

**Signed by the Governing Body:**

**Agreed by the Governing Body: March 2016**

**Review date: Spring 2019 or earlier if required.**

## **1. Aims**

1.1 Throughout assessment, recording and reporting we aim to:

- Discover what the pupils have learnt;
- Ensure that pupils have the opportunity to assess what they have achieved and to think about their next steps;
- Identify pupil's future learning needs;
- Provide a common system of recording for the whole school;
- Include evidence of achievement in all areas;
- Keep parents informed of their child's progress;
- Aid purposeful discussion with pupils, teachers and parents.

## **2. Assessment**

2.1 Assessment is part of the learning journey. Formative (assessment for learning) and summative assessments have an important part to play in the learning process. Formative assessment takes place during learning, allowing teachers and pupils to assess progress on the learning journey. Summative assessments sum up what the pupil has achieved at the end of a period of time, relative to the learning aims and to national standards.

The following assessments take place in school:

- Marking – informs planning and aids identification of specific learning difficulties;
- On-going checks of spellings and number facts;
- A variety of pre and end-of-unit assessment activities to inform tracking;
- Regular self and peer assessment;
- Reviewing progress on personal targets;
- On-going assessment during the Foundation Stage, in line with the Foundation Stage Profile;
- Unsupported writing assessments at least once per half term;
- SATs – Year 2 activities / tests during summer term, Year 6 tests in May;
- Phonics Screening Check June Year 1
- HeadStart end of term tests in reading and mathematics for years 1 – 6;
- Annual NGRT tests in reading – Year 1 to Year 6 in September to give reading age;
- Termly spelling tests – from Year 1 to Year 6;
- Specific diagnostic tests for pupils with SEND.

## **3. Marking**

Marking is a form of assessment informing both teacher and pupil. It is the culmination of a discrete teaching process and the beginning of a new one by the teacher while for the pupil it is an assessment of performance, skill development and understanding. Marking and feedback assists and supports pupils, promoting a sense of value and motivation, informing and enhancing their learning, identifying ways in which they are able to take their learning further.

3.1 Marking is positive and inclusive. Successes must be identified and children should feel encouraged as a result of the marking process. We aim to mark consistently throughout the school in order to:

- present children with positive feedback and provide guidance for improvement to extend or support learning;
- be a two way process – when children are given comments and tasks they are expected to respond;
- be purposeful - any tasks that the children are given as a part of the marking process should have clear purpose;
- be meaningful to the children;
- be supportive of the children's needs;
- encourage children to feel proud of their work;
- check that children have demonstrated the appropriate skills, knowledge and understanding required of the learning objective;
- correct misconceptions and be correctional;
- be reflective of the high expectations we have of grammar, spelling, punctuation and calculation;
- inform the assessment process to further inform planning.

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3.2 Marking in practice:

Whilst we aim to mark consistently, this does not mean marking everything in an identical way. The age and ability of the child, the subject and the nature of the learning objective, will necessitate different approaches. Teachers are responsible for the marking in books and are accountable for this. Teaching assistants may mark some work – this may be at the time of learning or after working with a group. Teachers mark in pen, but never in red. All work is returned to the children as quickly as possible so that they can effectively respond to comments. Children will respond and make corrections using their purple pen. The purple pen is also used by the children to self-edit. All pieces of work will be titled with an, 'I can statement,' or a 'L.O' starting with, 'To' or a Key Question (KQ).. The teacher will highlight the learning objective using a traffic light system. If a child has been highlighted red or amber then this should be followed up with re-teaching or consolidation and a commentary should be provided to support this process. All work should be dated by the pupil or teacher.

**PLEASE NOTE MARKING IN Y2 AND Y6 MAY DIFFER FOR THE PURPOSE OF EXTERNAL MODERATION**

Teachers are clear in their understanding of the difference between marking that is simply identifying corrections and marking that is developmental, and use both as an effective tool.

*Correctional marking:* Correctional marking is used in all pieces of work and addresses errors in spelling, grammar, punctuation and calculation. It reinforces our expectation that the high frequency words, grammar, calculation processes and skills appropriate to each year group should be inherent in all learning. Children are expected to correct errors in these so that they become embedded in every piece of work. Correctional marking does not necessarily relate to the learning objective for that lesson and may just address previous learning.

If a piece of work requires decoding or transcribing to aid understanding then this will be done by an adult, in either pen or pencil, depending on what the child has used initially.

The number and type of spelling corrections given should be in line with the child's ability. They can be asked to respond in a variety of ways, including copying out, hangman style, using a dictionary, correcting prefix or suffix or adding to their spelling logs.

