



Carlisle & Hampton Hill Federation



ASSESSMENT AND MARKING POLICY

This policy was reviewed:	October 2018
This policy was ratified by Full Governing Body (if applicable):	Not applicable
This policy will be reviewed again:	October 2019
Governor committee responsibility:	Achievement & Families Committee
Statutory Policy?:	No

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give learners 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 plans on a detailed knowledge of each child. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment

Aims and objectives:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that **every** child can improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where
- appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and
- how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole school,
- class and individual pupil levels
- enable parents to be involved in their child's progress

Roles and Responsibilities

Teachers and Teaching assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Assessment Coordinator. These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.

The Assessment Leader is responsible for ensuring that:

- Each class teacher uses pupil tracking to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets (*Year group Profiles, Progress Monitoring sheets*)
- Summative assessment tasks are carried out and that the resultant data is collated centrally.
- All staff are familiar with current Assessment policy and practice.

The Headteacher is responsible for:

- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific pupil groups
- Identifying pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups
- Reporting to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

The Headteacher and the Assessment Leader are jointly responsible for:

- Holding teachers to account for the progress individual pupils towards their end-of year
- Targets at mid-year and end-of-year pupil progress meetings

Subject Leaders are responsible for:

- Ensuring all staff are familiar and with the assessment policy, practice and guidance for their particular subject
- Ensuring that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate
- Monitoring standards

Year Group leaders are responsible for:

- Ensuring that they monitor the progress of their year group
- Ensuring their team keep Classroom Monitor up to date
- Lead the team in adapting planning and teaching based on how the children in the year group are progressing

Class teachers are responsible for:

- Ensuring that they assess children's progress across all key performance indicators and learning objectives
- Ensuring that they keep **Classroom Monitor** up to date, by completing the **Classroom Monitor Markbook** for each child regularly, e.g. updating the **Markbook** every week or when appropriate
- Adapting planning and teaching based on how the children progress in each key performance indicator or learning objective

Monitoring, Moderation and Evaluation

Senior managers and the Assessment Co-ordinator will take overall responsibility for ensuring that the Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.

- EYFS assessments are moderated either through a moderation visit or via attendance at a borough moderating session
- Key Stage 1 assessments are moderated every three years by the LA or the year group are expected to attend a moderation training session.
- Year 6 Writing assessment will be moderated three times a year in conjunction with our partner Primary and Secondary schools in the local cluster and with the LA.
- Moderation within and across year groups happen every term.

New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Formative Assessment – Assessment for Learning

What is it?

Day-to-day, ongoing assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil the key performance indicators and learning objectives, it is about providing feedback and involving pupils in improving their learning. Classroom Monitor is the tracking system that the Federation has implemented to track children's progress regularly throughout each term.

What is Good Progress at Carlisle Infant School?



National Curriculum 2014

<u>National Curriculum Year</u>	<u>Assessment Scale</u>	<u>Assessment Step</u>	<u>Progress 'points'</u>
Birth-11m	Birth-11m	0-11 beg	1
		0-11 dev	2
		0-11 sec	3
8-20m	8-20m	8-20 beg	4
		8-20 dev	5
		8-20 sec	6
16-26m	16-26m	16-26 beg	7
		16-26 dev	8
		16-26 sec	9
22-36m	22-36m	22-36 beg	10
		22-36 dev	11
		22-36 sec	12
30-50m	30-50m	30-50 beg	13
		30-50 dev	14
		30-50 sec	15
40-60m	40-60m	40-60 beg	16
		40-60 dev	17
		40-60 sec	18
EYFSP	EYFSP	ELG Em.	19
EYFSP	EYFSP	ELG Exp.	20
EYFSP	EYFSP	ELG Exp+	20.5
EYFSP	EYFSP	ELG Exc.	21
Year 1	Stage 1	1 Beg	22
		1 Beg+	22.5
		1 dev	23
		1 dev+	23.5
		1 Sec	24
		1 Exc	24.5
Year 2	Stage 2	2 Beg	25
		2 Beg+	25.5
		2 dev	26
		2 dev+	26.5
		2 Sec	27
		2 Exc	27.5

The assessment tool used to track and monitor progress and attainment is Classroom Monitor. This tracks the children in steps of progress as seen in the table.

Good Progress

Reception

Progress taken from baseline (October) to the end of the Reception year (July) 3.5 or 4 points of progress.

40-60 Beg (16) - ELG Exp (20) is 4 points.

