we believe all formative assessment is at the heart of good classroom practice and should follow the model below for each unit of work:



Frequent unaided ongoing assessment and interim assessment:

Year Group	Subjects	Assessments		Updates to tracking system & Pupil progress meeting
Nursery	7 Areas including prime	<ul style="list-style-type: none"> <li>Assessment to be ongoing through observation and following advice from specialists/DfE</li> <li>Read Write Inc from summer term.</li> <li>Observations recorded via electronic Learning Books which also analyse areas of development for each child (linked to EYFS key areas of learning)</li> </ul>		Learning book updated automatically  School tracking system: Termly
Reception	7 Areas including prime areas	<ul style="list-style-type: none"> <li>Assessment to be ongoing through observation and following advice from specialists/DfE</li> <li>Read Write Inc every 4 weeks</li> <li>Maths Mastery (start and end of units)</li> <li>Home reading book level based on ORT level/colour band</li> <li>Observations recorded via Electronic Learning Books which also analyse areas of development for each child (linked to EYFS key areas of learning)</li> </ul>		Learning book updated automatically  School tracking system: Termly
KS1				
Year Group	Subject	Ongoing Formative	Interim Formative/Summative	Updates to tracking system/pupil progress meeting
YEAR 1	Writing	<ul style="list-style-type: none"> <li>Highlighted sheets in books</li> <li>PAT Tool for every 3 pieces of big writing</li> <li>Children's target sheets</li> <li>Weekly spelling test</li> </ul>	<ul style="list-style-type: none"> <li>Read Write Inc assessment every 4 weeks</li> <li>GPS Assessment every 8 weeks (incl end of year test)</li> </ul>	Every half term  End of year/Start of year
	Reading	<ul style="list-style-type: none"> <li>DSR levels</li> <li>Home reading book level</li> <li>RWI level</li> </ul>	<ul style="list-style-type: none"> <li>Read Write Inc assessment every 4 weeks.</li> <li>Comprehension Test every 8 weeks (incl end of year test)</li> <li>Group Reading Age test</li> </ul>	Pupil Progress meetings: <ul style="list-style-type: none"> <li>SFA Every 8 weeks at start of cycle</li> <li>Class termly</li> </ul>
	Maths	<ul style="list-style-type: none"> <li>Assessment at the start and at the end of each unit (Maths Mastery)</li> <li>Children working significantly below to be assessed using NC Statements (Target Tracker statement system)</li> </ul>	End of Year test Mathematics Mastery and Maths Hubs progress tests	Termly
YEAR 2	Reading	<ul style="list-style-type: none"> <li>DSR Levels</li> <li>Home reading book level</li> <li>Read Write Inc assemt/SFA from Spring term</li> <li>SFA:                             <ul style="list-style-type: none"> <li>Tests from Rising Stars &amp; CGP</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read Write Inc assessment every 4 weeks.</li> <li>Group Reading Age test</li> <li>SATs practice papers</li> <li>Benchmarking termly</li> <li>End of KS1 GPS test</li> </ul>	Read Write Inc/SFA Every half term  Pupil progress meeting: SFA every half term
	Writing	<ul style="list-style-type: none"> <li>Highlighted sheets in books</li> <li>PAT Tool for every 2/3 pieces of big writing</li> </ul>	<ul style="list-style-type: none"> <li>Read Write Inc Assessment every half term</li> </ul>	Class Pupil progress every half term

