



ASSESSMENT & MARKING POLICY

Reviewed: Summer 2018
Next review: Summer 2021

Signed on behalf of the Governing Body

.....Karen Walker.....

1. Rationale

- Assessment is a continuous process of recognising achievement and development
- Assessment should inform the learner, the teacher and parents – providing each with a basis for further progression.

2. Aims

Through assessment in our school we aim to:-

- Enable our children to demonstrate what they know, understand and can do in their work
- Allow our teachers to plan work that accurately reflects the needs of each child
- Help our children understand what they need to do next to improve their work and make good progress
- Provide regular information for parents that enables them to support their child's learning
- Contribute towards accountability data – having a clear picture about the performance of individuals, groups of pupils, cohort, Key Stages and whole school.
- Use information to support the school's self-evaluation process and influence the School's Improvement Plan (SIP).

3. Principles for Assessment

The following principles will underpin all assessment at West Tytherley CE Primary School:

1. Assessment is at the heart of teaching and learning

- Assessment provides evidence to guide teaching and learning
- Assessment provides the opportunity for pupils to demonstrate and review their progress

2. Assessment is fair

- Assessment is inclusive of all abilities
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address

3. Assessment is honest and reliable

- Assessment outcomes are used in ways that promote desirable effects
- Assessment outcomes are communicated in an open, honest and transparent way to assist pupils with their learning
- Assessment judgments are moderated with other professionals, to ensure their accuracy

4. Assessment is ambitious

- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessment objectives set high expectations for learners
- Assessment enables pupils to develop and improve through objective based criteria

5. Assessment is appropriate

- The purpose of any assessment process should be clearly stated
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information)
- Assessment should draw on a wide range of evidence to provide a complete picture of pupil achievement
- Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning
- Assessment should provide information that justifies the time spent

6. Assessment is consistent

- Judgements are formed according to common principles and criteria
- The results are readily understandable by third parties
- A school's results are able to be compared with other schools, both locally and nationally

7. Assessment outcomes provide meaningful and understandable information for:

- pupils in developing their learning;
- parents in supporting children with their learning;
- teachers in planning teaching and learning.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

(Adapted from NAHT Commission of Assessment, February 2014)

4. Types of Assessment

At West Tytherley, we use different types of assessment for different purposes:

- **Formative** – the information helps to inform planning and a pupils' next steps in learning
- **Diagnostic** – finding out which attitudes, knowledge, understanding and/or skills are/are not acquired/embedded and how these affect the pupils' progress across a subject area
- **Evaluative** – informs the strategic planning and direction of the school through evaluation of the impact of planning, teaching and the curriculum on pupils' achievements
- **Summative** - systematic recording of information to provide a summary of where pupils are - at a given point in time – which contributes to the identification of progress and trends over a period of time

5. Assessment at West Tytherley

- We use our school's curriculum plan to guide our teaching. This plan gives details of what is to be taught to each year group. To support our teaching we use the National Curriculum 2014.
- Lessons are planned with clear learning intentions and appropriate tasks are set for the children's ability. Learning Intentions or learning objectives are shared with children.
- Success Criteria link to learning objectives and are openly shared. They are ideally developed with the children to promote greater understanding and ownership.
- Assessment takes into account children's strengths as well as areas where they need support. We make a note of those individual children who either do not achieve at the expected level for the lesson, or exceed expectations, and we use this information to adjust planning for the next lesson.
- Staff at West Tytherley have worked together to develop an assessment system that takes into account the expectations within the 2014 National Curriculum, and is primarily based upon the **Key Performance Indicators** (as developed by NAHT) in core subjects. It is expected that each key performance indicator should be taught on several occasions to develop depth of understanding. Overtime, this will enable teaching teams to evidence progress.
- Assessment mainly consists of formative strategies and a range of recording methods. Assessment in Years 1 to 6 is recorded both informally by the teacher on Assessment sheets and formally using Insight tracker. For each key performance indicator, children are assessed against the following descriptors:

0	Not yet	<i>Taught but no evidence of concept/skill</i>
1	Emerging	<i>At early stage of development with support needed/still not secure</i>
2	Expected	<i>Secure in the majority of the end of year expectations/growing ability and independence</i>
3	Exceeding	<i>Secure in all the end of year expectations and is able to use and apply their knowledge and skills confidently and independently in different contexts</i>

Foundation stage profile

- Upon entry into Reception, the teaching team takes account of information received directly from Parents and various Nursery/Early Years settings.
- Throughout reception, children will continue to be assessed against the Early Years Foundation Profile. Staff will use information gained through observations and discussions to develop a learning journal using an online package called 'Tapestry'. The staff will include photos, observations and comments as part of this learning journal and Parents/carers are also asked to contribute actively to this.
- The team make a summative judgement, 3 times a year, based on information they gather from Tapestry, small group and individual assessments. This information is based on progress through the appropriate age and stage band. At the end of the year, a summative judgement is made against the Early Learning Goals where *emerging, expected or exceeding* is used. These assessments are kept on our Insight 'Foundation stage' tracker.
- Information will be shared at parent consultation meetings.

