

# Nelmes Primary School

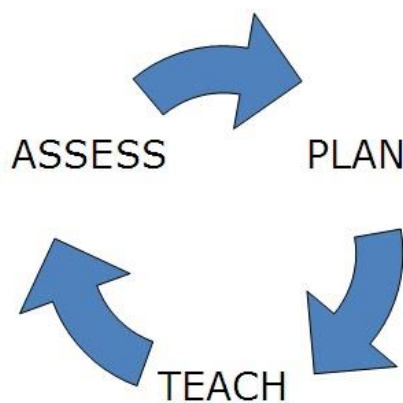
## Assessment Policy [including feedback guidelines]



Revised  
April 2016

## Assessment

At Nelmes Primary School, assessment is used to provide information about the pupils' learning within the school. We believe that assessment is an integral part of the learning and teaching process. The information gained from assessment, whether it is day to day feedback or summative assessment, should be used to inform planning, and impact directly on pupil learning.



Assessment is based on formative and summative elements that allow judgements to be made on; children's learning and attainment, planning, resources and delivery.

### Formative Assessment:

Formative assessment is essential in judging children's learning and progress. This day to day and week to week assessment ensures staff are able to best judge how a child has progressed in a lesson and where in their learning they need to be next. During the lessons and learning a number of these strategies may be used. These strategies allow the teachers and the pupils to assess the learning and identify next steps.

### **STRATEGIES**

1. Clear, smart learning intentions in planning [WALT].
2. The sharing of the WALT and success criteria with pupils during the lesson.

3. Variety of questions posed which encourage children to develop their thinking and responses.
4. AFL strategies which can include; peer and self assessment against the WALT and success criteria, traffic lighting, no hands up, thumbs up/down, pupil questions etc
5. Allowing children to come up with their own success criteria.
6. Focussing oral and written feedback around the WALT and success criteria.
7. Feedback from support staff and PPA cover teachers to inform the teachers' planning and next steps

## **Feedback and Marking**

As a part of formative assessment, day to day marking should be done as regularly and as timely as possible. In the majority of cases children's work should not be given back without being marked. We believe that this feedback is a vital part of the process in assessing and evaluating the children's learning. While we recognise it takes time to provide quality feedback through marking, we also believe it to be an intrinsic part of the assessment and planning process. Ideally, the core subjects should be assessed and marked on a daily basis, in order to make accurate and pertinent judgements about the children's learning and the next day's planning and teaching. If children are found to have struggled with a difficult concept, then this information is used to inform our planning and revisit the lesson the following day. Obviously, the sooner work is marked; the sooner support can be given. If work isn't marked regularly then it is impossible to make thorough judgements about learning.

Feedback by teachers or teaching assistants is important, in that comments reflect what the child has done well and what could be improved. Where it is appropriate [particularly with the younger children], work should be marked with the child present and feedback given so that errors can be explained and talked through, advice can be given on how to improve and children are given the opportunity to revisit work where necessary. Teacher comments should reflect this. Where support is given to pupils, the level and amount should be quantified with a clear explanation.

Teacher comments reflect the WALT and often refer to the success criteria. This enables children to make judgements about their own work

and make improvements when given the opportunity. Comments should be constructive and where possible teachers should avoid generic feedback which does not support the learning.

## **English – Extended Writing Gap Marking**

Gap marking is used for extended writing once per week. Where teachers have planned extended writing throughout a week, they may use the gap marking more than once. Gap marking offers the pupils detailed feedback on their written work. Teachers write in red, any issues which they wish the pupils to address and in green, the teachers highlight areas of the pupil's work and learning which has been successful. Pupils should be given time to follow up on the feedback and make any necessary edits or improvements.

## **Maths Response Marking**

Teachers should mark the maths work on a daily basis. At least once a week the children should be given a piece of response marking. This is where the children should correct any errors they may have made and/or be given an additional challenge with a NTT [now try this]. This is an additional mathematical problem which is linked to the area of maths' learning but with a focus on problem solving or an extension of the work given.

