



St Joan of Arc Catholic
Primary School

POLICY

Assessment & Marking

2020-23

St Joan of Arc Catholic Primary School

ASSESSMENT & MARKING POLICY

Mission Statement -

The Members of the Community of St Joan of Arc School, by respecting each other, learn and grow in the love of Christ.

Rationale

We believe that effective assessment and marking 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 child. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise attainment and achievement for all of our children.

Aims and Objectives

The aims and objectives of assessment and marking in our school are:

- To lead focused teaching and learning
- To excite and motivate all children to reach new heights
- To make clear to the teacher and child the next steps for learning
- To allow teachers to plan work that accurately reflects the needs of each child
- To enable us to identify intervention groups and target resources effectively
- To involve teachers and children in discussion about achievement, progress and next steps
- To provide regular information for parents that enables them to support their child's learning by understanding their achievements and areas for development
- To allow subject leaders to monitor progression and continuity
- To provide the leadership team and governors with information that allows them to make judgments about the effectiveness of the school

Planning for Assessment

We use our school's annual curriculum plans to guide our teaching. In these plans we set out details of what is to be taught to each year group. We use the EYFS curriculum, the National Curriculum and the Primary Strategies. We also use some published schemes of work, such as the Westminster Diocesan agreed scheme for the teaching of RE. In our medium term planning we identify opportunities for assessment within each unit of work. We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child and knowledge of the curriculum. We strive to ensure that all tasks set are appropriate to each child's level of ability.

Target Setting & Assessment of Learning

Target setting allows us to ask some key questions about performance. These are:

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

Target setting is a significant strategy in our school for improving the attainment of children. It will only be effective if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each child's starting point and journey so far in their learning.

The Assessment Coordinator forecasts the National Curriculum sublevel that each child is expected to reach at the end of that year and key stage. This data is used in line with the school's pathway of expected performance for Reading, Writing and Maths from Y1-6. We are careful to monitor performance against these expectations, and not to place false ceilings on a child's potential.

Before agreeing and finalising targets for pupils in Year 6, we discuss the draft targets with a representative of the LA. The Governing Body accepts that the targets we set are based on the current attainment of each cohort of children. We do not necessarily expect targets to improve year on year. They must reflect the ability of each cohort and at the same time carry an appropriate level of challenge.

When children join our school we review annual reports and assessment data from their previous school or setting, and make an assessment of their current levels. We use the outcomes of these assessments to identify strengths and areas for improvement for individual children.

Class teachers formally review pupil progress against their expected targets at least once a term, as part of our assessment timetable. The Leadership Team and Core Subject Managers also review tracking data, pupil work samples and teachers' planning with a particular focus on vulnerable children or any under-achieving groups. These regular cohort reviews inform discussion about appropriate interventions, and whole school areas for improvement (see Appendix 1)

Assessment for Learning

'Assessment for Learning is the most crucial aspect of the bridge between teaching and learning. It constantly checks on the progress toward the learning intention on a minute by minute basis and teaching is adjusted accordingly to best guide learners to the desired goal.'

Dylan Williams

We give our children regular feedback and encourage them to reflect on their learning. We believe teaching and learning strategies should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners. This helps children to close the gap between current and desired performance.

Marking and Feedback should:

- Be manageable for teachers
- Relate to learning objectives, which need to be shared with the children
- Involve all adults working with the children in the classroom
- Give children opportunities to become aware of and reflect on their own learning
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement

- Allow specific time for children to reflect and respond to questioning and written feedback
- Respond to individual learning needs
- Inform future planning and individual target setting
- Be accessible to children
- Use consistent codes throughout the school
- Ultimately be seen by children as positive in improving their learning

Not all pieces of work will be 'quality marked'. Feedback should focus on the learning objective and a focused comment should help the child in 'closing the gap' between what they have achieved and next steps. Our agreed code is to highlight successes in yellow against the learning objective, and arrow/asterisk in pink where improvements could take place. Secretarial features will not be marked against in every single piece of work. Children will be asked to read through and check for things they know are wrong. Pupils in Y2-6 use a green pen to make corrections and to respond to teacher feedback.

Pupil Self-evaluation

'Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment'

We involve the children in the target setting process and, where appropriate encourage them to recognise their next steps and set targets for themselves. Regular feedback from teachers makes children aware of how they can improve their work and achieve their target. Target setting for our children means that they make decisions about their own learning. Pupils with SEN are also asked to review their individual targets as part of IEP or provision map, and where appropriate, to contribute to their Annual Review.

