



## **Assessment & Marking Policy**

Agreed by staff and Chair of Governors

Reviewed – January 2022

Next Review – January 2023

## Aims

This policy aims to:

Provide clear guidelines on our approach to formative and summative assessment

Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

Clearly set out how and when assessment practice will be monitored and evaluated

## Principles of assessment

We believe in the statement that all forms of assessment should be used to improve teaching and learning. At Hemington Primary School we believe that the best form of assessment result from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and therefore children should not be judged solely on the basis of a test. Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able. We have agreed on the following principles as the basis of our assessment system

- All forms of assessment should be used to improve teaching and learning.
- Simple to use and understand.
- Testing should be rigorous and reliable.
- Underpinned by a knowledge of the curriculum.
- Informs planning and delivery of the curriculum.
- Helps a child to recognise the next steps in their learning.
- No unnecessary paperwork that does not contribute to teaching and learning.
- Provides reliable information to parents about how their child is doing.
- Ensures that Hemington Primary School is keeping up with external best practice

## Assessment approaches

At Hemington Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

**Formative:** This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own records, or the children's own books.

**Marking and feedback:** This is fundamental to improving children's understanding of the learning process. It provides information for teachers and pupils to inform planning, teaching, future assessments and targets. Marking and feedback can be provided in a variety of ways including

marking key used in books (appendix 1), comments in books, verbal feedback, stamps and peer marking.

**Summative:** These occur at defined periods of the academic year such as pre-determined EYFS Baseline Assessment, end of key stage tests, Phonics Screening Test, Year 4 Multiplication Tables Test, Testbase, NFER and 'Hot Task' assessment at the end of a unit of work. Summative tests support teachers in making end of year group and key stage "best fit" assessments.

### **Assessment in the Early Years Foundation Stage**

On entry to school, all children complete a baseline assessment to help adults plan the curriculum and the progress children will make through this. The Reception Baseline Assessment consists of a series of small tasks and activities that help adults understand the stage of development each child has reached as they enter our school. The information obtained during the baseline assessment will be communicated to parents and reported to the DFE to contribute to their national and local data.

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. In the Summer term, the children are assessed on the Early Learning Goals and parents receive a report which informs them of their child's progress in the 17 aspects of learning and their characteristics of learning. Judgements are then made as to whether each child is at the expected standard in each of the Early Learning Goals. The profile must be completed for all children, including those with special education needs or disabilities. All information is then sent to the local authority.

### **Marking and Feedback**

At Hemington Primary School, feedback may be given orally, scribed with the child present or written in books for children to read and comment on if required.

All feedback focuses on the learning objective for the activity (WALT – We Are Learning To...), what has been achieved and where appropriate, what action needs to be taken by the pupil to improve further. Time is allowed to facilitate adequate feedback and children are reminded of the need to read and respond to teachers' comments. Verbal and written feedback given is appropriate for the age of the child, their specific needs and the task completed. Written feedback uses modelled cursive writing, language and comments appropriate to the understanding and age of the individual child. Children are also expected to peer mark with appropriate language and comments in cursive writing.

Children's work is always marked sensitively and constructively in green pen (see Appendix 1 for marking key for each key stage). Children are made aware of the marking key and other feedback strategies used when assessing children's work.

### **Early Years Foundation Stage**

Children are given verbal feedback to their work. Most pieces of work will have some form of annotation which is appropriate for teachers and parents but is not intended for the child.

### **Key Stage 1**

In Year 1, marking and feedback follows on from the practice in the Foundation Stage. Written work is marked against specific learning objectives (WALT) - the objectives relating to the skill taught. Some work is discussed with children and children have the opportunity to review their progress in

a feedback session. Teachers use a range of marking strategies including a written comment to indicate the level of support given, what went well (WWW) and suggestions for improvements (EBI – even better if). Pupils begin to learn how to assess their own work and that of their peers (verbal feedback), which is built on in Year 2 and continued into Key Stage 2.

