

Assessment Policy (including Marking and feedback Policy)

This policy is a statement of the aims, principles and strategies for the use of Assessment at Cranwell Primary School.

What is Assessment?

Assessment refers to both 'Assessment of Learning' and 'Assessment for Learning'. It is the means by which teachers obtain information in order to improve teaching and learning. It is also used to track the progress of both individuals and cohorts of children so that standards are raised, whilst ensuring that all children achieve their full potential.

Aims and Objectives

The aims and objectives of assessment in our school are that it:

- Is embedded in the teaching and learning process, of which it is a central part.
- Shares learning goals with pupils.
- Helps pupils to recognise the standards to aim for.
- Provides feedback, which leads pupils to identify what they should do next to improve.
- Has a commitment that every child can improve.
- Involves teacher, pupils and parents, reviewing and reflecting on pupils' performance and progress.
- Involves pupils in self-assessment and target setting.
- Provides the Head Teacher, SLT, Staff, Governors and County with information that allows them to make judgements about the effectiveness of the school.

Principles for the Use of Assessment:

Planning

- The School's Long Term and Medium Term curriculum plans are used to guide teaching and learning. Within the plan, aims and objectives are outlined for each year group. Assessment of Learning opportunities (summative assessment) are linked to this plan and are detailed in the 'Assessment Grid'. Data is given to the Assessment Co-ordinators, tracked and used for analysis. SEN children may be tracked using the 'Engagement model' and MAPS (Mapping and Assessing Personal Progress) or the Pre-Key Stage Standards and Teacher Assessment if they are not working at National Curriculum expectations or are making less than expected progress within a stage.
- Class teachers are responsible for ensuring that Assessment for learning (formative assessment) opportunities are incorporated into their planning, pupil outcomes are recorded and used to inform future planning.
- Teacher Assessment will always over-ride summative assessment results within our data tracking system.

Consistency

- National exemplification materials are used to make judgements about the levels/standards of children's work in EYFS, Year 2 and Year 6. We also use Rising Stars papers for internal assessment which is benchmarked nationally.
- Internal moderation takes place on a regular basis with teachers working in teams to ensure consistency and a common approach. Teachers also attend external moderation and training events, and work closely with other schools to support our judgements.
- All teachers take an active role in Work Sampling to ensure that consistent judgements are made about standards in the school.
- Subject Co-ordinators are responsible for ensuring that samples of work kept for monitoring purposes reflect the full range of ability within a subject.

Strategies for Ensuring Progress and Continuity in Assessment:

Target Setting

- Target setting takes place for all Year 1-6 children in English and Maths based upon their Early Years and Year 2 SATs results. Individual and cohort targets are set and we use this information to identify Greater Depth children and SEN children. We also identify children who are underachieving and/or have not made the expected progress and conduct Pupil Progress meetings based on this information.
- Foundation Stage children are set targets twice a year, agreed in partnership with parents.
- Targets are reviewed every term and intervention programmes put in place based on this information.
- New pupils are assessed within the first three days of them arriving at the School and personal targets are set based on this information and that from their previous school.
- Assertive mentoring is used throughout the school, allowing all those involved in a child's education (child, teacher, parents, other school adults, volunteers, etc.) to know exactly where a child is in their learning and the next steps. Each

child is given specific SMART targets related to reading, writing and maths together with other targets as appropriate, linked to behaviour, attendance, presentation, homework, etc. These are set and reviewed regularly, following the whole school timetable for this, allowing greater ownership of their own learning for the child and easier and more productive home-school links.

Feedback and Marking

The purpose of marking should always be driven by what has the most impact on pupils, whilst being time efficient for teachers. It is essential to maintain a proportionate approach. The quality of marking and feedback is more important than the quantity. The quality of the feedback should impact on subsequent work.








Marking should be:-

Manageable : Proportionate, considering frequency and complexity of written feedback, and cost and time effective.

Meaningful : Marking may vary between age group, subject and what works best for the pupil and teacher in relation to a piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

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.

- We have an agreed code for marking and this 'key' is displayed in the front of pupils' books. It is also discussed with the pupils and can be displayed within the classroom (see example below).