Pupils have opportunities to reflect on their own learning both formally and informally. Informal feedback consists of discussions with their peers and members of staff. Formal feedback consists of pupils annotating their own work, highlighting perceived successes and areas for improvement. In some lessons pupils will also use a self-assessment symbol to indicate to their teacher how well they feel they have met a particular learning objective. Pupils from Y1-6 are also asked to formally evaluate their learning in foundation subjects at the end of each thematic topic.

Consistency

Subject Managers monitor planning and examples of pupils' work within their subject area, and use national exemplification materials to make judgements about the levels attained. All our teachers discuss these levels, so that they have a common understanding of expectations and progression in each subject. By doing this we ensure that we make consistent judgements about standards in the school. We ensure this consistency is maintained across the local authority by participating in external cohort moderation. Subject leaders also may undertake pupil interviews to assess pupil's knowledge, understanding and attitudes. Curriculum displays and role-play areas provide further evidence of the breadth and depth of curriculum coverage, and attainment.

Reporting to Parents/Carers






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

Parents receive a termly/half-termly curriculum newsletter which identifies the main areas of study for their child. The newsletter identifies how parents can support their child with any elements of the forthcoming work. Newsletters are also posted on the school website.







For pupils with special educational needs IEPs and provision maps are reviewed each term and shared with parents; the summer term IEP is continued into the child's new class in the Autumn term to ensure continuity of support.

Parent consultations in the Autumn and Spring terms provide the opportunity to discuss achievements and targets in Reading, Writing, Numeracy and personal/social development. In the Summer term parents receive their child's written report on their child's progress and achievements during the year. In this report we also identify areas for development for the next year at school. In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in statutory assessments. Parents have the opportunity to discuss any issues arising from the report with the class teacher.

How my MATHS work is marked

T	I have met my learning objective.
T-	I am working towards meeting my learning objective.
Tx	I have not met my learning objective.
 PA Pupil Action	There is something for me to do to make my work even better.
 VFF	My teacher has already spoken to me about what I have done well, and how I can make my work even better.
<p>Let your teacher know</p> <p>Tick one</p> <p><input checked="" type="checkbox"/>  I fully understand.</p> <p><input type="checkbox"/>  I need more practice.</p> <p><input type="checkbox"/>  I do not understand yet.</p> <p>Self Assessment</p>	This lets my teacher know if I fully understand, need more practice, or if I do not understand yet.

How my WRITTEN work is marked

<p style="text-align: center;">T</p>	<p style="text-align: center;">I have met my learning objective.</p>
<p style="text-align: center;">T-</p>	<p style="text-align: center;">I am working towards meeting my learning objective.</p>
<p style="text-align: center;">Tx</p>	<p style="text-align: center;">I have not met my learning objective.</p>
	<p style="text-align: center;">This part of my work is really good</p>
<p style="text-align: center;">  PA Pupil Action </p>	<p style="text-align: center;">There is something for me to do to make my work even better.</p>
<p style="text-align: center;">  VFF </p>	<p style="text-align: center;">My teacher has already spoken to me about what I have done well, and how I can make my work even better.</p>
<p>Let your teacher know</p> <p>Tick one</p> <p><input type="checkbox"/>  I fully understand.</p> <p><input type="checkbox"/>  I need more practice.</p> <p><input type="checkbox"/>  I do not understand yet.</p> <p>Self Assessment</p>	<p style="text-align: center;">This lets my teacher know if I fully understand, need more practice, or if I do not understand yet.</p>

