



The Reginald Mitchell Primary School
Policy on Assessment February 2018

Policy on Assessment

(see also Marking and Feedback;)

1 Introduction

- 1.1 We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.
- 1.2 Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 1.3 Assessment of learning (summative assessment) involves judging pupils' performance against national age related expectations and standardised aged scores. We use a termly PUMA, PIRA maths test, Phonic assessment and Spelling, Grammar and Punctuation test. Teachers may make these judgements to support their own and use this information to group, plan and deliver learning. Children at the end of Year 1 complete a phonic check and at the end of Year 2 pupils will complete national, reading, maths and spelling, grammar and punctuation tests.
- 1.4 We give our children and their parents regular feedback on pupils learning so that they understand what it is that they need to do better in the form of a termly progress report. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2 Objectives

- 2.1 The objectives of assessment in our school are:
 - to enable our children to demonstrate what they know, understand and can do in their work;
 - to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
 - to allow teachers to plan work that accurately reflects the needs of each child;
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide the Senior Leadership Team and governors with information that allows them to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1 We use our school's curriculum plan to guide our teaching. In this plan, we set out the aims, objectives, key skills and values of our school, and give details of what is to be taught to each year group. In our weekly planning, we also identify opportunities for assessment to be completed by the teacher and teaching assistant. This information is then collated to inform us of where a child is working in relation to their age related expectations or end of key stage expectations.
- 3.2 To support our teaching, we use the 2014 national curriculum. We use our own learning ladders in years 1-4 which match the end of year national curriculum requirements to track and collate the progress pupils are making towards their age related expectations ARE.



- 3.4 Progress evidenced via important practical learning and pupil's verbal responses are gathered on our 2 simple ipad program to support our teacher assessment judgements.
- 3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- 3.4 Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged. We use the phrase 'Success Criteria.'
- 3.5 Our lessons are based around 3 levels of challenge, which the children, alongside the adults, direct and redirect their own learning towards, depending on their understanding. Groups are not fixed but instead are formed by the pace at which new learning is gained, or skills, knowledge and understanding is deepened.
- 3.6 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. These will be dealt with throughout the lesson as well as via future lesson planning.
- 3.7 As learning is directed by the responses of our pupils, we make a note in our lesson evaluations of those individual children who moved between the bronze , silver and gold challenges . We use this information to provide catch up intervention, to inform our own teacher assessment and to inform our future planning.

4. Self and Peer Assessment

We believe peer and self assessment is fundamental to our assessment of and for learning. There is a whole host of different methods and strategies that can be used by the children to peer and self assess their work and progress. We are devising our own AfL peer and self assessment developmental continuum, which will bring some consistency and progression through the use of particular strategies and skills through the year groups.

Peer and Self Assessment Developmental Continuum

EYFS	Y1	Y2	Y3	Y4
To say what is good about their work and begin to recognise how they can improve their work	Chn to use some of the language associated with self assessment to discuss their work and improvements with a partner	Chn to use some of the language associated with AfL to verbally assess their partners work with increasing accuracy	Chn to become familiar with some forms of written peer assessment and use AfL language within their verbal and written feedback	Children to accurately peer assess work using a consistent format justifying their opinions using the correct vocabulary

Peer assessment formats

 I assessed and discussed my work Year 1		
Date:	My Name	Partner's name



The Reginald Mitchell Primary School
Policy on Assessment February 2018

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	I assessed and discussed my partner's work giving some feedback Year 2		
Date:	My Name	Partner's name	

	I assessed and discussed my partner's work Year 3/4/5/6		
	Stars 	Wishes 	
Date:	My Name	Partner's name	

NB ** Peer and self assessment is only to be introduced in Exciting Writing tasks initially

4 Target-setting

- 4.1 We set targets in Numeracy and Literacy for all our children, during each academic year. We discuss individual targets with all our pupils, and communicate these to parents on a termly basis. We review the progress of each child at the end of each achievement week and set revised targets.
- 4.2 We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.

5 Recording

- 5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.
- 5.2 On our planning sheets, we evaluate lesson outcomes, including where pupils move on or require a different level of support or challenge, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, there is, of course, no need to record this, and we use our annotated lesson plans as a record of progress measured against learning objectives.



The Reginald Mitchell Primary School
Policy on Assessment February 2018

- 5.3 We take the objectives for individual lessons from the broad learning objectives and key skills within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the national end of year age related expectation. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

6 Reporting to parents

- 6.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. Every teacher holds a weekly drop in session. Parents can informally chat to staff regarding concerns, progress and homework, without making an appointment.
- 6.2 Each term, we offer parents the opportunity to meet their child's teacher and a termly progress report. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At the third meeting of the year, we review their child's written report and the targets identified in it for the next school year (see next paragraph).
- 6.3 During the summer term, we give all parents a full written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, and on religious education.
- 6.4 In reports for pupils in Year 2 we also provide details of the levels achieved in the National Curriculum tests and in Year 1 the outcome of the phonic check is shared. At the end of reception all parents are informed of whether their child has achieved or exceeded the good level of development.
- 6.5 We offer parents of pupils in the EYFS the opportunity to discuss their child's Learning Journal with the teacher.
- 6.6 At the start of a term, each of our teachers gives parents an update that identifies the main areas of study for that particular class. In this update, the teacher identifies how parents can support any elements of the work during the rest of the term.

