



Assessment and Marking Policy

POLICY TYPE	CURRICULUM
OWNER	HT
APPROVING COMMITTEE	P&S
REVIEW EVERY	3 YEARS
APPROVED BY	
POSITION	
DATE	3 rd November 2016

Vision Statement

A school where:

- The uniqueness of individuals is respected and valued.
- The staff provide a safe and nurturing environment which supports children to approach their learning with an enquiring mind, courage and perseverance.
- Children's continually evolving needs are identified and they are equipped with the skills and motivation to succeed.
- All achievements are recognised and children learn to value their own successes.

All within the loving support of our Lord Jesus Christ

Introduction

At St Christopher's CE Primary School we believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge and skills). Positive regular marking and feedback to pupils plays a key role in ensuring that they are aware of what they have achieved and the next steps needed in their learning. At St Christopher's CE Primary School, Assessment for Learning is based on four principles:

- Making the learning objective and success criteria clear
- Peer/self evaluation;
- Pupil feedback;
- Effective questioning.

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels (see assessment timetable).

Aim

The objectives of assessment and marking in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to provide feedback to the children about their current work;
- to demonstrate the value of each child's work;
- to allow for self assessment, where children can recognise their difficulties and mistakes and encourage them to accept help and guidance from others.
- 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 headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment for learning (formative assessment)

We use our school's tracking system to guide our teaching. The system gives details of what is to be taught to each year group.

We plan our lessons with clear learning objectives and expected differentiated success criteria. 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 ability.

Teachers always share the lesson's learning objective with the children; this is generally at the start of the lesson, but not always. They also indicate the way in which the activity is linked to the learning objective and the success criteria against which the work will be judged. The learning objective will be recorded in books when there is a written outcome. Where the time required to physically write the learning objective impinges significantly on the learning time then the learning objective can be pre-printed and stuck in to the book.

Teachers ask differentiated questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

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.

Marking and Feedback

When marking, two colours will be used.

- Pink (Tickled Pink) will be used for :
 - Feeding back the positive aspects of the work marked. The majority of this marking will refer to how the child has met the learning objective.
- Green (Green for growth) will be used for :
 - Feeding back on aspects of the work that needs to be improved.
 - During extended marking (see overleaf)
 - Asking the child for feedback on their learning.
 - Setting further questions to check a child's understanding of their learning.

All teachers will ensure that marking is both effective and consistent through the use of the following steps:

- All work should have a clear Learning Objective
- Success Criteria will be generated in discussion the children. This will inform the children how to be successful in meeting the Learning Objective.
 - In numeracy this will usually remind children of the method they are using.
 - In literacy this will tell the children what they need to include in a piece of work.

- The majority of written comments will relate directly to the Learning Objective, children's targets or the success criteria. The comments should be positive where possible and recognised either or both the effort made and the child's outcome. Comments can be made about reoccurring or previously identified issues, but these should be limited in number.
- As a minimum, once a week a piece of Literacy and Numeracy will have extended marking that will include very clear Success Criteria and prompts to help children improve their work. (This does not have to be the same piece for each child, it can be rotated through groups of children)
- Different types of prompts will be used to illustrate ways to improve.
- Children will be given a regular time to respond to marking and make corrections or improvements.
- Self and peer assessment strategies will also be used to evaluate work.

Every piece of work will be marked at some level. General marking would include a constructive comment and some form of annotation. The annotation could take one of the following forms:

- Traffic lighting
- Ticks and crosses (particularly in numeracy).
- The symbols indicated below
 - * Shows that learning objective has been met
 - (A) Shows the action that needs to be taken by the child to help them meet the learning objective and to further their learning.
 - (S) Child needed significant support from an adult to achieve their outcome.
 - (D) A discussion was had with the child.
 - ✓ Shows a correct answer
 - . / ? Means 'Look again'
- Self assessment strategies
 - These will be developed through the child's time in school:
 - Initially children recording how they have got on using ☺☹☹ symbols.
 - Sentence on what they have learned.
 - Sentence on how they have learned.
 - Dialogue on how they have learned including barriers to their learning.
- Peer assessment strategies

During extended marking the focus is on identifying the next step in learning. Comments should

- Recognise the child's achievements and efforts against the learning objective and/or success criteria and look to build upon what they have achieved.
- Where necessary to highlight any reoccurring or previously identified issues.
- Signpost the children's next steps in learning using prompts.
 - Example Prompt - for the child who has not achieved the learning objective.
For this type of prompt children could be given the structure or options to choose from.

- Scaffolded Prompt- for the child who has achieved some of the learning objective but whose work is inconsistent.
Here, children will be asked questions to confirm that they have understood or to extend their work further.
- Reminder or Developmental Prompt- for the more able child or one who has achieved the Learning Objective.
This type of prompt just reminds the children what is required or asks for more detail.

Examples of these types of prompts are shown in Appendix 1.

Children **will** be given time to respond to the prompts at the beginning of the next lesson.

It is not productive for every spelling mistake to be identified and marked incorrectly. Spellings will be corrected at the teacher's discretion. A key word spelt incorrectly will be written at the bottom of the piece of work and the child will be expected to practise that word or words using the look, cover, write, and check method. A maximum of three words should be practised at a time.

Marking may take place during the lesson, which allows for immediate feedback to an individual, group or whole class. Most work will be marked before the next lesson of that subject. However, in the case of long term project or topic work it may not be marked until the completion of that work.

Assessment of learning (summative assessment)

At the end of each short term teachers will make a summative assessment of each child's ability in mathematics, reading, writing, science, RE and PE. They will draw evidence from both formative assessment records (eg. work from books, verbal discussions) and summative assessment records (eg. summative tests, records of learning objectives met) in order to make an overall Teacher Assessed judgement.