*Developmental marking:* Developmental marking is specific to the learning objective for that lesson. It extends the learning, addressing any misconceptions that have occurred and encouraging the children to explore and explain their thinking. Teachers give the children developmental marking tasks to complete in English and maths as appropriate. Suitably challenging tasks might include asking the children to explain their findings, identify their errors, highlight what they have done well and why, and to rewrite part of their work in order to improve it.

**Symbols to be used at an age appropriate level**

V verbal feedback

AS adult support

I if a child has started to work with an adult and has then gone to work independently

SA/PA self assessed and peer assessed

SP spelling error

CL capital letter

FS full stop

? question mark

! exclamation mark

P punctuation

G grammar

∧ missing word

● incorrect answer which needs correcting

✓ correct

└─ indicates next steps for learning

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- indicates KS1 sticker award

1HP – indicates KS2 house points

R - Re-teach

P - Pre-teach

- The children are aware of and regularly develop the success criteria for the marking of a piece of work.
  - Reminder e.g. reminding the child of the success criteria
  - Scaffold e.g. modelling to clarify the success criteria
  - Example e.g. providing examples that demonstrate progression

#### **4. Assessment for learning**

4.1 Every teaching and learning task offers assessment opportunities. Key features of assessment for learning are:

- Being clear about the learning goals and the success criteria by which learning will be judged.
- Using effective questioning techniques that provide opportunities for assessing knowledge and understanding.
- Valuing all responses, views and opinions and encouraging pupils to view errors as learning opportunities.
- Giving specific, constructive feedback, which indicates how pupils improve and the steps they need to take in order to do so.
- Giving time for learning to be absorbed.
- Encouraging pupils to reflect upon their learning and to monitor their own progress by means of self and peer assessment.

#### **5. Moderation**

5.1 It is important that assessments are moderated to ensure consistency within school and with nationally-agreed levels. This happens through:

- Liaison between teachers within school.
- Area of Learning Co-ordinators monitoring work samples and discussing issues individually or in staff meetings.
- Trust schools moderation.
- Local Authority moderation.

#### **6. Recording**

6.1 Teachers are required to keep a range of records to show curriculum coverage and pupil progress.

These include:

- Long term curriculum overviews for each year group
- Medium term plans for all subjects / areas of learning
- Plans for English and mathematics
- Assessment tracking grids (reading, writing and mathematics), on-going updates collected each term
- Reading records
- Independent writing tasks in half termly writing assessment books
- Termly record sheets for monitoring key indicators in foundation subjects

#### **7. Individual records to be kept centrally**

- Pre-school reports
- Transfer documents
- Reception baseline results
- Foundation Stage Profile
- Y1 and if required Y2 phonics checks
- KS1/KS2 SATs results
- SEND information
- Important letters
- Reports to parents

**Gilmorton Chandler C of E Primary School**  
**Assessment, Recording and Reporting Policy**      **WC6**

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- All FSP, SATs, tests and teacher assessment information is held in year-group files held in the Headteacher's office. The Headteacher has overall responsibility for issues relating to Assessment, Recording and Reporting.
- Management Information Systems are used to provide information on individuals, groups and cohorts, to gauge progress and help to set targets.

**8. Records to be kept by class teacher**

- Assessment tracking grids (reading, writing and mathematics)
- Reading records
- Writing assessment books
- Assessment tracker sheets for science and foundation subjects
- Class test record sheets
- Special Educational Needs and Disability information
- Portfolio of Achievement – work selected termly and collated at the end of Year 6, to be kept by the child.

**9. Transfer to Secondary School**

- SATs results and teacher assessments
- Copy of Year 6 report
- SEND information.

**10. Target Setting**

- National curriculum age related targets are set at the beginning of each year, after consultation between the Headteacher and class teachers and prior attainment is the minimum expectation.
- Class and pupil targets may be included as part of teachers' performance management objectives.

**11. Reporting**

- Information to parents, outlining areas of study for the year ahead, is sent out at the beginning of each academic year.
- October – Parent/teacher consultation evening including review of pupils' progress.
- February – Parent/teacher consultation evening including review of pupils' progress.
- June – Progress day – parent/teacher consultation.
- July – Annual report (and SATs/phonics results when applicable) on individual children to parents with the option to meet the teacher to discuss if necessary.
- Notes regarding particular achievements or minor concerns may be exchanged in the Home-School Diary.
- Parents and teachers may request meetings to discuss concerns.
- Each term meetings are held with the parents of SEND children to discuss pupil passport, progress and specific concerns etc., as appropriate.

**12. Monitoring and Evaluation**

- Meetings with advisers to discuss targets, school procedures and self evaluation.
- Feedback from parents at individual meetings with the class teacher, SENDCo or Headteacher.
- Staff discussion concerning procedures and their effectiveness.
- Discussion at full governing body.
- This policy will be reviewed in three years or earlier if required.