ST ANDREW' S CE PRIMARY SCHOOL
Assessment and Marking Policy

This Policy reflects St. Andrew's Church of England Primary School's vision: At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

Our assessment and marking policy fulfils all aspects of our mission, especially:
- Everyone playing an important role in contributing to the positive ethos evident in our school.
- Nurturing resilience and the aspiration to develop a sense of curiosity and interest in the wider world.
- Setting high expectations to enable pupils to become independent, creative and resilient learners in a restless school
- Encouraging a mind-set that allows everyone to learn by their mistakes and adopts a 'can do' approach towards challenge.
- Learning starts with the views and ideas of the child (Article 12), allowing them to be free to express their thoughts and opinions (Article 13)

As a 'Rights Respecting School', we follow the United Nations Convention on the Rights of the Child which states:
Article 12 - Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously
Article 13 - Children must be free to express their thoughts and opinions and to access all kinds of information
Article 29 – Education must develop every child's personality, talents and abilities to the full

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. (This policy should be read in conjunction with the Teaching and Learning policy)

Aims of the policy
The Leadership Team aims to:

- Ensure that all teachers know what is expected of them as regards assessing pupils;
- Support teachers in sharing this process with colleagues;
- Help teachers make well-founded judgements about pupils' attainments and progress;
- Track the attainments and progress of individual pupils and pupil groups over time;
- Provide parents with accurate information about their child's attainments and progress;
- Monitor practice in assessment and the use made of assessment information;
- Collate information that enables the Governing Body to evaluate practice across the school;
- Use assessment information when planning training and the deployment of resources;
- Compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

Purpose of Assessment
By assessing pupils accurately and consistently and recording key information we:

- Build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- Identify each pupil's strengths and the priority areas for their future learning;
- Identify an appropriate curriculum for each pupil;
- Identify "next steps" for each pupil and express these as clear learning objectives;

- Identify the progress made in individual lessons or series of lessons;
- Evaluate the progress that each pupil is making over time;
- Evaluate and improve the teaching strategies used with each pupil;
- Support pupils, where appropriate, to monitor their own learning;
- Identify, celebrate and share achievement.

Pupils with significant medical needs, including degenerative conditions, and those in the earliest stages of development and those with challenging behaviour make particular demands on the assessment process. For example, it is very difficult to assess a pupil's attention to stimuli if they are only alert for part of the day or if their physical control is such that they show few unambiguous responses. For these pupils the initial aim of assessment may be to identify potentially reliable responses and, over time, to build a profile of stimuli likely to elicit a response. It is equally difficult to assess learning before a pupil is able to manage their own behaviour sufficiently to focus and show consistent responses.

Principles of assessment are:-

- To raise standards of learning
- To provide information for target setting for individuals, groups and cohorts
- To provide information to support progression in learning through planning
- To share learning goals with children
- To involve children with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To identify children for intervention
- To inform parents and other interested parties of children's progress
- To complete a critical self-evaluation of the school

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St Andrew's CE Primary School we will:

- Evaluate pupils' learning during and after lessons to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set challenging targets in numeracy and literacy
- Regularly share these targets with parents to include them in supporting their child's learning
- Teachers will use both formative and summative assessment to assess children's progress
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the school's feedback and marking guidelines (See appendix 1)
- Complete formal assessments according to the school schedule
- Use Assessment for Learning strategies such as:
  - working walls
  - targets
  - success criteria
  - pupil voice
  - self and peer evaluation
  - discussion and talk
  - conditions for learning – display
  - learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work, which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

To achieve this at St Andrew's CE Primary School the Teachers will: -

- Follow the Assessment schedule and update the data on a regular basis.
- Use information to identify percentages of children working at each level within a cohort
- Analyse the data and review targets and progress for individuals and use the information to identify intervention groups
- Set cohort targets for numeracy and literacy and share information with Headteacher, Assessment Leader, SENCO, subject leaders and governors
- Work with colleagues and other schools in the Thame Partnership to moderate and level writing.
- Analyse data following each of the 4 assessment points and at the end of each academic year, we shall also track 'value added' progress made.
- Pass cohort data and analysis to the next teacher.