FEEDBACK & MARKING			
	Well done - You did a good piece of work.		Nearly There - You have made a good effort but you have not got quite the right idea.
	Very well done - Things you have done particularly well in your work.	<i>Writing in green</i>	Teacher Feedback - This is work that the teacher has marked.
S	Supported - An adult helped you complete your work.	<i>Writing in blue</i>	Feedback from Another Adult - This is work that another adult has marked.
I	Independent - You completed this work on your own, without help.	<i>Writing in purple</i>	Pupil Editing - This is where you have edited your own work.
V	Verbal Feedback - We talked about this activity.	KS2 - HP KS1 - TS	House Point/Target Sticker - You have earned yourself a house point or target sticker.
	Think about! Be careful... your focus for next time.	<i>(Out with...)</i>	If you miss part of a lesson, please write this on your work.
Tell me how you feel about the activity that you have done:	Confident in the work 	Reasonably alright with the work but need more practice 	Do not understand the work 

- We aim to provide feedback based on the learning objective for the lesson, this is in the form of positive feedback and then, if required, identifying an area for improvement. We aim to make it clear if the objective has been met and if not why not. These comments are often used to help children identify their short term targets.
- With younger children, the focus is more on verbal feedback and this may be from the teacher or teaching assistant.
- Teachers will identify a maximum of 3 spelling errors in a piece of work and will allocate time for children to re-write the correctly spelt word.

- Staff should mark using green ink and possibly one other **consistent** colour. Pupils (KS2) should use purple ink to identify their editing and peer assessment
- Children are encouraged to absorb any written comments at the beginning of a lesson to ensure that marking has an impact.
- Children whenever possible are encouraged to self assess and peer assess.

Use of Peer Critique is used to promote children working together.

Instructions for use for Pupils – Peer Critique

Start by asking your friends for some specific help about your work – ‘How do I...?’

Now pass your work around x number of friends. Ask them to:

- Be kind – celebrate what is amazing about the work by giving your friend warm feedback and make them feel great about what they have achieved so far.
- Be helpful – it’s time to be constructive and point out what could be improved – try and keep to the initial question.
- Be specific – keep to the question – tell them exactly what needs to be improved – the more you tell them, the better their work could be!

Assessment for Learning is key and the use of Assertive Mentoring must provide the children with an excellent knowledge of their own learning. Effective lessons and rapid learning often take place where peers work together. We all promote ‘talking buddies’ or paired talk time/group discussions and Peer Critique.

Recording

- We recognise various methods of assessing a child’s learning and the type of assessment made varies from subject to subject.
- Summative assessment occurs three times a year and data is recorded to track individual and cohort progress. Class teachers are responsible for giving results to the Assessment Lead for tracking and analysis.
- Formative assessment is on-going. Lessons are planned with clear learning objectives and annotated lesson plans record the progress made, measured against the learning objectives. Progress is measured against the broad objectives within the National Curriculum and, from this a Teacher Assessment is made.
- At the end of each non-core and Science topic, a summative assessment is made combining Teacher Assessment from each lesson and either through a test, a mini quiz or an activity which relates back to the topic’s ‘Big Question’, which completes the topic of work. This data is then shared with Subject Leads, allowing them to track progress across year groups and classes, identifying topic trends and areas of strength and weakness.
- Individual Pupil records and Assertive Mentoring Files are completed by the class teacher and these are available for the next class teacher. They are also passed on to the next school if a child leaves.

Reporting to Parents

- Parental involvement is welcomed and appreciated, and the role of parents in the educational process is greatly valued. We have an ‘open door’ policy and encourage parents to meet with staff if they have any concerns.
- Parents’ Evenings are held in the Autumn and Spring Terms and give parents the opportunity to:
 - Discuss individual targets
 - Find out if their child is making good progress
 - See their child’s work
 - Identify any major problems
 - Discuss and develop strategies to help their child
- Annual reports are written in the summer term to give parents a comprehensive overview of all subject areas, progress and achievements throughout the year. In this report, we also identify target areas for the next academic year in English and Maths. In reports for pupils in Early Years, Year 1 (Phonics) Year 2 and Year 6, we also provide details of the standards achieved in the Early Years Curriculum/National Tests and Teacher Assessment. All parents are offered the opportunity to discuss their child’s report with the teacher if they so wish.

The Role of the Assessment Lead and SLT

It is the role of the Assessment Leads to provide data for the Head Teacher, SLT, Governors and Subject Leads in a simple and concise way. Analysis and evaluation is then undertaken to develop strategies to ensure that standards are raised throughout the school.

