ASSESSMENT and MARKING POLICY

Person responsible for the policy	**Deputy Head Teacher –Farzana Hussain**
Date shared with staff	**September 2017**
Date to be next reviewed by staff	**June 2018**
Date ratified by the Governing Body	**September 2017**

Signed by Chair of Governors:	**Signed by Head Teacher :**

Aims and Principles

Through this policy we aim to:

- raise standards of achievement for all pupils of all abilities.
- improve the quality of teaching and learning; high quality, in depth teaching, is supported and informed by high quality formative assessment
- clarify the links between curriculum planning and assessment, thus creating a virtuous circle of teaching/ learning and assessment.
- track the achievements of individuals and groups of children, analysing performance of different groups and ensure appropriate intervention is taken.
- provide opportunities for pupil voice to support informative and productive conversations with pupils and parents.

By:

- ensuring that assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- early and accurate identification of children's special education needs, diagnosing difficulties in learning in order to provide early intervention strategies.
- giving positive feedback to the learner with clear ways forward (next steps),
- encouraging increasing skills of self assessment/peer assessment, pupils take responsibility for achievements and are encouraged to reflect on their own and understand their strengths and identify what they need to do to improve.
- providing information which is clear, reliable and consistent through frequent moderation (in school and within the Borough).
- keeping records of attainment and progress that will inform the reporting process.
- using validated assessment data to inform target setting and to raise expectations and standards.
- making predictions and set targets to work towards.
- ensuring pupils achieve a deeper and secure learning through a mastery curriculum.

We have three main forms of assessment:

- Day-to-day in-school formative assessment used by teachers to evaluate pupils' knowledge and understanding on a daily basis and to tailor planning and teaching accordingly.
- In-school summative assessment which enables schools to evaluate how much a pupil has learned at the end of a period of teaching.
- Nationally standardised summative assessment to hold teachers and school to account.

Formative Ongoing Assessment

Formative Assessment supports staff, pupils and parents to assess their knowledge and understanding against national curriculum age-related expectations. At Vicarage, we do this through:

- High level questioning using Blooms Taxonomy
- Working walls
- Clear marking policy
- Discussions with children
- Pupil self-assessment e.g. red pens self-marking against agreed success-criteria
- Peer assessment
- Next Step bookmarks
- Instant verbal feedback
- Assessment information from interventions
- Differentiation (Chilli Challenge) according to the pupils' abilities

EYFS (Early Years Foundation Stage)

Children are assessed within the first 2- 6 weeks on entry to Nursery and Reception against the Development Matters descriptors for their age band. Parents are asked to fill in an 'all about me' form which gathers further key information about their child's on entry point. Throughout the year children in Nursery through to Reception are assessed using photographs, videos and written observations on classroom monitor. Each half term an assessment snapshot is taken from classroom monitor in the form of a learning journey report. This report is printed and filled in each child's personal folder. Termly summary reports taken from classroom monitor are shared with parents and carers. In addition to this, Parents and carers are invited weekly in the Nursery and half termly in Reception to look at their child's learning journey book and folders. Parents/carers are keen to write comments about their child's learning and development in their learning journey book. Parents/carers are encouraged to bring in evidence from home such as photos, drawings, writing which can then be added to their child's learning journey book to support and strengthen their learning and assessment. Children next steps for learning are identified and displayed in the classroom. Once the target is met it is then filed in the child's folder. This information is also shared with parents/carers at parent's evenings and at 'stay and play' sessions.

Reading, Writing and Mathematics

Evidence is collected through book scrutiny, learning walks and formal lesson observations. This forms the basis of detailed and ongoing teacher assessment against National Expectations. Formative assessments using Next Steps Bookmarks feed into the tracking of attainment and progress for pupils. This attainment data is collected half termly, analysed by senior leaders and used in Pupil Progress Meetings to discuss the needs of the pupils. This information also forms the basis for informing parents/carers about the progres and attainment of their child.

