



A learning community sharing God's Faith, Hope and Love: A place to B.E.C.O.M.E

St Margaret's Voluntary Aided CE Primary School Assessment Policy - 2016

Principles:

- Provide information about all children's knowledge and understanding of a topic, concept or skill
- Communicate to children in a meaningful way, to help them understand what to do to improve
- Inform planning of future lessons; how to improve, adapt and target teaching
- Fill gaps in knowledge and understanding and to enrich when learning is secure
- Ensure high standards of teaching and learning
- Support an aspirational school culture
- Share reliable and clear information to parents, Governors and all relevant stakeholders

Application:

Detailed below are the various assessment methods and practices used at St Margaret's through which we aim to ensure that children are making the appropriate progress and that the activities they take part in are suitably matched to their ability and level of development. It is with a combination of formative and summative assessment that an overall teacher assessment is made.

Formative Assessment:

Formative assessment is an integral, continuous and daily part of the teaching and learning process at St Margaret's. It informs future planning and motivates and encourages children as they take their next steps in learning. Much of it is done informally as part of each teacher's and each child's day to day work. All teaching staff and children are actively involved in:

- Ongoing assessment against the National Curriculum objectives throughout each lesson through questioning, observation, dialogue and marking of work
- Monthly assessment against National Curriculum objectives using Arbor Curriculum Tracker
- Setting clear objectives- children knowing what they are being asked to learn and why
- Providing progress checks using success criteria
- Regular 'check-in' by teachers of pupils' understanding together with verbal or written feedback
- Regular work scrutiny and moderation (internal and external)
- Regular 'Gap' analysis and progress review meetings

Summative assessment:

Summative assessments are used to assess what a child can do at a particular time, and are used as part of an overall teacher assessment.

- Year 1 Phonics Screening Check (May)
- White Rose mathematics progress tests
- Test Base Reading and Maths tests
- End of KS1/2 Statutory Assessment Tests (May)
- Diagnostic tests for targeted children including International New Arrivals
- Review for pupils with SEN and disabilities

Progress:

Progress at the end of each curriculum year:

Following the introduction of the National Curriculum 2014 and the abolishing of 'levels', progress will be measured against Age Related Expectations. The National Curriculum objectives are used to assess key outcomes at the end of each curriculum year. St Margaret's have applied a set of assessment measures based on the following descriptions; Emerging, Developing, Secure and Mastered. It is against these measures and according to Age Related Expectations that we measure progress. Progress is tracked monthly against

target percentages of curriculum mastery. Foundation subjects are currently assessed using 'I Can' statements relating to National Curriculum objectives. Children are judged as either Below, Working Towards or Secure against each statement.

Data:

Data collection, reporting and target setting:

The school uses Arbor Curriculum Tracker which is updated monthly. Data is anonymised and reported to governors termly. Teacher assessments are shared with parents termly at formal parents evenings. Internally, data analysis is fed back into the planning and teaching cycle through half-termly progress review meetings with all teaching staff in order to identify any vulnerable groups of pupils, underachievement and possible intervention needs.

Summary of end of year Age Related Expectation progress measurements:

Below Emerging	A child is working well below the age related expectation (assessment will be made using PIVATS)
Emerging	A child has achieved only a few of the National Curriculum objectives (up to 25% as a guide)
Developing	A child has achieved many of the National Curriculum objectives (up to 60% as a guide)
Secure	A child has achieved most of the National Curriculum objectives (between 60-85% as a guide)
Mastered	A child has achieved all, or almost all of the National Curriculum objectives (between 85-100% as a guide) and has demonstrated a depth and breadth of learning around each objective.

Early Years:

In Early Years a combination of the EYFS profile and baseline assessment are used to measure pupil progress. The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning. The baseline assessment is face-to-face with a mixture of tasks and observational checklists. Progress against Early Learning Goal statements is tracked half-termly in order to inform planning for teaching and learning and necessary intervention. the

EYFS profile assessment is carried out in the final term of reception. The purpose of this is to provide a reliable, valid and accurate assessment of individual children. This data is used to:

- Inform parents about their child's development against the early learning goals and the characteristics of their learning
- Help year 1 teachers plan an effective curriculum that will meet the needs of each child.