## **Response Marking [Topic, Science, RE]**

Children should be given the opportunity to respond to their learning through response marking. This is completed on a regular basis [one piece of response marking for each subject area each half term]. Children respond to a question or statement related to an area of learning in their topic. This allows the staff to ensure the children understand their learning.

The statements and questions can be of different variety and if necessary can be differentiated to meet the needs of the learners.

Question and statement stems are based on Blooms taxonomy as these encourage application and deeper understanding of the learning. These are;

- ✓ **Remember** [who, where, what, how etc]
- ✓ **Understand** [give an example, explain why, clarify, state in your own words etc]
- ✓ **Apply** [Predict, what would happen if, factors you would change etc]
- ✓ **Analyse** [ what is the function of, whats the main idea, what does the author assume etc]
- ✓ **Evaluate** [Find the errors, which is more important, what are the alternatives etc]
- ✓ **Create** [Can you see a solution to, develop a proposal, propose an alternative]

Children should experience response marking related to all these different types of questions over the course of the year as each has a value in its own right.

The response marking links well to our topics as the themes for each area are centred around questions in order for the children to think and consider what they know and what they would like to learn.

## **Feedback Guidelines**

1. Work should be marked promptly and efforts made to ensure that feedback is clear to pupils. This may be verbal in the case of younger children.
2. Pupils should be taught to value the feedback and read the teacher's comments. While the marking may indicate error, comments should also be made to motivate the pupil further.
3. In the case of Gap feedback and Maths response marking, comments should explain where the child needs to make improvements and also where they have achieved.
4. Expectation of pupil's work should be high and the quality of comments should reflect this.
5. The comments made should be accessible to the learner. They should be legible and clear.
6. Rewards should be given. These can be Planet Points, stamps or stickers.

## Summative Assessment Procedures and pupil tracking

Pupil progress, related to end of year expectations, is monitored closely. At Nelmes Children are tracked from their on-entry profiles to the end of year 6, by the class teachers, assessment subject leader, the Senior Leadership team and the school Governors. This progress is monitored closely to ensure all pupils' reach their full potential and meet the targets set. While it is the assessment subject leader's responsibility to input and analyse the school's assessments, it is vital for teachers to understand pupil progress as it should have an impact on their planning, teaching and pupil's learning, and in-class targeted support.

At the start of each year all teachers are given their pupils summative assessment results from the summer term. These clearly indicate the stage the pupil was working at, from the end of the previous academic years assessments. This will also include results the pupil achieved in their Key Stage 1 assessment [Key stage 2 pupils only]. This information allows the teachers to create a group of pupils who will need additional support and focus, in order to ensure they make the necessary progress.

Pupils are assessed each term, in order to track and monitor progress closely. Pupil progress meetings are held in the autumn, spring and summer terms. Phase leaders and class teachers discuss the progress of groups and individual pupils. Pupils, who are not fully achieving their targets or making an appropriate amount of progress, are discussed in detail and the next steps that need to be taken are clearly recorded. Pupils who are on track or making accelerated progress are also acknowledged at this time. Successes should be celebrated. Records of these meetings are kept by the class teacher and phase leader, and copies are passed to the head teacher and assessment subject leader [see appendices' for pupil progress guidelines]. In the summer term, teachers use some of the performance management review, to share the progress of their pupils that year.

It is the assessment subject leader's responsibility to input the relevant data in to the SIMS management system and analyse the overall progress of classes, year groups, groups and individual children. Any vulnerable groups should be swiftly highlighted and discussed.

These rigorous processes should inform and be part of our school self evaluation systems.

## **Target setting and tracking procedures**

1. Targets are set at all levels; school, teacher, class and child.
2. Summative assessments are tracked each term.
3. National and local targets should be met as part of the individual targets.
4. Pupils and groups are tracked and these can form part of the SEN provision.
5. Subject leaders should analyse relevant data and this can inform part of their own action plans.
6. Targets should be challenging and shared with all stakeholders, including governors.