		<ul style="list-style-type: none"> <li>• Children’s target sheets</li> <li>• Weekly spelling tests</li> <li>• Read/Write Inc. level/SFA from spring term.</li> <li>• Target Tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>• GPS/SATs practice test every 4 weeks</li> <li>• End of KS1 GPS test</li> </ul>	YEAR 2 SATS meeting – every 6-8 weeks
	Maths	<ul style="list-style-type: none"> <li>• Assessment at the start and at the end of each unit</li> <li>• Children working significantly below to be assessed using NC Statements (Target Tracker statement system)</li> <li>• Arithmetic/Timetables tests (alternate weeks)</li> <li>• Target Tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>• SATs practice tests (every 4-8 weeks)</li> <li>• End of KS1 test</li> <li>• Maths Mastery Assessments and use of Key Performance Indicators</li> </ul>	Termly pupil progress meetings
End of year Assessments - Use Government Set Assessment framework for all subjects				
YEAR 3/4/5	Reading	<ul style="list-style-type: none"> <li>• Guided Reading sheets</li> <li>• Home reading book level (for those below RA 8 years)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension test every half term (incl end of year test)</li> <li>• Children working significantly below to have a test tailored to identify their needs</li> </ul>	Every 8 weeks  Pupil progress meeting: SFA every half term  From Spring follow SFA  Class Pupil progress every term.
	Writing	<ul style="list-style-type: none"> <li>• Highlighted sheets in books</li> <li>• PAT Tool for every 2/3 pieces of big writing</li> <li>• Children’s target sheets</li> </ul>	SFA Assessment every half term	
	Maths Mastery from Sept 2017	<ul style="list-style-type: none"> <li>• Assessment at the start and at the end of each unit (Busy Ants)</li> <li>• Children working significantly below to be assessed using NC Statements (Target Tracker statement system)</li> <li>• Arithmetic/Timetables tests (alternate weeks)</li> </ul>	End of year test Busy Ants termly tests	Termly Pupil progress meeting
YEAR 6	Reading	<ul style="list-style-type: none"> <li>• Guided Reading sheets</li> <li>• Home reading book level (for those below RA 8 years)</li> </ul>	<ul style="list-style-type: none"> <li>• SFA Assessment every half term</li> <li>• SATs Practice tests every half term</li> <li>• Reading comprehension tests</li> <li>• SATs practice tests</li> <li>• Children working significantly below to have a test tailored to identifying their needs</li> </ul>	SFA Every half term  SATS/Class pupil progress meetings every half term.  Target Tracker updated half termly.
	Writing	<ul style="list-style-type: none"> <li>• Highlighted sheets in books</li> <li>• PAT Tool and/or national performance descriptors for every 2/3 pieces of big writing</li> </ul>	SFA Assessment every 8 weeks (Autumn term only) GPS/SATs practice test every 4 weeks	

		<ul style="list-style-type: none"> <li>Children's target sheets</li> </ul>		
	Maths	<ul style="list-style-type: none"> <li>Assessment at the start and at the end of each unit</li> <li>Children working significantly below to be assessed using NC Statements (Target Tracker statement system)</li> <li>Arithmetic/Timetables tests (alternate weeks)</li> </ul>	SATs practice tests every half term	Half termly
End of year expectations judged against Government Set Assessment frameworks for all subjects				

Day to day observations of learning as a key part of formative assessment.

- Effective feedback/comments/response marking that identifies what to do next – dialogue with teacher and peer/partner discussion
- Self and peer assessment opportunities with an emphasis on taking responsibility for/involvement in their own learning
- Time to respond to feedback/marking where a response (green pen) has been requested
- The use of effective questioning strategies to promote learning.
- Sharing and explaining goals/learning objectives in age appropriate terms.
- Planning for learning and teaching that takes account of the results of day to day and periodic assessment with appropriate adjustments
- Specific identification with the planning for SEN, G&T and adult-supported tasks
- Internal and external (where possible) moderation and agreement to ensure consistency in making assessment judgements
- Tracking and recording progress
- Reporting to parents 2x a year.

The Assessment Policy is monitored by the school Assessment Lead/Headship.

The findings from ongoing monitoring, tracking and progress are used to inform the School Improvement Plan.

## **SCIENCE**

Science is taught as discrete lessons. Science is assessed at the start and the end of each Unit and children's attainment/progress assessed termly.

## **FOUNDATION SUBJECTS – INTERNATIONAL PRIMARY CURRICULUM**

Foundation Subjects are assessed using formative assessment using the IPC assessment grids at the end of each unit of work. IPC provides its own assessment sheets/tasks which are aligned to the 2014 National Curriculum and test both knowledge and skills.

Appendix 1: Marking/Feedback