The Leadership Team will also:

- Highlight pupils who have not made expected progress and discuss these pupils on a termly basis with teachers in the Pupil Progress meetings.
- Analyse results to identify attainment and progress made by pupils and for specific groups of pupils such as Pupil Premium children (Free School Meals, Ever 6, service children and Children who are Looked After), gender, vulnerable children and children from an ethnic background.
- Report to governors regarding the policy, statutory test results and cohort targets.

Reporting

At St Andrew's CE Primary School we will:-

- Provide opportunities for parent consultation evenings 3 times a year so that parents can discuss how well their child has settled, progressed and transition into the forthcoming year.
- Provide a yearly written report and a progress check half-way through the year.
- Ensure results of statutory tests at the end of Year 2 and Year 6 are reported to parents
- Discuss pupil progress at the request of parent by appointment.

Moderation
Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

At St Andrew's CE Primary School we will:

- Meet regularly to moderate writing assessments
- Moderate work through planning and book scrutiny, communicate findings to members of staff
- Participate in moderation schemes in the Thame Partnership, Local Authority for EYFS, KS1 and KS2
- Provide feedback to raise standards further and to provide continuity

At St Andrew's we encourage our pupils to have a growth mindset. Our children know their abilities can grow through hard work. We support our children to be able to talk about their thinking and how they can deal with misconceptions.

We are committed to giving quality feedback to our pupils and know it is the feedback we then receive from the children which is the most useful. Our teachers use this feedback to inform their planning and to support children with the next steps in their learning.

At St Andrew's, quality feedback supports our pupils to make progress. Marking is one type of feedback and when our teachers mark children's work, we ensure it is: **Meaningful, Manageable** and **Motivating**.

Types of feedback our children receive:

- 'Live' marking and verbal feedback takes place frequently within lessons. The teachers use green pens to show correct/good work and pink pens to indicate where children need to improve/correct/edit their work.
- Our pupils mark their own work where appropriate, using 'purple polishing pens'. The children can then see their mistakes and act on them in the moment.
- Our teachers often 'check' rather than mark work. The children's work is put into piles according to their understanding of the work. Teachers will often write notes to guide whole class feedback.
- We use distance marking grids in assessment folders to keep a record of children's progress and to support our verbal feedback. Marking grids are also used to assess end of unit work in foundation subjects.
- Our children are supported to become effective at peer marking work. Feedback between peers is: kind, specific and helpful.
- Teachers and pupils sometimes use marking codes to aid children in finding and correcting errors.
- We are mindful that giving children grades or marks for their work can have a negative impact. Giving children constructive comments and marking tests with the children engages them with their learning and enables them to respond to their mistakes.

Further guidance:

Literacy
- **Cold** write - **distance marking grids** used followed by **whole class feedback.** Children can be grouped and interventions planned from the results of these.
- **Hot** write – end of unit assessment sheets with self/peer and teacher assessments – teacher pink and green comments.

Maths
- 'Live' marking is the predominant approach and informs planning for the following lesson.
- Quick marking grids used to group children in preparation for next lesson.
- Older children often mark own work but the teacher checks this.
- White Rose end of unit assessments used.

Science
- 'Cold' - What we know at start of each unit. 'Hot' – End of unit assessments.
- KWL (what we know, what we want to know, what we want to find out) grids used and displayed on a designated science display.

Foundation subjects
- Pupil voice recorded during lessons in RE and PSHCE (also recorded in Big Questions book).
- History, Geography, Art, Music– live marking, verbal, peer marking – presentations to parents – photographs, KWL grids, topic books. Short distance marking grids used once a term.
- PE – photographs, pupil voice and short distance marking grids.
- Short distance marking grids used for end of unit assessments in RE and DT.

Date: June 2020

Review Date: June 2023

(Signed)…………………………..
Chair of Governors Seb Hearmon