These teacher assessed judgements are subject to moderation. All Leaders in Learning study examples of children's work within their subject area. Leaders in Learning use exemplification materials to make judgements about the level of attainment of the children's work in comparison with age expectations. All our teachers discuss these achievement expectations, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent summative judgements about standards in the school. We attend partnership subject meetings to check that our judgements are accurate and in line with other schools.

These assessments are entered into the school's pupil tracking system so that analysis can be carried out to ensure that all groups of children are making appropriate levels of progress.

At the end of term 5

- Y1 will undertake the National Phonics assessment.

- Y2 will undertake the National end of KS1 formal assessments.
- Y3-Y5 will undertake internal summative assessments.
- Y6 will undertake National SATs assessments.

The outcomes of these assessments will be recorded in addition to the teachers' teacher assessment.

As part of the assessment of learning process the school undertakes an annual target setting process. At the beginning of the second short term (Autumn II) each teacher, in conjunction with the SLT, sets individual pupil targets in Mathematics, Reading and Writing. These help form our overall school academic targets which are ratified by the governing body. We formally review the progress of each child at the end of terms 2,3,4,5 and 6. We use the reviews to identify children who have not made appropriate levels of progress and implement wave 2 interventions as appropriate.

Tracking Groups

To ensure equal opportunities for all children the attainment and progress of different groups of children are reviewed on a half-termly basis. The groups and associated definitions are shown below:

Group	Definition
Boys and Girls	Gender recoded on the school's MIS
SEND	These are children who are on the SEND register.
Disadvantaged	These are children who currently or have in the past 6 years attracted FSM pupil premium or LAC/Adopted from care pupil premium.
Lowest Attaining	These are children who in the last academic year did not achieve age related expectations (secure) and are NOT SEND.
Highest Attaining	These are children who in the last academic year achieved above age related expectations (exceeding).
Forces	These are children who come from forces families and attract Forces pupil premium.
St Peter's	These are children who have joined St. Christopher's from St. Peter's at the end of year 2.

Tracking KS1 & KS2 Attainment

The school has moved away from using National Levels; now using stages with one stage for each year group. As each stage is quite large, normally taking a child a whole year to 'progress through' there was a need to divide into sub-stages so that progress could be more granularly tracked. So each stage is broken into:

Emerging (Em),
 Emerging+ (Em+),
 Developing (Dev),
 Developing+ (Dev+),
 Secure (Sec)
 Exceeding (Exc)

The aspiration is for children to achieve secure or exceeding in their age related stage.

Tracking KS1 & KS2 Progress

Given that each stage is broken down into 6 sub stages. We have attributed 0.5 steps of progress between each sub-stage of progress. So in an academic year children are expected to make at least 3 whole steps of progress eg. from secure in one stage to secure in the next stage.

In order for children who are part of the Lowest Attaining groups to quickly catch up with their peers they are targeted to make more than 3 steps.

Tracking EYFS Attainment

Whilst profiles provided by pre-school settings are taken into account, an assessment of children's starting points (baseline) are made within 3 weeks of them starting school. The school uses the developmental stages within Early Outcomes / Development Matters to assess children on entry. The proportion of children within each age band is tracked to ensure that children are on track to meet GLD expectations by the end of the reception year.

Reporting of Attainment and Progress

Attainment and progress data relating to the school as a whole, tracked groups, individual year groups and split year groups are reported to governors each half term in order that they can challenge and evaluate the school's performance against our own agreed targets and National expectations.

Appendix 1

Example Prompt - for the child who has not achieved the learning objective.

For this type of prompt you will give them the structure and provide them with options to choose from.

Eg. In literacy might be:

Learning Objective: To use adjectives

The man walked along the beach.

Comment: Choose adjectives to describe the man and the beach.

The _____ man walked along the _____ beach.

Old, ancient, tall, sandy, pebbly, wrinkled.

Eg. In numeracy might be:

Learning Objective: Add 9 to any 2 digit number

Comment: Remember to add 10 to help you.

E.g. $43 + 9 =$

$$43 + 10 = 53 \text{ and } 53 - 1 = 52$$

Now you have a go at these:

$$77 + 9 =$$

$$77 + 10 = \underline{\quad} \underline{\quad} - 1 = \underline{\quad}$$

$$45 + 9 =$$

$$45 + 10 = \underline{\quad} \underline{\quad} - 1 = \underline{\quad}$$

Scaffolded Prompt- for the child who has achieved some of the learning objective but whose work is inconsistent.

Here, you are asking them a question to confirm they have understood or extend their work further.

Eg. In literacy might be:

Learning Objective: To include descriptive language.

Katie was in the jungle and smelt a snake's breath.

Comment: Tell me more about the snake, what did its breath smell of?

Eg. In numeracy might be:

Learning Objective: Add 9 to any 2 digit number

Comment: Well done, but you sometimes added 1 instead of taking away. Let's look at

$$46 + 9 \Rightarrow 46 + 10 = 56 \text{ and } 56 - 1 = 55$$

Now you try doing the same with these:

$$59 + 9 =$$

$$78 + 9 =$$

Reminder or Developmental Prompt- for the more able child or one who has achieved the Learning Objective.

This type of prompt just reminds them what you want them to do and asks for more detail.

Eg. In literacy might be:

Learning Objective: Write a character description.

Comment: Tell me more about James and what he is like.

Eg. In numeracy might be:

Learning Objective: Add 9 to any 2 digit number.

Comment: Well done, you can add 9 to a 2 digit number, now have a think about how you could add 19, 29, etc. to a 2 digit number.

Try these ones: $65 + 19 = 49 + 29 =$