40-60 Dev (17) – ELG Exc (21) is 4 points.

*for 2015-16 cohort good progress in Reception is 2-3 points of progress as baselines for specific areas were first completed in the February.

Year 1

Progress taken from July (Reception) to July (end of Year 1) is 3.5 points or 4 points of progress.

ELG Exp (20) – 1 Sec (24)

3.5 points can be good progress if a child attains ELG Exp+ (20.5) – 1 sec (24).

3.5 points can be good progress if a child attains ELG Exc. (21) – 1Exc (24.5).

Year 2

Progress taken from July (Year 1) to July (end of Year 2) is 3 points of progress.

1 Sec (24) to 2 Sec (27)

1 Dev (23) to 2 Dev (26)

Overall Progress

EYFS - 4 points

KS1 – 7 points

EYFS to end of KS1: 10.5 - 11 points.

In Key Stage 2 expected progress is 3 points per year

Strategy	Purpose
<p>Planning: Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain assessment notes on pupils who need more help or more challenge.</p>
<p>Sharing learning objectives with pupils: Pupils know and understand the learning objective for every task.</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers clear about learning objectives.</p>
<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective (and possibly beyond), and reflect on the successes or otherwise, of the learning process.</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.</p>
<p>Feedback: Must reflect the learning objectives of the task to be useful and provide an ongoing record; can be oral or written.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.</p>
<p>Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>
<p>Celebrating Achievement: Making links between achievements explicit; treating all achievements in the same way and thus creating an inclusive learning ethos, rather than an emphasis on an external reward ethos.</p>	<p>Celebrates all aspects of achievement, provides motivation and self-esteem thus enabling pupils to achieve academic success more readily.</p>

In 1998, Paul Black and Dylan Williams (University of London) were commissioned to find out whether or not 'formative' assessment could be shown to raise levels of attainment.

The key findings of their research were:

'Improving learning through assessment depends on five, deceptively simple, key factors:

- the provision of effective feedback to pupils;
- the active involvement of pupils in their own learning;
- adjusting teaching to take account of the results of assessment;

- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils;
- the need for pupils to be able to assess themselves and understand how to improve.'

In practice this translates to:

- sharing learning objectives
- defining success criteria
- appropriate questioning
- self- and peer evaluation
- effective feedback
- raising children's self-esteem.

Summative Assessment – Assessment of Learning

What is it?

This is 'snapshot' testing which establishes what a child CAN do at a given time.

Strategy	Purpose
<p>Statutory Assessments: Children are statutorily assessed at the end of Key Stage One and Key Stage Two. Children in Reception are assessed throughout the year using the using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage. At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.</p>	<p>To provide a summative end of key stage attainment result. It is a national guide against which to compare children's performance.</p>
<p>Baseline Assessments: Teacher assessments made at the beginning of entry to Reception using the Early Excellence Baseline Assessment.</p>	<p>To establish pupils' abilities at the beginning of YR, so that subsequent progress in achievement can be compared with, and measured against, expected norms. They can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.</p>
<p>Termly Testing Children take termly reading and maths tests at the end of each term. These are produced by White Rose for maths and QCA for reading in KS2.</p>	<p>To monitor progress during the year alongside the teacher assessments.</p>

Marking and Feedback

Introduction

Within the Carlisle and Hampton Hill Federation we believe children learn best when there are the highest expectations of their achievements and of the quality of their work. This is achieved when children take pride in their work and therefore it is essential that the school has a clearly defined and consistently applied approaches to the presentation and lay out of children's work and to the methods of marking. We recognize that Assessment for Learning is a key and fundamental practice to ensuring the highest levels of progression for our children.

The Purpose of Marking

Contrary to old and traditional methods of marking the **key purpose of marking is for the children's benefit** rather than for the benefit of the teacher, parents or other stake holders. In the past children were rarely given time to read marking comments or were rarely given time to make improvements on their work. It is essential that children are given time to read comments and respond. Children need to be given time to make improvements on their work and teachers must identify and allocate time for this in their planning. Children need to be trained via whole class and group marking to identify their successes and improvement needs. By engaging children in the purpose of marking they are given opportunities to develop their thinking skills and critical voice. Self-assessment and peer-assessment when managed by the teacher builds an atmosphere of trust and respect.

Types of Marking and Good Practice

The type of marking used for a task should reflect the aim of the task set.

Children should be made aware, by discussion, of the criteria for the marking of a set piece of work. The **clear learning intention, objective or success criteria** need to be referred to and shared with the children and reinforced with reminders as the lesson develops.

