



Assessment and Marking Policy

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1. Aims

As a split site primary school, we see the greatest impact when we agree, adopt and maintain a consistent approach which is age and ability appropriate. At Castle Hill Primary, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy which all pupils and staff follow on a day to day basis.

Quality feedback includes:

- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Self and Peer Assessment may be interchangeable across the course of a week dependent on the sessions taught.

High Performance Learning

From September 2017 we started an initiative call High Performance Learning (HPL) has provided the school with an approachable model for supporting our pupils to achieve high levels of academic performance. It takes what is known about how people reach advanced cognitive performance and translates this into a practical, user friendly framework. The language of HPL is used systematically to build our pupils cognitive thinking skills and learning behaviours with the aim that they will deliver success at school and in their wider life. It is not delivered in separate lessons but rather it underpins the pedagogy of our school. The Values, Attitudes and Attributes (VAAs) underpin our reward and praise system linking with our motto 'Manners Matter'. The Advanced Cognitive Performance characteristics (ACPs) underpin our second motto 'Aiming for Excellence' and are embedded into all our lesson to enable all our pupils to think about their learning and the thinking skills that help them progress.

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

3. Principles of assessment

Assessment is a continuous process, which is integral to teaching and learning; allowing children to achieve their true potential. Assessment is seen as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next and how best to get there”. Assessment should enable teachers to:

- Gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- Recognise the positive achievements of a child and the next steps are planned
- Identify learning difficulties quickly so appropriate help is given
- Gather information to inform teachers’ planning
- Allow children to be involved in their own learning
- Provide information to inform the school’s strategic planning
- Inform the Governing Body of school’s standards and achievement and ensure the legal requirements for record keeping, assessing and reporting can be met

4. Assessment approaches

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

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child’s strengths and weaknesses lie, and what they need to do to improve

Formative Assessment includes:

- Written feedback
- Oral feedback through discussions (with individuals, groups and the whole class)

Purpose of Formative Assessment:

- To assess knowledge, skills and understanding of pupils
- To assist staff in identifying gaps and misconceptions

Maths marking

All calculations should be marked correct or incorrect, using red ticks or crosses if marked by the teacher. In every lesson, the success criteria should then either be highlighted green (where they have been achieved) or highlighted pink if not.

Learning purposes need to be specific to the skill and learning taking place in that lesson in order to support assessment of the statement. Below is an example of how this may manifest in a maths lesson.

There may be aspects of the learning that the pupil finds difficult e.g. **LP: To add and subtract amounts of money and calculate change**. If their area of weakness is in finding change but they are able to add amounts, then only the part that needs work will be highlighted in pink. The pupils should then correct any mistakes in green pen either within that lesson or at the start of the next.

It is important for teachers to distinguish between a pupil's simple slip, and an error that reflects a lack of understanding. Where a pupil makes a simple slip, it should be enough for the pupil to make the correction, and to re-work the question in green pen.

If there is a lack of understanding and clear misconceptions, the teacher should initially identify where the misconceptions exist and address these within the rapid teacher-led same-day intervention (guided group work using flexible groupings within the lesson). Within the marking further clarification should be detailed in red pen as to how the child can move their learning forward and their next step. It may also be the case that the teacher re-models the calculation to show the correct method.

Honesty cards

In order to develop flexible grouping and independence, children mark their own work after completing 6 questions using 'honesty cards'. The honesty cards are sheets that have the answers for the different tasks to enable pupils to check on their own understanding and progress and seek help or challenge in a timely manner. These are marked in green pen to contrast with teachers' red pens.

Written work

Not all pieces of work need to be marked in depth. Marking must be age appropriate so the child can access the advice and move their learning forward.

However, teachers are expected to use professional judgement to decide whether work will simply be acknowledged or given detailed attention. Acknowledgement should always relate to the learning objective and success criteria and comments refer to any improvement that need to be made.

One piece of learning per pupil in English should be marked in depth per week by the class teacher or PTP. This is where a positive comment is made, along with a next step. Every pupil should have their Learning purpose written at the top of their books with the date clearly underlined. This enables staff to identify if they have met the purpose (which links to the curriculum statements for the national curriculum).