Year One phonics check

- All children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

Year Two phonics check

- Any children in Year 2 who did not pass their Year 1 Phonics check or who are new to the school, will participate in a Year 2 phonics check. This assessment will be administered by the Year 2

teacher. Results are included within the Year 2 annual report.

KS1 & KS2 SATS

- Children in Year 2 and Year 6 are assessed during May. Children carry out a series of tests and the results of these assessments are reported annually to the DfE, Local Authority, to parents and to the governing body.

Internal Tests

- Children are tested using a range of assessments. RWI assessments are used to measure progress in Phonics and Reading. NFER assessments and other optional standardised tests are undertaken termly to tracking progress in Reading, spelling and maths. These assessments help to inform teacher assessment judgements and track pupil progress.

6. Ofsted expectations

Ofsted has stated the following:

- *Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.*
- *Ofsted does not expect performance and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections – clarification for schools, March 2015, No. 140169)*

7. Feedback & Marking

According to Hattie (2012), “Feedback is among the most common features of successful teaching and learning. Yet while feedback is among the most powerful moderators of learning, its effects are among the most variable.”

At West Tytherley, it is essential therefore that teachers are aware of, and aim to provide feedback relative to, the three important questions : ‘Where am I going?’; ‘How am I going to get there?’; and ‘Where to next?’

Our marking practices have been reviewed in the light of the DfE report ‘Eliminating unnecessary workload around marking’ (March 2016), and have been based upon three principles :
Effective marking should be meaningful, manageable and motivating.

Meaningful:

- Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work.
- Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- Children are encouraged to read, reflect upon and respond to written comments or instructions from the teacher.
- Live Marking is used by all staff when discussing learning with individuals. Staff will indicate

that verbal feedback has been given by using the code “VF” followed by the aspect of learning that has been discussed. For example, ‘VF – *punctuation*’ would indicate that ‘feedback on punctuation has been discussed with the individual’.

- Marking should be learning focused.
- All marking written by staff will be in a contrasting colour to the pupils writing.

Manageable:

- Written marking should be proportionate to the task.
- The time spent ‘deep’ marking should be proportionate to the task, as well as, time-effective in relation to the overall workload of teachers. This can be achieved by ‘deep’ marking a small group of children or using success criteria to manage feedback without the need for extensive comments.
- All pieces of written work must be acknowledged using a tick with the adults initial. All staff (including LSA/TAs) will be expected to acknowledge work in this way.

Motivating:

- Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.
- Acknowledging the work a pupil has done, valuing their efforts and achievement, and celebrating their progress is an important part of marking.
- Marking should enable pupils to respond proactively, accept challenges and take responsibility for improving their work.
- Children in the older year groups are encouraged to self-assess and peer-assess work. This can sometimes be done by responding to success criteria, using ‘2 stars and a wish’, traffic lighting.

8. Marking Codes

A small number of marking codes have been agreed by staff. This ensures a consistent approach across the school and supports children understanding.

VF – <i>punctuation</i>	Verbal Feedback to pupil (area of discussion is written beside this)
P	Paired work
G	Group work
I	Independent
S with initials	Supported by adult (initials to indicate member of staff)

9. Assessment techniques

There is a wide range of strategies which could be deployed. These include:-

- Observation
- Listening
- Questioning
- Dialogue involvement
- ‘Pupil voice’ – the child’s active participation in the assessment process
- Task setting
- Written marking
- Setting pupil targets
- Peer critique and assessment (*Kind, Specific and Helpful*)
- Self assessment

Most assessment information will be collected through observations, information in books, pupil self-assessment and other formative assessment activities.

Assessment information will be used to inform planning and to identify children who may need extra support.

10. Assessment records and reporting

- The type of assessment varies from subject to subject, but will only be recorded if it affects future learning.
- All pupils have assessment records – including the electronic records stored on *Insight and Tapestry*.
- Teachers are expected to review pupils against the key performance indicators through the year and update *Insight* at the end of Autumn, Spring and Summer terms (December, April and July). EYFS children will also undertake a baseline assessment in Sept/Oct each year.
- Records are passed on to the next class teacher or school – together with relevant transfer documentation as and when appropriate.

11. Pupil Progress Meetings

- The progress of each child is monitored and reviewed half termly (6 times per year) with teacher through Pupil Progress Meetings (PPM).
- Pupil Progress meetings enable teachers to have a professional dialogue with SLT, and follow an 'Assess, Plan, Do, Review' cycle, to ensure that all children's needs are identified and actions planned to address any gaps/barriers in learning.
- Half-termly Pupil Progress Meetings enable early identification of concerns/barriers and putting an appropriate intervention into place, as well as responding to the updated assessment data at the end of term.
- These discussions are recorded on a 'Cohort Action Plan' and teachers are responsible for completing these to guide the Pupil Progress meeting discussions and towards accountability data.

