Assessment & Marking Policy
(Including Recording, Reporting and Tracking)

1 Introduction

1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. Our mission statement is:

In partnership,
we encourage all children to achieve personal excellence
through working towards their full potential,
so that they can make a positive contribution
to the school and the wider community.

Effective assessment helps achieve this aim.

2 Aims and objectives

2.1 The aims and objectives of assessment in our school are:
- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Head teacher, LA, other agencies of support & challenge and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

3.1 We use our school's curriculum map and subject schemes of work to guide our teaching. These plans set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

3.2 We use the Collins 'Focus on Literacy', Nelson Handwriting, Folens, Big Cat and Jolly Phonics spelling programmes, 'New Heinemann Maths' and LCP Schemes of work to support our teaching. We also have an in-house Scheme of work for all subject areas. We use NFER and/or national standardised assessment guidance to help us identify each child's level of attainment in the core subjects of English, maths and reading.

3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. To further support this, teachers

use the Literacy and Numeracy Framework (NLNF) to ensure progress and matched expectation. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

How do we mark children's work?

We make use of three forms of marking/feedback:

1. Oral Feedback

We recognise the importance of children receiving regular oral feedback. The adult may initially talk to the child about how they have met the learning intention and then question the child about a specific part of the work. This may be to correct a child's understanding or to extend the child's learning. Children of all ages need oral feedback but this is particularly important where children may be unable to read a written comment.

Written marking and feedback

2. Summative feedback / marking

This usually consists of ticks and is associated with closed tasks or exercises where the answer is either right or wrong. The children, as a class or in groups, may mark this.

3. Formative feedback / marking

Teachers decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning intention. All teachers aim to Quality Mark at least three pieces of work each half term in English and at least one for Science and Maths. A note is made on weekly and medium term planning so that it is kept manageable.

What is Quality Marking?

This is used when a child has completed a substantial piece of work and it has to be marked away from the child. Teachers focus on both successes against the learning intention and improvement needs. Pupils use 'success criteria' ladders for such work to engage them in self assessment.

When Quality Marking :

• read the entire piece of work
• highlight examples of where the child has met the learning intention
• highlight an aspect of the work which could be improved.
• provide a focused comment which should help the child to 'close the gap' between what they have achieved and what they could have achieved.

Useful closing the gap comments are:

✓A **reminder** prompt (eg ' What else could you say about the prince's clothes?');

✓A **scaffolded** prompt (eg. ' What was the monster doing?', ' The monster was so angry that he…')

All children are given a comment.

Teachers employ strategies such as; three stars and a wish, traffic light assessments, and ☺ / ☹ assessments. This is differentiated according to the maturity of the child.

In order for the marking to be formative, the information must be used and acted on by the children. Therefore, when work has been Quality Marked, time is planned in a future lesson for children to read and improve their work.

Teachers model this process to the children at the beginning of each year so that they are clear what the different markings on their books mean and what is expected of them when they respond

4   Target setting

4.1   We set targets in mathematics and English for all our children during each academic year. These are communicated to pupils by statement ladders inside the cover of workbooks. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child at the mid-point of each term and academic year and set revised targets.

We record targets for English, maths and other general areas of work in school in the annual school report to parents.

5   Recording

5.1   We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning in pupil profiles.

5.2   We plan our lessons with clear learning objectives. On our planning sheets we record only those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

5.3   We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

6   Reporting to parents

6.1   We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

6.2   Twice a year we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress as measured against the targets.

6.2   During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

6.3   In Y2 and Y6 we provide details of achievement determined by teacher assessment. In Y2 to Y6, we include a summary report for parents from Welsh Government to communicate outcomes of National Literacy & Numeracy Tests.

6.4   Each of our teachers gives parents a termly update that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the term.

7   Feedback to pupils & marking

7.1   We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way.

7.2   We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

7.3   When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

7.4   We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older (Year 5 and Year 6) pupils to be the first markers of some pieces of work. When appropriate we use a traffic light system for children to self-assess their work. From Year 2 onwards children are encouraged to support each other and feedback on learning and achievement (appendix 2). Children should be given the opportunity to act as response partners and pair mark work. This is often linked to 'talk for learning partners'. Children should be trained to do this and ground rules set and displayed (See Appendix 1), such as listening, confidentiality, etc. Children should first point out things they like then suggest ways to improve the piece but only against the learning objective or success criteria. The pairing of children should be based on ability and trust. Children could highlight evidence of success or write a

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comment(s) in another child's book in a different colour pencil, which is then initialled.

7.5 When appropriate we allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work. All KS2 pupils are asked to initial comments written on their work to acknowledge reading it.