## **Key Stage 2**

In line with the development of marking and feedback to children in Key Stage 1, in Key Stage 2 recorded work is responded to by the class teacher, teaching assistant or other children in all books. WWW (what went well) and EBI (even better if) are used by the teacher to feedback and some work is selected for focused marking, particularly 'Hot Tasks' in English and Maths. These tasks are assessed using the National Curriculum objectives for that year group (or a lower year group if that is what the child is working from). Marking relates to that lesson's specified lesson objective. The following feedback methods are also used: peer and self- assessment, marking to success criteria, marking related to targets, group/whole class marking stickers.

**In KS1 and 2** certain pieces of work may be selected for detailed moderation with other class teachers in the school or in the Local Authority in accordance with the school's annual assessment cycle or the medium term plans for the phase. For moderation purposes, staff may annotate a piece of work with WTS (working towards the expected standard), EXP (secure at age expectations) or GDS (working at greater depth within the expected standard). As well as reading teachers' comments, children are encouraged to self-correct, edit or respond to suggestions/the marking code made on their work using a purple pen and time will be given for this to happen effectively. All homework is seen and either commented on or marked - this can be a with a stamp or a sticker or a tick. Teaching Assistants are involved in this process and often the children will be involved in marking their own work (e.g. in Maths). When a teacher has not directly taught the lesson, the work in the book may be noted with a tick or stamp.

## **Records and Record Keeping**

Teachers use records to review pupil's progress, to inform future planning and to form the basis of reports. Records are kept in many ways. These include:

- Teacher's plans/notes
- Children's work
- Teacher's mark books (KS2)/records
- Assess results in school's attainment and progress system (half-termly)
- EYFS baseline and end of year Early Learning Profile
- Individual SEND profiles
- Individual Pupil Premium profiles
- Interim NC Frameworks for Maths, Reading and Writing

In order to summarise all evidence of achievement, we keep a record of each child's attainment in the National Curriculum subjects in the Excel Assessment Grids. This is completed by the teacher towards the end of the academic year and transfers with the child to the next class or moves with them to the next phase of their education.

## **Reporting to parents**

At Hemington Primary School, reporting to parents will be through parents' evenings and written reports will be completed by each class teacher at the end of the academic year.

The following will be included in written reports:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development.
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record including the total number of possible attendances for that pupil and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade

Parents are invited to attend meetings with their child's teacher during the Autumn and Spring Term Parents' Evenings. Parents are also welcome to discuss the progress of their child with the teacher or Headteacher when necessary.

## **Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **Governors**

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

## **Headteacher**

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

### **Teachers**

- Teachers are responsible for following the assessment procedures outlined in this policy.

### **Monitoring**

This policy will be reviewed annually by the headteacher and teaching staff. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Headteacher will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies and pupil progress meetings.

### **Standardisation/Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school
- With colleagues from other schools within the Local Authority and with the Teaching School Alliance
- By attending LA moderation sessions to ensure our judgements are in line with other schools
- By using the LA exemplification materials

Evidence of moderated work will be kept by senior and curriculum leaders.

### **Links with other policies**

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Subject specific policies i.e. Maths, Reading, Phonics, English
- SEND policy

Signed: \_\_\_\_\_

Headteacher

Date: \_\_\_\_\_

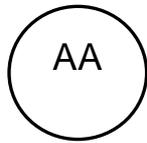
Signed: \_\_\_\_\_

Chair of Governors

Date: \_\_\_\_\_

**Appendix 1**

**Marking Key – KS2 (EYFS and KS1 where indicated)**



Pupil received support from an adult (KS1)



Independent Work (KS1)



Check your punctuation (KS1)

**Sp.**

Check your spelling (KS1). Corrections written above incorrect spelling



Begin a new paragraph



(Underlined) Check your grammar



Word missing (KS1)



Does this make sense? (KS1)



Mistake – check again

**Remember to read any teachers' comments or stamps and respond to them**

**WWW**

What Went Well

**EBI**

Even Better If