Policy

Assessment and Marking

2023-26

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 and support plans on a detailed knowledge of each child. We recognise progress in learning is not linear and thus children should not be judged solely on the basis of a test. 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 staff 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 as well as some published schemes of work for the teaching of our subjects. In our medium term planning, we identify opportunities for assessment within each unit of work.

Formative Assessment

Formative assessment is the most crucial type of assessment as it helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. Thus, it supports teachers to provide appropriate support (corrective pupil actions) or extension (actions that deepen and extend understanding) as necessary and informs progress. It enables teachers to evaluate the direction of their own teaching and to plan future lessons accordingly.

Examples of formative assessment implemented:

- Guided reading

- Smaller Phonics groups

- Live and written feedback

- Shared writing (pupil : pupil, adult : class)

- Making use of rich question and answers

- Marking of pupils' work, particularly next step comments

- Observational assessments

- Regular short re-cap quizzes and tests

- Scanning work for pupil attainment and development

- Discussions with children

- Pupil self-assessment

- Peer marking

- Pupil conferencing

- Moderation

Summative Assessment

The goal of summative assessment is to evaluate pupil learning at the end of an instructional unit by comparing it against some standard or benchmark. Summative assessments will be used to monitor and support children's performance and will provide information about how well they have learned and understood a course of work taught over a period of time, providing feedback on how they can improve. Teachers will make use of in-school summative assessments to evaluate both pupil learning (based on pupil outcomes) and the impact of their own teaching (based on class outcomes). Both these purposes will support teachers in planning for future teaching and learning. Summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including:

- End of unit test

- End of unit essay

- NFER tests for reading

- White Rose maths tests

- Extended piece of writing

- Benchmark reading assessment

- Past SATs papers

National Statutory Assessment

Nationally standardised assessments will be used to provide information on how pupils are performing in comparison to children nationally. They also provide information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to gauge the school's performance against other schools in a local and national context, and make judgements about the school effectiveness and areas for improvement.

- Baseline Assessment in Reception

- Phonics Screening Test in Year 1

- Multiplications Tables Check in Year 4

- Standard Assessment Tests (SATs) in Spelling and Grammar, Maths and Reading; as well as a teacher assessment in Writing using teacher assessment frameworks.

Target Setting & Assessment of 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

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.

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.

PPR—Pupil Progress Reviews

The Assessment Manager and teachers, through PPR meetings (pupil progress reviews), forecasts what level 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 age related expectations 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.

The Assessment Manager and teachers conduct PPRs against expected targets at least once a term, as part of our assessment timetable. Staff review tracking data, pupil work samples and summative and formative assessments with a particular focus on vulnerable children or any under-achieving groups. These regular reviews inform discussion about appropriate interventions, and whole school areas for improvement.

	EYFS	KEY STAGE 1	KEY STAGE 2	LEADERSHIP TEAM	SEN	GOVERING BODY
AUT1	• Home Visits • In-school Baseline Assessment (Nursery) • Pupil observations • RE assessment • Reception Baseline Assessment • Parent Consultations	• Set Pupil Targets • RE assessment • Reading assessments • Phonics assessment • Foundation subjects pupil self-assessment/teacher assessments • Parent Consultations	• Set Pupil Targets • RE assessment • Reading assessments • Parent Consultations	• Staff appraisal target setting meeting • Pupil data analysis (including LA data) to set targets for SIP • Lesson observations, learning walks, book & planning scrutiny • Behaviour monitoring	• Review interventions from previous academic year and set interim support • Dyslexia Monitoring	• Headteacher's report • Analysis of pupil data • Approve new SIP & SEF • Approve visits schedule
AUT2	• Pupil Observations • Pupil summative assessments • Phonics assessment (YR) • Reading assessments • PPR meetings – reviewing interventions and next steps based on current levels of attainment	• Review Pupil Targets • Maths, Reading and Writing summative assessments • Science summative assessment • Phonics assessment • Foundation subjects pupil self-assessment/teacher assessments • Target Tracker Steps rewarded • PPR meetings – reviewing interventions and next steps based on current levels of attainment	• Review Pupil Targets • Maths, Reading and Writing summative assessments • Science summative assessment • Foundation subjects pupil self-assessment/teacher assessments • Target Tracker Steps rewarded • PPR meetings – reviewing interventions and next steps based on current levels of attainment	• PPR meetings to review assessment data, agree actions: target resources, adjust pupil intervention & use of additional adults • Analysis of LA and statutory data to complete SIP & SEF • Behaviour monitoring	• Review and set SEN Targets • Review and set new interventions • SEN Book monitoring	• Governor visits • Progress review of SIP