E.g.

Monday 23rd January 2019

LP: I am learning to include persuasive features in my writing

- Write in first person
- Organise my writing appropriately
- Use rhetorical questions in my writing
- Use emotive language in my writing *T: Can you use our writing wall to up-level sad to an emotive phrase?*

Success criteria should be highlighted or ticked following this system: Green – Great (the adult should tick or highlight in green the success criteria which have been met).

This requires the teacher to:

- Read the entire piece of work
- Provide a comment of what the children have done well
- Provide a focused comment which should help the child to "close the gap" between what they have achieved and what they could have achieved

- State the next steps clearly, and concisely, about what the child needs to do in order to improve their next piece of work

In EYFS and KS1 the symbols below should be used when marking in depth to support pupils' independence. Pink – Think (The adult should always identify a next step in learning.) Success criteria should be highlighted if they have not been met. In EYFS and KS1 the marking symbols below should be used to indicate these next steps. Teachers should also use pink to correct pupil's learning e.g. spelling.

Verbal Feedback

Verbal feedback and dialogue should be embedded within every session with an emphasis upon this in English editing lessons and editing stations. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward during their dedicated learner review time. Every pupil should receive verbal feedback on a regular basis which can be noted in the margins as prompts using purple pen.

During learning walks, pupils will be expected to discuss such feedback and how they are improving their written work.

Useful closing the gap comments could be:

- A reminder prompt (reminding the child of their focus)
- A scaffolded prompt (supporting the child with a prompt, or example for them to access)

When appropriate, and in order for the marking to be formative, we encourage teacher comments to be acted on by the children. Therefore, time is planned in a future lesson for children to read and respond to a focused improvement comment based on the improvement suggestion.

Teacher's model this process to the children at the beginning of each year so that they are clear what the different codes mean in their books and what is expected of them when they respond.

At both sites' children can also evaluate their own learning; we support the child to achieve learning objectives by giving success criteria. Teachers provide success criteria related to the learning objective or purpose to use as check lists for children to refer to when they have completed a piece of work.

At KS2

At the end of a lesson, children may be asked to peer mark as to whether that they feel they have met the learning objective or not by using a traffic light system. **Pupil marking or editing is usually done in green pen.**

From Early Years through KS1

Children work in grey pencil and respond back using a **green pen** (YR - Y2) when editing their work.

Self-Assessment

Children are actively encouraged to self-assess by identifying their own successes and looking for any improvement points. They also use buddies in class to help them. At any point in a lesson they may focus on this process as a way of analysing the learning. The following points are important for success:

- Children need to be trained to self-assess through modelling.
- Ground rules should be decided as a class and adhered to.
- Children should point out three things that they like first and then suggest a way to improve the piece but only against the learning intention. The 3:1 success to improvement ratio should be followed to avoid over criticism.
- Partnerships should be carefully chosen by the teacher in order to be the most productive.

- Dialogue between the children rather than one child being the “teacher”.

Peer Assessment

In Key Stage 1 pupils should be taught to peer-assess in a meaningful way, against the success criteria. By the end of Key Stage 2 pupils will peer-assess regularly in English and Maths. Again, all peer assessment should be moderated by the class Teacher, using a light touch mark to either agree or alter the assessment. Peer Assessment should follow the same procedure as Self-Assessment. The pupil should initial their peer assessment to identify who has assessed the work.

4.2 In-school Summative Assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative Assessments used at Castle Hill Primary School include:

- *Milestone assessments in line with Hampshire Assessment Model (HAM)*
- *Standardised Reading Tests – Salford and Suffolk, PiRA*
- *Standardised Spelling Tests – Vernon, GaPS*
- *Standardised Maths Assessments – Sandwell, PUMA*
- *Rising Star Assessments – Reading and Spelling and Punctuation*
- *Reading Comprehensions*
- *SATs linked assessment materials*
- *QCA linked tests and assessments*

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception – by July
- Phonics screening check in year 1, and a retest for pupils not meeting in Year 2 – in June
- National Curriculum Tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6) – in May

4.4 How summative assessment will provide useful information for improving future learning?

Summative assessment results feed into pupil progress meetings and consequently inform planning, support and interventions.