12. As a result of good assessment procedures

Teachers will know:

- Where the pupils are starting from
- Whether the class learned what was previously planned and taught
- Whether the children have a basic, secure or deep understanding of concepts
- Whether the children are meeting or exceeding age related expectations
- Whether children are making sufficient progress in relation to their starting points, other pupils within the cohort and nationally.
- Whether children are applying their skills, knowledge and understanding across the curriculum with increasing independence.
- Which pupils need more help and specifically what the learning 'gaps' are.
- Which pupils require extension work to deepen their understanding.

The SLT will know:

- Whether individuals or groups of children are making sufficient progress to meet or exceed age related expectations

- Whether there any issues/barriers/gaps to learning to address
- Whether there are any trends across the cohorts/subjects/school
- Whether children and groups are making sufficient progress in relation to their starting points, and in comparison to other cohorts, other schools and nationally.
- Which aspects of teaching/learning and the curriculum need to be developed and strengthened to meet the needs of all pupils

Parents/carers will know:

- How much progress their child is making towards age related expectations
- Whether their child has any specific *gaps* in learning or specific difficulties
- How the school is helping to address any issues
- What they can do to help their child to support them further

Children will know:

- What they have been successful in and should be proud of
- What they need to work on to improve further ('next steps')
- How they can improve specifically
- That they can achieve with increasing determination, effort and practice.

13. Reporting to parents:

- Parents are encouraged to contact the school if they have concerns about any aspect of their child's work.
- At the end of each year, families will receive a full report detailing progress and achievements across the curriculum. The report will be based on self-assessment by the child and summative observations by the class teachers. Parents / Carers are encouraged to provide feedback to the school on this report.
- Parents are offered the opportunity to meet their child's teacher three times a year - at the beginning of the school year, in the spring term and again at the end of the year (after the annual reports have been sent out in the Summer term).
- At the first meeting of the school year (late September), the discussion centers on how the child has begun the year and any areas to be focused on for the coming terms.
- At the second meeting (mid January), we review how well their child is learning and identify specific 'next step' targets to work on in order to meet end of year expectations. Parents are also given written interim targets for their children and discussions as to how they may be able to support their children further at home may be helpful.
- The third meeting (July) is an informal opportunity for parents to meet with the classteacher and discuss any concerns that they have in relation to the annual report, their child's progress and/or targets for the coming school year.
- End of Key Stage results are currently reported to parents of children in Year 2 and Year 6.
- Parents of pupils in Reception are given the opportunity to discuss their child's EYFS judgements with the teacher.

- At the start of each term teachers provide parents with an overview of the main areas of study for that year group. These will be updated regularly on the school website (see Parents section of website).

14. Inclusion and assessment for learning

- West Tytherley is an inclusive school and we work hard to meet the needs of all our children.
- Class teachers are responsible and accountable for the progress and development of all pupils in their class.
- We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils
- Where a child is not making the expected progress the class teacher will work alongside the SENDCO, parents and external agencies (where appropriate) to plan tailored support.
- We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils.
- We monitor how *Quality First Teaching* is enabling all pupils to access the curriculum and ensure that they continue to make progress and reach age related expectations.
- The emphasis is placed upon 'Keeping Up' rather than 'Catching Up', involving all staff to regular assess pupils and ensure that learning is quickly adapted to meet the needs of every child.
- We use Individual Learning plans, where appropriate, which are reviewed with the child and parents termly. Helen Spreadbury (SENDCO) is available to provide advice to staff and families. We also maintain a list of Vulnerable children who we monitor closely following any issues or concerns alerted by staff or parents.
- We do not label any child by so called 'ability'.
- Through the above we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.
- All children are encouraged to achieve their best and become confident individuals living fulfilling lives. See separate SEND policy & SEND offer for more information.

15. Roles and responsibilities

Senior Leaders

- To ensure that an agreed and consistent approach for assessment is being well implemented
- To ensure that staff are developing a good understanding of age related expectations and are making increasingly accurate judgements over time
- To support and monitor the work of the school in relation to raising standards and ensuring that pupils make good progress from their starting points.
- To analyse assessment data and discuss provision/targets for individuals and groups.
- To report assessment findings to Governor's P&S committee termly.
- To ensure that the school staff are aware of the most recent assessment developments – at both local and national levels
- To provide guidance to teachers on making judgements about attainment and progress.
- To ensure that statutory requirements are met.

Class teacher

1. To plan for formative assessment opportunities on a daily basis
2. To plan and carry out statutory/optional assessments
3. To focus mark children's work and provide effective feedback so that children know how well they

- are doing and what they need to do to improve further
4. To provide regular opportunities for children to reflect on feedback and respond/improve in their learning
 5. To record assessment outcomes informally and using *Insight* tracker and/or *Tapestry*
 6. To use teacher assessment to identify strengths and areas for development and to inform planning of future teaching and learning
 7. To report to parents/carers on pupil achievement against age related expectations and any results of statutory assessments
 8. To participate in Pupil Progress Meetings, the analysis of data, the monitoring and evaluation of policies and procedures on assessment, recording and reporting

16. Monitoring and evaluation

This policy will be evaluated and reviewed every three years, or earlier if necessary – taking into account changes in legislation.

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Early Years Policy
- SEND policy