Marking may take various forms, e.g. **peer marking, self-assessment, verbal feedback or discussion** with the children or written recording away from the child.

Marking must be manageable, focused marking –marking against the objective being taught with reference to the success criteria. In Key Stage one it is important to mark in detail the work of the group you have planned to work with next as a guided group to move their learning on in relation to specific improvement points or targets. Marking should show you care for the children's work. It should foster an interaction between the adult and child. It should give feedback on the work they have done and guidance as to what the next step is. Comments on the work should be focused and structured on the objective. It can either be about a specific skill, a child's understanding of the concept or the content of a piece of work.

Quality Marking or Next Step Marking

Quality marking will identify a specific point that is a strength of the work and a next step. This element is brought down to the bottom of the work as a short structured task to move the child on (e.g. simple cloze sentence, number and letter formation, spelling, correct calculations, circling the most appropriate word etc). Circle things that are missing e.g. space for full stop, but limit number of errors corrected. Not all pieces of work can be quality marked and it is the responsibility of the teacher to ensure that their

marking techniques are focused and are able to move children on. The emphasis of the marking and feedback should be on both the success criteria and improvement needs against the learning objectives.

In KS2 maths is marked using a traffic light system which informs planning and next teaching steps. The KS2 marking code is used to mark writing across the curriculum.

Improvement prompts for effective quality marking. These fall into three main categories:

1. Reminder Prompt

Year 1 –verbal feedback

LI – TO USE EFFECTIVE DESCRIPTION

Context: ‘wanted poster’ so people can recognize him/her

Teacher: Now let’s read your description

Child and teacher read: *He is small and handsome and his buttons are made of strawberries*

Teacher: Strawberry buttons. Lovely! And he’s small and handsome.

What else could you say about him? **(Reminder prompt)**

Child: He’s greedy

2. Scaffolded Prompt

Year 2

LO – To use adjectives to add descriptive detail

Context: story narrative

A moment later Katie landed in a smelly muddy jungle. She saw a loir, she smelled a snake.

Describe the snake more. **(Reminder Prompt)**

What did the snake smell like? **(Scaffolded prompt)**

3. Example Prompt

Year 3

LO – To use similes effectively

He was a quick runner

Finish this

He was as fast as _____. **(Scaffolded prompt)**

How about ‘He was as quick as a lick’ or ‘He was as fast as lightning’. **(Example prompt)**

The marking of a child's piece of work should be relevant to that child's stage of development, judged by the leading adult.

Pen Colour: Year 1 to Year 6

Pupils will write in pencil or blue pen (when pen license received). Teachers will mark using pink or purple pens, allowing pupils enough room to respond to marking. Pupils will edit their work using green pens in KS2.

Early Year Foundation Stage

Early Years: Ongoing assessments are an integral part of the learning and developmental process. This helps to ensure the children are making progress towards the Early Learning Goals. We make systematic observations and assessments of each child's achievements, interests and learning styles. These observations form the basis of our daily and weekly meetings where we plan relevant activities and opportunities for each child. Feedback is given to the child verbally and also shared with parents and caregivers. Each child has a special book to record highlights of their learning journey, parents and children are encouraged to contribute towards this book.

Good Practice in Self or Peer Assessment

Children should be involved with self-assessment: marking their own work and peer-marking as much as possible, whether by proof reading their own work, checking it with a partner or reacting regularly to structured comments made on their work by their teachers. Children need to be shown how to assess their own and each other's work in relation to success criteria. They also need to have training and modelling in giving effective feedback. One useful strategy for peer marking is for children to write comments on post-its. Where self-assessment and peer marking are not written or annotated, children should be encouraged to find a positive and an area for development. The children should be actively encouraged to read and act upon comments that have been made by the teacher. This should be planned into the learning to ensure time is given to this.

The prompting to read and work towards individual targets needs constant reinforcement by the teacher to make the use of and success of the targets meaningful.

Acknowledgement Marking

This is a courtesy look at the work, and will include a tick or an initial. It implies that some dialogue took place during the lesson, which will have an impact on the child's learning. The acknowledgment simply informs others that the work has been seen and addressed.

A tick will be used when acknowledging a child's response to marking.

Foundation Subjects

These will be marked regularly with a tick or stamp. The writing marking code will be employed to ensure that basic standards in writing are addressed across the curriculum. A question may be posed by the teacher to prompt further thinking.