ST JOAN OF ARC CATHOLIC PRIMARY SCHOOL ASSESSMENT & MONITORING TIMETABLE				
	EFYS	Key Stage 1	Key stage 2	Governing Body
AUT1	<ul style="list-style-type: none"> Home Visits and Baseline Assessment Pupil observations IEP and provision map reviews RE assessment 	<ul style="list-style-type: none"> Set Pupil Targets Level writing sample Maths & Reading assessment IEP and provision map reviews RE assessment Phonics assessment End of topic pupil self-assessment/teacher assessment 	<ul style="list-style-type: none"> Set Pupil Targets Level writing sample Maths & Reading assessment IEP and provision map reviews RE assessment 	<ul style="list-style-type: none"> Staff appraisal target setting meeting Pupil data analysis to set targets for School Improvement Plan and Subject Managers Action Plans Lesson observations, learning walks, book & planning scrutiny Behaviour monitoring
AUT2	<ul style="list-style-type: none"> Parent Consultations Pupil observations RE assessment Phonics assessment (YR) 	<ul style="list-style-type: none"> Review Pupil Targets Parent Consultations Reading assessment Phonics assessment End of topic pupil self-assessment/teacher assessment RE assessment 	<ul style="list-style-type: none"> Review Pupil Targets Parent Consultations Science assessment End of topic pupil self-assessment/teacher assessment RE assessment 	<ul style="list-style-type: none"> Review pupil data from Autumn 1 including EYFS baseline data; agree actions: target resources; adjust pupil intervention & use of additional adults Analysis of RAISE data Behaviour monitoring
SPR1	<ul style="list-style-type: none"> G&T Cohort reviewed IEP and provision map reviews Pupil observations Writing Assessment RE assessment Phonics assessment (YR) Cohort review 	<ul style="list-style-type: none"> Set Pupil Targets G&T Cohort reviewed IEP and provision map reviews Level writing sample Maths & Reading assessment Phonics assessment End of topic pupil self-assessment RE assessment/teacher assessment 	<ul style="list-style-type: none"> Set Pupil Targets G&T Cohort reviewed IEP and provision map reviews Level writing sample Maths & Reading assessment RE assessment 	<ul style="list-style-type: none"> Staff appraisal mid-year reviews Lesson observations, learning walks, book & planning scrutiny Behaviour monitoring Progress review of SIP
SPR2	<ul style="list-style-type: none"> Parent Consultations Pupil observations RE assessment Phonics assessment (YR) 	<ul style="list-style-type: none"> Review Pupil Targets Parent Consultations Reading assessment Phonics assessment End of topic pupil self-assessment/teacher assessment RE assessment 	<ul style="list-style-type: none"> Review Pupil Targets Parent Consultations Science assessment End of topic pupil self-assessment/teacher assessment RE assessment 	<ul style="list-style-type: none"> Review pupil data from Spring 1; agree actions: target resources; adjust pupil intervention; use of additional adults Behaviour monitoring
SUM1	<ul style="list-style-type: none"> IEP and provision map reviews Pupil observations RE assessment Phonics assessment (YR) 	<ul style="list-style-type: none"> Set Pupil Targets IEP and provision map reviews Level writing sample Maths & Reading assessment Phonics assessment End of topic pupil self-assessment/teacher assessment RE assessment 	<ul style="list-style-type: none"> Set Pupil Targets IEP and provision map reviews Level writing sample Maths & Reading assessment RE assessment 	<ul style="list-style-type: none"> Lesson observations, learning walks, book & planning scrutiny Behaviour monitoring
SUM2	<ul style="list-style-type: none"> Reception EYFS profile Cohort review (Nursery) Pupil observations RE assessment Writing Assessment Phonics assessment (YR) Pupil data shared with new teacher Reports to parents with targets for improvement 	<ul style="list-style-type: none"> Y1 phonics screening check Y2 statutory assessment Reading assessment Phonics assessment RE assessment End of topic pupil self-assessment/teacher assessment Pupil data shared with new teacher Reports to parents with targets for improvement 	<ul style="list-style-type: none"> Year 6 statutory assessment Science assessment RE assessment End of topic pupil self-assessment/teacher assessment Year 3/4/5 pupil data shared with new teacher Year 6 pupil data shared with secondary school Reports to parents with targets for improvement 	<ul style="list-style-type: none"> Staff appraisal end of year reviews Review pupil data from Summer 1; agree actions for next academic year: target resources; adjust pupil intervention; use of additional adults Progress review of SIP Subject managers complete subject report & identify targets for improvement Begin analysis of statutory assessment data Behaviour summative review
				<ul style="list-style-type: none"> Headteacher's report Analysis of pupil data Review of Subject Managers reports Approve new SIP Approve visits schedule
				<ul style="list-style-type: none"> Headteacher's report (including RAISE data) Progress review of SIP
				<ul style="list-style-type: none"> Governor visits
				<ul style="list-style-type: none"> Headteacher's report Progress review of SIP
				<ul style="list-style-type: none"> Governor visits
				<ul style="list-style-type: none"> Headteacher's report Improvement Advisor visits LA cohort cluster meetings and moderation of statutory assessments

This Policy is reviewed triennially by

The Governing Body

It was last reviewed in

September 2020

It will next be reviewed in

September 2023