Science and Foundation subjects

Similar to the core subjects, evidence is collected through book scrutiny, learning walks and formal observations. This forms the basis of detailed and ongoing teacher assessment against National Expectations. Each pupil has a list of Next Steps for each foundation subjects so they can keep track of their progress. Pupils understand their next steps in their learning. Data is collected 5 times a year. The information is turned into data that is tracked and analysed by subject leaders. This information is then shared with all stakeholders. Headline data is shared on our school website.

Summative Assessment

To support teaching, learning and assessment we use:

- Rising Stars and CGP tests for reading, maths, grammar, punctuation and spellings (GPaS). Assessments are carried out in October, December, February and end of June.
- Abacus end of unit tests.
- Termly writing assessments in EYFS/Year 1(6 pieces of writing assessment annually)
- Writing assessments are done at the end of each Literacy and Language unit of work (Years 2-6)
- Information gathered during termly reviews for SEND pupils.
- Termly pupil progress meetings.

National standardised summative assessment

The national standardised summative assessments:
- Phonics Screening Check in Year 1 in June and re-take in Year 2 (pupils who didn't meet the expected standard in phonics in Year 1).
- National Curriculum tests at the end of Key Stage 1 in May (reading, writing, maths)
- National Curriculum tests at the end of Key Stage 2 in May (reading, grammar, punctuation and spellings(GPaS), writing, maths)

Transition

Information from previous settings and in-school transitions such as Nursery, EYFS-Year 1, Year 2-Year 3 and KS2-KS3 is shared with all relevant staff.

Moderation

Moderation of reading, writing and maths assessments takes place within Planning, Preparation and Assessment time although the school also holds monthly sessions where all teachers meet to evaluate judgements, either within year group or cross phase. We also take part in moderation sessions with other schools, both locally and across the borough. This includes formal moderation of end of EYFS and Key Stage assessments.

Responsibilities

- **The Governing Body** monitors whole school progress data and attainment assessment information alongside senior leaders.
- **Phase Leaders** hold teaching staff to account for pupil progress and attainment through Pupil Progress Meetings and teachers' appraisals.
- **Class Teachers** regularly assess pupils and provide feedback. They use assessment information to inform future planning.
- **The Assistant Head Teacher** for Inclusion analyses assessment information for SEND pupils which is then used to track pupil progress and attainment.
- **Teaching Assistants** provide feedback to the teachers on pupils they are supporting.

Classroom Monitor and Bookmarks

We use Classroom Monitor to record all our assessment information to support teaching and learning. Pupils have Next Step bookmarks for all subjects. The bookmark lists age related expectations in a child friendly language. Teachers highlight up to two Next Steps pupils are working towards. When these are met, it is dated by teachers and then a new Next Step is set. Bookmarks are shared with parents in pupils' diaries and referred to at parents' evenings.

Reporting

Parents' evenings are held during autumn and spring terms whereby teachers and parents/carers discuss pupils' Next Steps in learning and how parents/carers can support their child at home. Parents also receive an annual end of year report for their child during the summer term. This is followed by an opening evening for parents to discuss their child's report informally.

Marking and Feedback

Marking should:
- Complement and assist teaching and learning.
- Provide focused feedback on the learning outcome/success criteria and application of basic skills appropriate to the age and ability of the child.
- Serve as a tool for assessment and be an aid for future planning.
- Be diagnostic and inform children of the next steps needed in their learning to deepen their understanding.

The nature of marking:
All work should be marked promptly and should be acknowledged. Before handing work in for marking, children should self-assess their work. They should read their work aloud or read it to a partner to check that it makes sense. They should identify their own points for improvement. Following this, pupils should start to peer-assess each other's work with reference to the learning outcome and success criteria and identify the area of success (star) and an improvement point (next step) Pupils must only write in their own books but may use verbal feedback from their partner.

How we mark:
Teachers quality mark at least one piece of literacy, maths and a foundation subject. When quality marking we assess against the LO/success criteria and use.