Children are assessed against the prime and Specific areas of learning in the EYFS profile. Assessments are based on observation of daily activities. At the end of reception for each early learning goal, teachers will judge whether a child is meeting the level of development expected at the end of the reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

Marking and Feedback

Aims

We mark children's work and offer feedback in order to:

- Show that we value their work and encourage them to do the same.
- Boost self-esteem and aspirations, through use of praise and encouragement.
- Give a clear general picture of how far they have come in their learning and what the next steps are.
- Offer them specific information on the extent to which they have met the lesson objective, success criteria and/or the individual targets for them.
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others.
- Share expectations.
- Gauge their understanding and identify any misconceptions.
- Provide a basis both for summative and for formative assessment and inform individual tracking of progress.
- Provide the ongoing assessment that should inform future lesson planning.

Principles of marking and feedback

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. At St Margaret's this would be recognised by the use of oral and written feedback, stickers or being sent to others to show and celebrate their good learning.
- The marking should always be in accordance with the lesson objective and success criteria.
- The child must be able to read and respond to the comments made and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.

- Comments should be appropriate to the age and ability of the child.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that feedback is oral and immediate.
- Written comments should be neat, legible and written in a specific colour – green success/things that have been done well and red for growth improvement/next steps.
- The marking system should be constructive and formative. A useful formula is this: Success, Tip or next steps.
- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Feedback can identify a child's key learning difficulties.
- Errors that were made by many children should not be the subject of individual comments, but should be noted in planning and inform future learning and teaching.
- Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Please see appendix 1 for generic symbols that can be shared and used with the children to ensure understanding of the marking process. These symbols will be used across school to ensure consistency in approach to marking and feedback and to help make the process of marking efficient and helpful for teachers and learners.

General advice to teachers

- The best marking and feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed.
- In order to encourage a positive response, any negative comments must always be followed up by a constructive statement on how to improve.
- The main objective of marking and feedback is not to find fault, but to help children learn. If children's work is well matched to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem.
- A delicate balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- The school has explicit guidelines that apply to all pieces of work (e.g. the date and title must be underlined, with the learning objective at the top). (See school guidelines for presentation in KS1 and KS2)
- In addition to these guidelines teachers will share and make explicit the success criteria so that all children will be clear about what it is the teacher is looking for. As far as possible, teachers should try to engage the children in setting their own success criteria. This will help the process of Peer and Self -Assessment and engaging learners in their own learning.
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, but by teacher's professional judgement. Consideration is given to what a

particular child is capable of, what the next learning stages involve and what should now have priority.

- Teachers mainly mark by comment using a success and tip or next step in each piece of work (in preference to marks out of ten, or levels). Where possible, teachers establish direct links between oral or written praise and the class or school rewards system.
- Ticks are norm where work is correct and a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example a Sp for a spelling mistake (see attached code – Appendix 1)
- The marking code is displayed in classes 2-9 and shared with the children.
- Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. In fact pupils should be encouraged to set their own tips or next steps.
- When appropriate, children may mark their own or another child's work, but the teacher must always review this marking.

Appendix 1 – The Marking Code

The following symbols or abbreviations may be used:



= Correct answer



= Within a sentence or piece of work means you have used an interesting word/phrase or done something really well



SC = Self corrected work/error

SP in the margin and words underlined in the children's work = Spelling error – the teacher will put the first 5 corrections in the margin or children are asked to self correct them/write 3 times

?? or wiggle line = Please read through, this does not make sense

// = New paragraph

G = Grammatically incorrect

NS/Tip = Next steps or tip for success/improvement

RSVP = response from pupil required

NP = Need practice on this

▪ = Incorrect

D = Drama Work

Sp + L = Speaking and Listening Activity

E = Elicitation Task

A = Adult support

P = Practical Activity

PH = Photographic evidence