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Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Assessment Policy

Together we believe, learn and achieve

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Assessment Policy

This policy should be read in conjunction with the Teaching and Learning Policy.

Vision

Our Vision is of an inclusive, happy and successful school at the heart of the local community. Together, our families and staff help our children to become confident, independent learners that care for themselves, each other and the environment around them. Be brilliant, be bold, be kind and together we will believe, learn and achieve.

Rationale

At Marlborough St Mary's CE Primary School, we believe that all Assessment activities should place the pupil at the centre of their learning and that all assessment activities should result in raising the achievement of every pupil.

We believe that all pupils' work should be acknowledged and valued and that all pupils can make the maximum progress from their personal starting point. We aim for every pupil to reach their potential at each stage of their education. We encourage a growth mindset and try to develop a resilience and determination to improve in all pupils.

Planning for all subjects is directly linked to the National Curriculum. Teachers use the detailed school progression documents to ensure that they are providing sufficient coverage, challenge and support for all pupils.

Aims & Purposes

Assessment encompasses all activities undertaken by teachers in order to evaluate work produced by pupils and accelerate their learning and is a continuous process throughout each day. This means that we consider continuous Assessment for Learning strategies to be the most useful assessment tools that we can use. The outcomes of Assessment for Learning activities are recorded in annotations on planning and the following lessons are then adapted in response. Possible adaptations teachers may make include changes in input; tasks; differentiation levels; support for pupils; revision or extension of skills and concepts.

Assessment for Learning activities:

- ◆ are meaningful activities for both the teacher and pupil
- ◆ will inform teaching for both this and the next session/s
- ◆ will guide the pupils by identifying strengths in their work as well as the next skill to develop
- ◆ will encourage self-reflection in pupils
- ◆ will stimulate a learning dialogue between the pupil and their teacher and each other
- ◆ may include written or verbal feedback
- ◆ when appropriate, may include a more formal test

Assessment for Learning activities include formative assessment strategies such as:

- ◆ the strategic use of questioning
- ◆ effective teacher feedback
- ◆ peer talk
- ◆ pupil self-assessment.

Questioning

Teachers ask questions constantly. These questions take a wide variety of forms from simple single answer closed questions to longer, discussion-based open questions. Questions will also be differentiated on an individual basis in order to support and challenge as appropriate. Pupils are encouraged to answer questions in complete sentences and explain their reasoning – as appropriate to the topic and concept being explored.

We have a school wide focus on the use of “Think, Pair, Share” techniques. Teachers will pose a question, give children time to consider it, discuss it with a partner then the teacher will choose a child to share their answer. The rationale for this is that it provides all children to consider an answer rather than just the most confident children. The teacher can then use both the discussions between the children and the answers given as part of their Assessment for Learning.

Teacher Feedback


Aim


The aim of our marking and presentation policy is to provide children with effective feedback that will help them progress with their learning. We want our children to feel their work is valued and important. We want them to feel proud of it.

Marking in English

- LOs will be highlighted in pink for fully achieved, dashed for partially achieved and highlighted in green for not achieved.
- Staff will use pink/green highlighters to identify good learning (linked to the LO) and corrections (linked to the LO).
- In foundation stage & KS1 a written comment is not always practical. Comments and feedback are often oral.
- In KS2 staff may also green any spelling mistakes, punctuation errors or handwriting errors. But, as a general rule we do not aim to correct every spelling, punctuation and handwriting error. Staff will identify what is appropriate for that child's learning.
- In KS2 we will always green keyword spelling mistakes and full stop and capital letter errors.
- At the end of a longer written piece of work, we will make a pink comment linked to the LO. We will also suggest 1 or 2 next steps. For example:

 *Well done! I love these conjunctions.*

 *Can you find a missing question mark in paragraph 2?*

 *Please practise each green spelling word three times underneath.*

- Children in KS2 will **respond to marking** in a purple polishing pen. Children in KS1 will **respond to marking** in a purple polishing pencil- although it may be more appropriate for them to do so in standard pencil.