Term						
SPR1	• Pupil observations • RE assessment • SEN pupil reviews • Writing Assessments • Phonics assessment (YR) • Moderation	• Set Pupil Targets • RE assessment • SEN pupil reviews • Phonics assessment • Foundation subject's pupil self-assessment/teacher assessments • Moderation	• Set Pupil Targets • RE assessment • SEN pupil reviews • Moderation	• Staff appraisal mid-year reviews • Lesson observations, learning walks, book & planning scrutiny • Behaviour monitoring • Progress review of SIP	• Screening for SpLD i.e. Dyslexia and Dyscalculia	• Headteacher's report (including RAISE data) • Progress review of SIP
SPR2	• Pupil Observations • Parent Consultations • Pupil summative assessments • Phonics assessment (YR) • Target Tracker Steps rewarded Reading assessments • PPR meetings – reviewing interventions and next steps based on current levels of attainment	• Review Pupil Targets • Parent Consultations • Maths, Reading and Writing summative assessments • Phonics assessment • Target Tracker Steps rewarded • Foundation subjects pupil self-assessment/teacher assessments • PPR meetings – reviewing interventions and next steps based on current levels of attainment	• Review Pupil Targets • Parent Consultations • Maths, Reading and Writing summative assessments • Science summative assessment • Target Tracker Steps rewarded • Foundation subjects pupil self-assessment/teacher assessments • PPR meetings – reviewing interventions and next steps based on current levels of attainment	• PPR meetings to review assessment data, agree actions: target resources, adjust pupil intervention & use of additional adults • Behaviour monitoring	• Review and set SEN Targets • Review and set New interventions • SEN Book monitoring moderation	• Governor visits • Progress review of SIP
SUM1	• SEN pupil review • Pupil Observations • RE assessment • Phonics assessment (YR)	• Set Pupil Targets • SEN reviews • RE assessment • Phonics assessment • Foundation subjects pupil self-assessment/teacher assessments	• Set Pupil Targets • SEN pupil reviews • RE assessment • KS2 preliminary SATs papers • Y4 practice sessions for MTC	• Lesson observations, learning walks, book & planning scrutiny • Behaviour monitoring	• Dyslexia Monitoring • TA Lesson Observation	• Headteacher's report • Progress review of SIP

SUM2					
• **EYFS PROFILE (YR)** • Pupil observations • RE assessment • Pupil summative assessment • Writing Assessments • Phonics Assessment (YR) • ELG assessed • Moderation • Pupil data reviewed • Reports to parents with targets for improvement • Reading assessments • PPR meetings – reviewing interventions and next steps based on current levels of attainment	• **Y1 PHONICS SCREENING CHECK** • **Y2 OPTIONAL SATs ASSESSMENT** • Maths, Reading and Writing summative assessment • Science summative assessment • Moderation • Phonics assessment • Foundation subjects pupil self-assessment/teacher assessments • Pupil data shared with new teacher • Reports to parents with targets for improvement • PPR meetings – reviewing interventions and next steps based on current levels of attainment	• **YEAR 6 STATUTORY ASSESSMENT** • **YEAR 4 MULTIPLICATION TABLES CHECK** • Maths, Reading and Writing summative assessment • Science summative assessment • Moderation • Foundation subjects pupil self-assessment/teacher assessments • 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 • PPR meetings – reviewing interventions and next steps based on current levels of attainment	• Staff appraisal end of year reviews • PPR meetings to review assessment data, agree actions: 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 Review	• Review and set SEN Targets • Review and set New interventions • SEN Book monitoring	• Governor visits **EXTERNAL MONITORING** • Termly School Improvement Advisor visits • Termly LA cohort cluster meetings • Moderation of statutory assessments

Marking

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

- 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

How my MATHS and ENGLISH work is marked

   	This part of my work is evidence I am learning well or is impressive to the adult
   	There is something for me to do to make my work even better.
PA Pupil Action	**There is something for me to do to make my work even better.**
VF Verbal Feedback	**My teacher has already spoken to me about what I have done well, and how I can make my work even better.**
Any writing by me in green pen	**Action I have carried out to improve my work**

MARKING EXPECTATIONS

	Maths	English	RE
How often?	4/5 pieces in book per week. Investigative Maths lessons planned for and evidenced in Maths scrap books (start of unit, mid-unit, end of unit) Majority is teacher marking but TAs and pupils can as well Years 3-6 to also use self-assessment checked by the teacher	Minimum 2-3 pieces of work in books (rough guide) Use images of working wall to evidence work done off book Majority is teacher marking but TAs and pupils can as well	At least one piece in their books per week. Majority is teacher marking but TAs and pupils can as well
Peer marking? Self-marking?	Encourage peer and self-marking in green pen.	Encourage peer and self-marking in green pen. Encourage children to scribe partner suggestions in own books	If it presents itself, peer and self-marking in green pen.
Pupil Action (PA) /Deepen, Apply, Booster (DABs)	Once every 1-2 weeks PA focused on misconception the children have or a skill your children need to practice – these should be adapted to address levels of ability, similarly to learning activities. Completed in green pen	Once every 1-2 weeks PA focused on misconception the children have or a skill your children need to practice. SEND children may receive the same PA. Children will need adaptation. Completed in green pen	Once a unit DABs will be completed by the children. Y 1-4 glue in DABs Y 5-6 write or use DABs to begin PA Completed in green pen
Pink and yellow highlights	Pink or yellow denotes the teacher has sighted the work Pink (PA) should be succeeded by pupil's response in green pen Pink – pupil action needed (annotated or VF) Yellow – LO achieved or positive affirmation		
Verbal Feedback (VF)	VF can serve as PA highlighted in pink and followed by PA green pen in live setting (no need to annotate feedback) Pink with teacher annotation denotes the child is absent at time feedback is given Red pen for teacher marking		

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 EHCPs and provision maps are reviewed each term and shared with parents; the summer term EHCP 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, Maths 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. The reports for pupils in Reception, Year 1, Year 4 and Year 6, also provide details of the levels achieved in statutory national assessments. Parents have the opportunity to discuss any issues arising from the report with the class teacher.

This Policy is reviewed triennially

or earlier if necessary by:

Assessment Manager

It was last reviewed in

October 2023

It will next be reviewed in
October 2026

St Joan of Arc School
Growing together