Summative assessments take place on a termly basis. These happen at the near end of the term in November, March and June [ Statutory Key Stage testing takes place in May for years 2 and 6]. Teachers used tests and teacher assessment to judge if a child is on line to be;

- Below end of year expectations
- Working towards end of year expectations
- In line with end of year expectations
- Working above end of year expectations

The teachers would be able to make a judgement and predict where a child should and could be at the end of the year based on their progress in the early terms in achieving their learning targets.

Pupil progress meetings will target children who are working towards, below and meeting to identify those who could and should be able to meet or be working above by the end of the academic year.

At the end of the year the teachers can confidently judge if a child is finally;

- Below end of year expectations
- Working towards end of year expectations
- In line with end of year expectations
- Working above end of year expectations

## **Ensuring consistent, reliable assessment**

In order to ensure our assessments are reliable and consistent throughout the school, we moderate as year groups, phases and whole school each term. The LA also moderate the school's judgements and the school does moderate with other schools in the local authority. Teachers plan the assessments in year groups. Tests as well as teacher assessment are used at the end of each term to inform the teacher's own assessments. If a child has a significant SEND need and are not working at their year group expectations, then teachers should use the B Squared assessment programme. This programme has broken down essential and key objectives from the curriculum. Teachers are able to assess where the child is working at and the progress they have made as well as the child's next steps in their learning.

## **Assessment in the Early Years**

Pupils in Reception are assessed continually throughout the year. The pupils are assessed using the on-entry assessments [in the first half of the Autumn term]. We also use the Language and Speech link to screen for any significant speech and language difficulties.

Teachers and support assistants keep evidence of pupil progress and attainment throughout the year and this allows them to make accurate and informed individual judgements.

There is a handover process with the year 1 teachers and any significant issues are evaluated by the assessment leader.

## **Implementing End of Key Stage Statutory Assessments**

The head teacher and staff will ensure that the end of Key Stage 2 statutory assessments are administered, packaged and results recorded in accordance with the DFE regulations for the current year.

The teachers in Key Stage 1 use standard assessments, to inform and support their final judgements. The teachers ensure they have evidence from the pupil's learning and work, in order to set a thorough end of key stage level.



## **Record Keeping**

Individual teachers keep their own records relating the class spelling tests, reading groups and other informal testing procedures within the class assessment file. This file should also contain summative assessment data, records of pupil progress meetings, tracking data and pupil targets.

Individual pupil work is kept in blue assessment files, which contain the last literacy, numeracy and science assessments.

Summative assessment data is analysed on a termly basis to ensure all individuals and groups of children [gender, FSM, pupil premium, SENDS etc] are making good progress.

All statutory assessments are analysed in detail by the assessment leader and this is reported in detail to the staff and school governors. Details of these assessments are also reported on the school website.

The Governing Body also receive detailed information about the internal assessments so that successes and areas of need can be celebrated and identified.

## **Reporting to Parents**

The teachers conduct termly parent consultations meetings. It is in these meetings that parents are informed about their child's progress and how they are achieving against the year group expectations.

Reports are written annually by the class teacher and reviewed by the head teacher. Reports give an accurate picture of the individual child's strengths and weaknesses and also indicate the next steps forward for that child. Annual reporting on the foundation subjects also fulfils the statutory requirements for assessment in those subjects.

For the core curriculum areas parents are clearly informed whether their child is working;

- Below end of year expectations
- Working towards end of year expectations
- In line with end of year expectations
- Working above end of year expectations

A copy of the report is kept in the pupils file and forms part of the record keeping of the school.

Reports are informed by the assessments carried out during the year. Arrangements are made for parents to discuss the annual report with the child's class teacher. Informal oral reports are made to parents, if required throughout the year.