7 Feedback to pupils

- Independent work should be clearly marked with an **IW** supported work should be clearly marked with **AW** (assisted work) and **GW** for group work. Early years will also include **BB** (busy bee learning) and **AD** (Adult directed). Work also needs to be demarcated if the work starts at **AW/GW** then becomes **IW** ie **AW** then **IW**
- Marking against the Learning objective/Success Criteria should be identified in pink or green. **Tickled pink** = the children have achieved or are working towards the Success Criteria. **Green for growth** = an area for children to develop/improve for next time/next steps. This could be handwriting, spelling, punctuation, paragraphs etc. All marking needs to focus on learning.
- These comments/tasks are recorded in their books for the children to complete which allows them to reflect upon, improve their work or correct and give them an additional opportunity to have another go at a task with which they have struggled. Some examples of developmental and challenging comments are:



Maths Comments

- Fix my problem ...
- Can you find the inverse?
- What does this symbol mean?
- Explain why you think this is correct?
- Please check your answers by.....?
- Explain how you know this is right?
- The answer to number 2 is right – how do you know?
- My answer is ?? what is my question?
- Is this right or wrong, explain why?
- How could/did you check this?
- Can you explain how you work out?
- Why did you sort them like this?
- Can you think of 2 other addition words?
- Practice formation of ... (number or letter)
- Which is bigger 42 or 19?
- What is 1(0) more/less than ...? (mentally)
- Order these numbers
- Write 14 as a word
- Solve $23p+7p$
- Tell your friend how to ...
- How do you know ...?
- Can you explain ...?

English Comments

- Could you tell me what an adjective is?
- Explain why we need full stops?
- Which is your favourite in your writing today?
- What is a complex sentence?
- Can you fix this? (write a sentence with a mistake)
- What makes this a magic three sentence?
- Can you up level this sentence?
- Sound cloud – ask for other sounds for “a”
- What other words have “ai” in them, can you write some?
- Can you think of better words instead of “nice”?
- Tell me whyeg you used the word “glamorous”?
- Tell me why you think I am very pleased with your work?
- I’m not very pleased with your handwriting – why do you think that is?
- How do you know ...?
- Can you explain ...?
- What does this word mean? (definition of vocabulary)
- Where have I made a mistake?
- List 3 other words for ‘___’ (said, big) ...
- Can you write a sentence using ...
- Why have I used this ...



The Reginald Mitchell Primary School
Policy on Assessment February 2018

- Can you think of another connective/adjective ...?
 - Can you write your answer in a simple sentence?
 - Make a question for me to answer
 - Write your friends name's in a list
 - Underline the connective/adjective/noun
 - Describe your pet...
 - Go back and edit...
 - Re write your first sentence including.....
 - What does a proper noun have?
 - Why have I ...?
 - Give an example of...
 - What is wrong with this spelling ...?
 - Think of another word for '____' ...
 - What happens next ...?
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- Where there are repeated, incorrect spellings, the first mistake only is identified in green at the bottom of that piece of work. The child is then expected to find this word in their work and correct using their purple pen of power.
 - A vertical green line should be inserted to indicate where a new paragraph should begin. All other misconceptions marked in green.
 - When correcting Maths work, any wrong answers should be identified in green and corrections written alongside by the children
 - Children should have time, timetabled into the daily routine, to follow up marking comments/correction, e.g. 'Fix It Time'.
 - Spelling mistakes must be corrected in all work (focus on HF/individual spellings)
 - In KS1 and for non-readers work in KS2 work is to be marked using the marking symbols (refer to prompt sheet). Marking symbols may be used in the success criteria for learners in the Early Years. For HA readers in KS1 replace symbols with written feedback when appropriate. Symbols are to be placed in the margin of where the error lies.
 - All written comments are to be in the cursive script used by the school.

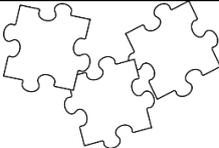
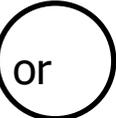
These comments/tasks should be written in green to demarcate and prompt the children to respond/complete the activity. Children's responses should also be completed in a green coloured pencil/pen so their responses are obvious and evident.

Some of the comments can be summarised using symbols and may be more reader friendly for younger children and those displaying difficulties with English. Agreed symbols are :



The Reginald Mitchell Primary School
Policy on Assessment February 2018

Marking Symbols – how well have I done?

	Getting there		Objective met
	Revisit objective.		Above and Beyond
	Finger spaces		Phonics used for spelling.
	Wow – interesting adjectives.		Openers.
Sp _____	Spelling		Conjunctions
	Up level		Read it back
Abc or 	Capital Letter		Punctuation
	Handwriting		Editing

These should be used at least every third piece of work in the children's books and should usually be accompanied with guidance on how to complete or improve a previous activity.

It is essential that 'improvement/response time' is built into lessons so that tasks can be completed. This should typically be no longer than five minutes. Responses should be acknowledged/marked by staff usually by a green tick or staff initials.



The Reginald Mitchell Primary School
Policy on Assessment February 2018

- 7.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.
- 7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.
- 7.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future. We call this our green for growth comment. When appropriate we expect pupils to acknowledge our comment with a short written response.
- 7.4 Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.
- 7.5 Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.
- 7.6 We allow time at the beginning of each lesson for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to ask any questions of their own. There may also be improvements they can work on during this time. We start the lesson in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8 Inclusion and assessment for learning

- 8.1 Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. For example by providing verbal feedback or visual success criteria and marking symbols.
- 8.2 We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

9 Moderation of standards

- 9.1 All subject leaders study examples of children's work within their subject area. Subject leaders use our learning ladders- based on age related expectations, to make judgements about the progress of the child. All our teachers discuss these judgements internally and with staff from other schools, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent and



The Reginald Mitchell Primary School
Policy on Assessment February 2018

accurate judgements about standards in our school based on a range of high quality evidence.

- 9.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

10 Monitoring and review

- 10.1 Our Associate Head is responsible for monitoring the implementation of this policy. We allocate special time for this task. The leader uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.
- 10.2 This policy will be reviewed every two years, or earlier if necessary.