

St John of Beverley RC Primary School

Assessment and Marking Policy

Rationale

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all pupils.

Assessing the New National Curriculum - 2014 onwards

The Department for Education has now removed Level Descriptors from the new National Curriculum and required schools to come up with a suitable method of monitoring pupils learning progress and achievement and reporting this to parents and to OFSTED.

This policy intends to:-

- Make clear our vision of the role of assessment as part of teaching and learning at St John of Beverley RC Primary School.
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

1: Fundamental Principles of Assessment

All assessment should:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can make progress
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related where appropriate to national standards.
- Involve teachers (and wherever possible pupils) in reviewing and reflecting on assessment information.
- Provide feedback which leads to pupils recognizing their 'next steps' in learning and how to work towards achieving these.
- Enable teachers to plan more effectively
- Provide leaders with information to evaluate the work of the school and set appropriate targets at whole school, class and individual levels
- Ensure parents have accurate information about their child's progress and enable parents to be involved in their learning.

2: Roles & Responsibilities

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments (See Appendix 1) with individual pupils, small

groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment Coordinator. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Headteacher / Assessment Co-ordinator is responsible for:

- each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets (Year group Profiles, Progress Monitoring sheets)
- summative assessment tasks are carried out and that the resultant data is collated centrally.
- all staff are familiar with current Assessment policy and practice.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- holding teachers to account for the progress individual pupils towards their targets at pupil progress meetings
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum. Monitoring, Moderation and Evaluation

Leaders will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated annually by the LA; Key Stage 1 assessments are moderated (approximately) every three years by the LA; Year 6 Writing assessment will be moderated in conjunction with our partner Primary and Secondary schools in the local cluster and with the LA. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

3: Reporting

In order for assessment to be affective, pupils must have clear information about their progress and achievements. This feedback is given as promptly as possible to the children and may be done verbally or in writing. (Please see Section 4: Marking)

The school has a responsibility to report progress and achievement to parents, in this school this is done verbally at parents consultation meetings in October and February and in a written report in July.

All progress and achievement data is reported to Governors at the Curriculum Standards committee meetings. NB This data is anonymised.

4: Marking

Marking is an important part of Assessment and is closely linked to clear learning objectives. The goal of marking is to set up a meaningful conversation between pupil and teacher about their work, their performance and how improvements can be made.

Marking is an essential part of the learning process and as such is one important way of informing children of teacher satisfaction, expectations and ways forward.

Marking should:-

- Act as a check to keep track of work and assess improvement.
- Raise attainment in school, as pupils become better learners.
- Help school to be accountable to pupils, parents, external agencies and the wider community.
- Feed into future teaching and learning.
- Be an effective way of keeping the child focussed on agreed targets.
- Be seen as building self-esteem by highlighting and celebrating success.

4.1: Implementation

Every piece of written work should be acknowledged by a member of school staff.

- Work is marked using pink and green ink.
- In Literacy, Numeracy, Science and RE books, it is expected that objectives which have been achieved are acknowledged in pink either with ticks, or 'Pink Comment' and a 'Green comment' is written.
- **'Tickled pink'** – pink ticks against the Learning Objective indicate that pupils have met the intended outcomes. (Up to 3 ticks are used depending on the level of understanding demonstrated in the piece of work) Comments written in pink are positive and are always linked closely to the learning objective.
- **'Green for growth'** – comments written in green give ways forward for the pupil, and again should be linked to the learning objective.
- As soon as possible, the children should be given response time so that they can feed back to the green comments in the teacher's marking. The green comment gives the child an extra task to complete,

e.g. number sentence to complete/sentence to write/corrections to be done/editing of writing.

Marking should be handed back quickly to maximise impact of response marking.

Self assessment also has an important role to play. Children are encouraged to mark their own and each other's work against agreed criteria, either on their own, in pairs or by discussion in a small group.

The teacher should still acknowledge self-assessed work using the above method.

Supply teachers should mark all work set and return it to the class teachers.

Merits are awarded for good work and effort and the children are clear in their understanding of the reward system.

5: Monitoring, Moderation and Evaluation

School Leaders and the Assessment Co-ordinator will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.

EYFS assessments are moderated annually by the LA; Key Stage 1 assessments are moderated on a cycle by the LA; Year 6 Writing assessment will be moderated in conjunction with our partner Primary and Secondary schools in the local cluster and with the LA.

New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Policy Written by	Angela Nicholl
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Appendix 1

Summative Assessment

<p>What is it?</p> <p>This is 'snapshot' testing which establishes what a child CAN do at a given time.</p>

Strategy	Purpose
<p>Statutory Assessments:</p> <p>Pupils are statutorily assessed at the end of Key Stage One and Key Stage Two. Pupils in Reception are assessed throughout the year using the using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.</p>	<p>To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance.</p>
<p>National Non-Statutory Tests:</p> <p>Externally produced tests, purchased by schools, to be voluntarily administered.</p>	<p>To provide an opportunity for schools to keep track of pupils' progress and teachers' expectations, and to enable schools to monitor progress through summative means at different points in the key stage. We currently use tests in Reading, Writing and Mathematics at the end of Y3,4 and 5.</p>
<p>Baseline Assessments:</p> <p>Teacher assessments made at the beginning of entry to Reception using Early Excellence Baseline assessment materials.</p>	<p>To establish pupils' abilities at the beginning of FS2, so that subsequent progress in achievement can be compared with, and measured against, expected norms.</p> <p>They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>

<p>End-of-Year Teacher Assessments:</p> <p>Teacher assessments are made for pupils in all year groups at the end of FS, Y1,2,3,4,5 and 6. Occasionally, optional tests are used to inform teacher assessments in Reading, Mathematics, Grammar, Punctuation and Spelling (GPS). National Curriculum is used to inform teacher assessments in Science and ICT.</p>	<p>To provide information for parents, teachers for the following year and leaders within the school.</p>
<p>Class Tests:</p> <p>Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. mental maths, times tables, spelling tests).</p>	<p>To improve pupils' skills and establish what they have remembered or learnt so far. To enable the teacher to plan next steps to ensure progress.</p>
<p>End-of-Key-Stage Teacher Assessment:</p> <p>In Years 2 and 6 teachers decide a best fit level for each pupil's attainment in the core subjects (English, Maths and Science), using the criteria of the year group expectations to make their professional judgements.</p>	

Formative Assessment/Assessment For Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives, It is about providing feedback and involving pupils in improving their learning.

Strategy	Purpose
<p>Planning:</p> <p>Identifies valid learning and</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum;</p>

<p>assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	<p>short- term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.</p>
<p>Sharing learning objectives with pupils:</p> <p>Pupils know and understand the learning objective for every task.</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.</p>
<p>Pupil self-evaluation and peer evaluation:</p> <p>Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.</p>
<p>Feedback:</p> <p>Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.</p>
<p>Target setting:</p> <p>Targets set for individuals, over time, for ongoing aspects – e.g. writing.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>
<p>Celebrating Achievement:</p> <p>Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.</p>

Improving learning through assessment depends on five, simple, key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;
- a recognition of the profound influence assessment has on the motivation and self- esteem of pupils;
- the need for pupils to be able to assess themselves and understand how to improve.