To quality mark staff must:
- Mark work in green pen. A pink highlighter is used to highlight where an improvement can be made. This is used alongside a footprint stamp (next step) which includes a teacher's comment.
- Double tick in green pen where the learning objective and/or success criteria have been met. A single tick will be used to show correct answers in maths.
- Write **VF** if verbal feedback has been given.
- Use a star stamp to show the best bit, what the children have done well, where the LO/SC have been met. Be specific- explain what they have done well and why.

Other points to note:

Time needs to be given in order for the children to follow up the next steps. This could be:

- During morning and afternoon registration-books on the tables waiting for them
- Teachers must check that next steps have been completed and acknowledge them.
- When marking, if there are any concerns the comment "see me" can be written. This should be followed up with a tick and an initial.

- Absences must be recorded in the children's books along with the date.

- In maths, when self-marking takes place, an acknowledgment that the teacher has seen the work must be evident with initials. This can be a tick and a comment from the teacher. If corrections are needed, the teacher will mark the work with a (C)
- Adults should endeavour to circulate the classroom and mark pupils' work so that the children know what they are doing well and what needs to be improved wherever/whenever possible.
- Adults should give verbal feedback (VF) to individuals, groups and the whole class whenever possible, to help children move on in their learning (mini-plenaries)
- Next steps should provide children with opportunities to deepen their understanding (see appendix 1 for examples of reflective and challenging next steps)

Marking by supply teachers and for PPA time

It is expected that all staff covering classes mark the work produced by pupils by the end of the day in line with the school policy.

Marking Symbols:

Spelling error 〰〰〰

New paragraph need //

Word or phrase omitted ^

Missing capital letter- circle around the letter

Verbal feedback- VF

If work doesn't make sense: "see me"

Examples of quality marking (Next steps)

<u>Reflective and challenging next steps</u>

- Underline two similes and explain when/how you will use them.
- Why is it important to use brackets and dashes in your final story?
- How will you use today's lesson to help you with your final piece of writing?
- Replace '___' with another adverb/adjective. How does that affect your writing?
- How can you show me that___was scared/embarrassed?
- What other words could you use to mean sad/good/bad/said etc.?
- Which phrase/power word do you prefer and why?
- Why does this paragraph effectively show___?
- What would be your top tips to___?
- How could you create suspense in this paragraph?
- Where in your paragraph did you create___? How did you do this?

- Why do you think the author used simile/alliteration etc.?
- What words show that the character was happy/distraught etc.?
- (Give a statement) explain/discuss
- What is your interpretation of___?
- How has the author___?
- What might have happened before this story started?
- What if the character was not kind?
- What would happen in the story, if you were to change a character's personality i.e. a good/kind wolf
- When Cole's mum said"___" what might she have been thinking?
- Why is your impression of a character important to the play?
- Why are stage directions important?
- Why is it important to gather evidence when writing a newspaper report?
- What makes the power words special and when will you use them?
- How do actions improve a performance?
- What information should the lead paragraph include?
- What are the 3 most important features of a _____, in your opinion? Give a reason for your answers.
- Underline the word/phrase you will use in your writing? Explain why you have chosen them.

GPaS

- Write a sentence using eg: an expanded noun phrase/fronted adverbial
- Using a dictionary, correct your spelling mistakes and re-write them in a new sentence.
- Highlight your weakest sentence. How can you improve it? 99 Make changes to improve it.
- Use a fronted adverbial phrase to add more detail about the setting
- Their = is about belonging
  There = is about place
- Use a thesaurus to find an alternative word/synonym for '____'
- Why is _____ a powerful verb?
- Write your own question for the text?
- Why do we use commas?
- KS1: extend you sentence using the conjunction **so that**
- KS2: Use a subordinating conjunction as a sentence opener.
- KS1: Rewrite your sentence using another adjective for big
- KS2: Rewrite your sentence using another synonym for big