8 Consistency

8.1 All subject co-ordinators keep examples of children's work within their subject area. Subject co-ordinators use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

8.2 It is each subject co-ordinator's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

8.3 The leadership team and / or assessment coordinator leads staff through regular in-house book scrutiny activities in staff meetings. This strengthens consistency. When planning files are submitted, samples of work are also submitted to cross-reference plans and pupil work, as well as marking.

8.4 School leaders and teachers engage with the School's Challenge Adviser (ERW) to standardise our procedures nationally and to invite fresh / external eyes to scrutinise our consistencies.

9 Standardisation and Moderation

9.1 Each autumn term, the teaching staff engages in an activity known as standardisation, which involves looking at samples of work and agreeing best fit levels. This standardised work is presented at cluster level for verification. An in-house and cluster portfolio is updated. This is used to strengthen teacher assessments.

9.2 Each summer term, the upper KS2 staff and Assessment coordinator leads staff through a process know as moderation, which involves looking at the evidence of individual pupils and agreeing their best fit levels. Again, samples of the work are presented at cluster level and a cluster portfolio must be agreed for each level, in each core subject.

10 Data and Evidence Tracking

10.1 There is an established electronic 'cohort tracking' system which is managed by the assessment coordinator, but accessed by all staff for the purpose of data tracking. This is stored centrally on the 't drive' and updated regularly throughout the year following assessment activities.

10.2 The electronic 'cohort tracking' system supports staff in identifying those pupils who are below, on track and above expectation. The SENCO/ALN uses the

tracker to identify and monitor the progress of pupils who need intervention, support or indeed challenge, to achieve their potential.

10.3 Referring regularly to the cohort tracker allows the assessment coordinator to work with class teachers to identify pupils across the school who may be 'at risk' of not achieving the expected outcomes at the end of phase (Y2 and Y6). A list is drafted each autumn term and decisions are made based on this list regarding the intervention and support that each child requires in order to realise Outcome 5 in Y2 and Level 4 in Y6. This list is reviewed throughout the year as a means of measuring the impact of the interventions and to monitor the progress of identified pupils.

10.4 Three pupils from each cohort (top, middle and lower ability) are clearly identified on a 'Pupil Tracking' sheet. All of their learning evidence is kept and archived for further tracking purposes. Each time there is a monitoring activity, it is often the evidence of the identified three pupils of each cohort that is scrutinised. This work is representative of the typical standards of each cohort. The cumulative evidence is boxed and travels with cohort from Nursery to Y6 and is kept until the cohort are in Y9.

11 Monitoring and review

11.1 Our assessment co-ordinator is responsible for monitoring the implementation of this policy.

11.2 Regular work scrutiny is carried out to evaluate the effectiveness of this policy.

This policy was created Spring Term 2004.

It was reviewed Spring Term 2008, Spring Term 2011.

It was last reviewed in the Summer Term 2015.
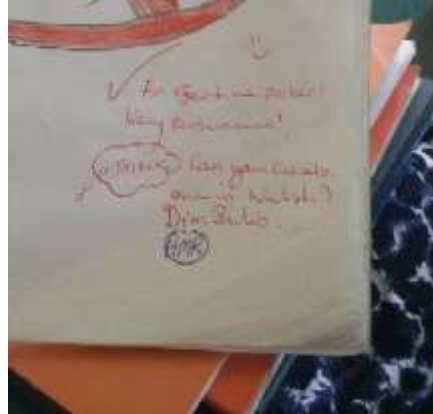
N. Craven-Lashley   DHT & Assessment Coordinator   May 2015

Some examples of good practice from the most recent work scrutiny are included below.

Self-evaluation of own work	Extending the more able
Two stars and a wish	Guidelines for presentation

Appendix 1

Our Agreement on Marking Partnerships

When we become marking partners, we agree to:

- Respect our partner's work because they have done their best and so their work should be valued.

- Try to see how they have tackled the learning objective and only try to improve things that are to do with the learning objective.

- Tell our partner the good things we see in their work.

- Listen to our partners advice because we are trying to help each other do better in our work.

- Look for a way to help our partner achieve the learning objective with more success.

- Try to make our suggestions as clear as possible.

- Try to make our suggestions positive.

- Get our partners to talk about what they tried to achieve in their work.

- Be fair to our partner. We will not talk about their work behind their backs because we wouldn't want them to do it to us and it wouldn't be fair.

Appendix 2

Self & Peer Evaluation Prompts

These prompts could be modelled, taught and may be displayed in the classroom or on table cards until the children are confident in using them:

I liked ......

I learned...

I think I will...

I never knew...

I discovered...

I was surprised...

I still wonder...

I have learnt....

Next time I could.....

I now know.....

I found....... difficult because......

I solved....... by......

The best example of ...... is ....

I like the way you......

.... is effective because........

You could make your work better by ....

Have you thought about......

If we look at the success criteria we can see.......

Next time you could......