Our key summative assessment tool links to the Hampshire Assessment Model and is centrally stored on our commercially bought database Target Tracker. Assessment statements in reading, writing and maths are stored in the data base and we assess pupils against these statements in a Phased Approach throughout the year.

Key Target Tracker terminology:

- **Bands** – bands are numbered and correspond to a child’s year group e.g. Band 3 statements represent the Year 3 curriculum. **Within a Band there are six Steps.**
- **Statements** – are statements of learning and listed for all the domains in reading, writing and maths
- **Steps** – the tracking part of Target Tracker. As the statements are assessed the information feeds into the Step Tracking System within Target Tracker. This allows staff to assess children’s learning and in turn monitor their attainment and progress.

Band					
Beginning – child is beginning with the statements and needs support to succeed		Working Within - child is more confident with the statements and needs less support to succeed		Secure - child is very confident with the statements and is working on them independently.	
Beginning (B)	Beginning Plus (B+)	Working Within (W)	Working Within Plus (W+)	Secure (S)	Secure Plus (S+)

5. Collecting and using data

We collect our key reported data on Target Tacker. We collect data four times a year in November, February, May and July. These data drops are called ‘Milestones’. The Milestones feed into our Pupil Progress Meetings (PPMs) where our key leaders (Maths, English, SENCo, Pupil Premium Leads) meet to discuss the attainment and progress of each year group cohort.

We discuss;

- pupil attainment (which step they are currently working at)
- pupil progress (how many steps they have moved since the start of the year or from start of key stage)
- key groups (vulnerable groups e.g. SEND, disadvantaged, EAL)
- stuck and stalled children (those children who are not moving sufficiently)

How data will be communicated to ensure it achieves its purpose

We communicate data headlines with our parents, governors and where necessary external agencies. The governors receive a data update at each Curriculum and Standards Meeting which is embedded into full governor’s meetings. The purpose is to keep governors up to date with:

- achievement and outcomes of all pupils
- achievement and outcomes of key vulnerable groups
- highlight strengths and weaknesses in the school linking to SDP foci

- interventions being used to support pupils **and** the impact of these interventions

Data is also shared with county professionals as part of the annual visits.

Both **external and internal data** is analysed and discussed **to inform self-evaluation and school improvement**.

6. Reporting to parents

Parents are kept informed of their child's attainment and progress through;

- Parents Evenings (Autumn and Spring Terms)
- Annual Reports (July)
- For our SEND pupil's parents have separate longer meeting termly

However, parents can ask for information between these meetings if they wish to.

Annual reports to parents must include:

- 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, except where the pupil is in the reception year

Where attendance should be reported, it should include:

- 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 SATs examinations taken, by subject and grade

7. 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.

8. Training

We train our staff regularly on all updates through staff meeting, SMT meetings and INSET. All new staff are inducted on how to use Target Tracker in terms of data input and data analysis and reporting.

We ensure good understanding of assessment and assessment practice among all teachers by a comprehensive coaching model. Heads of Year induct trainees and new staff by supporting them with data input, assessment and moderation. The SMT play an important role in developing assessment strategy throughout the school and meet regularly to moderate and discuss assessment across the school.

The school is keen to stay abreast of good practice, and key staff attend key training events run by Hampshire throughout the year, including termly assessment briefings and initially the Hampshire Assessment Model (HAM). These briefings keep leaders up to date and they in turn share good practise through staff feedback at staff meetings.

9. Roles and responsibilities

9.1 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

9.2 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

9.3 Teachers

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

10. Monitoring

This policy will be reviewed annually by R Willmouth and the SMT. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy; it is shared as part of our induction training INSET.

All key leaders (Maths, English, SEN and Pupil Premium) will monitor the effectiveness of assessment practices across the school, through:

Monitoring approaches used at Castle Hill Primary School include;

- *Moderation*
- *Lesson observations*
- *Book scrutiny*
- *Pupil progress meetings*
- *Learning walks*
- *Pupil conferencing*

11. Links with other policies

This assessment policy is linked to:

- Early Years Foundation Stage policy and procedures