- It is good practice to sometimes provide success criteria alongside the LO. For example your LO may be: *LO use the features of a newspaper report* and your Success Criteria may be: *I have included: a heading, a sub-heading, an opening paragraph, a quote etc.*
- The success criteria can then be highlighted in the same manner as the LO.

Marking in Maths

- LOs will be highlighted in pink for fully achieved, dashed for partially achieved and highlighted in green for not achieved.
- Correct answers will be pinked. Incorrect answers will be greened or have a dot next to them. Mistakes will be corrected and written next to the original answer rather than being rubbed out.
- We will always green poor digit formation.
- All lines will be drawn using a ruler.
- Due to the nature of our teaching instant verbal feedback is crucial during independent work. This is will be evident though response to marking. 'Live feedback' is encouraged to help quickly address any misconceptions and enable rapid progress.
- Children in KS2 will **respond to marking** in a purple polishing pen. Mistakes in KS1 will be greened and children will respond next to the green in standard pencil.
- It is good practice to sometimes provide success criteria alongside the LO. For example your LO may be: *LO Calculate the perimeter of a quadrilateral* and your Success Criteria may be: *I can accurately measure all four lengths, I can set out my calculation in a formal layout, I can use column addition to find my answer, I can include my unit of measurement etc*
- The success criteria can then be highlighted in the same manner as the LO.
- Teachers may occasionally utilise peer or self-marking. This will not be frequent and will not exceed once per week.

Presentation in Books

Presentation in books is vital in making children feel proud about their learning. Our policy emphasises this through these statements:

- EYFS/KS1 will place the date and LO on a sticker or the teacher/TA will handwrite in. Year 2 children will begin to write the date and LO (underlined) as the year progresses.
- KS2 will write the date and LO and underline. Long date for English only. Any mistakes in date or LO must be greened and polished.
- Children to write in pencil until their writing is neat and accurate enough for a school handwriting pen. No other pen is to be used apart from their polishing pen.
- Encourage children not to bend books- this breaks the spine.
- Teachers will minimise sticking 'worksheets' into books as much as possible so that children get regular, frequent practise at writing on lines and placing digits in boxes.

Children's neat presentation should be celebrated. Good presentation can be rewarded by sending children to SLT for a reward.

Marking in Topic, Science and RE books

- LOs will be highlighted in pink for fully achieved, dashed for partially achieved and highlighted in green for not achieved.
- Staff will use pink/green highlighters to identify good learning (linked to the LO) and corrections (linked to the LO).
- We will also green any 'basic' errors that we feel is appropriate for that child. For example a child working at ARE in Year 4 would have a keyword mistake or FS and CL mistake 'greened'.
- Children in KS2 will **respond to marking** in a purple polishing pen. Children in KS1 will **respond to marking** in a purple polishing pencil or standard pencil.

Self and Peer Assessment

Pupils are encouraged to share and discuss their learning from the very beginning of their time at Marlborough St Mary's. As they progress through the school this leads to pupils being encouraged to be reflective about their learning and identify both their own strengths and areas for development. Strategies for self and peer assessment are age and stage appropriate. Examples of activities that may be employed include: thumbs up/thumbs down; sliding scale of confidence; symbols in books such as smiley faces or traffic lights; sharing work under a visualiser; partner discussion and verbal or brief written feedback; and two stars and a wish.

Statutory Assessment

Year Group	Statutory Assessments
EYFS / Reception	A Baseline Assessment is undertaken for all pupils within a few weeks of them entering Reception. This is carried out through observations. This Assessment enables teachers to plan effectively for all pupils in order for them to make at least good progress during the year. All pupils are assessed against the Early Learning Goals at the end of Reception.
Year One	Year One pupils undertake the Phonics Screening Check in June.
Year Four	Year Four pupils sit the Multiplication Tables Check (first year is academic year 2021-2022)
Year Six	Year Six pupils will sit the Statutory Assessment Tests for the end of KS2 in Reading; Grammar, Punctuation and Spelling; and Mathematics. Writing is assessed by teacher assessment only.

Summative Assessment

All assessment methods used will feed into the school internal tracking of attainment and progress. Marlborough St Mary's uses the Insight Assessment Tracking tool to record attainment against Early Learning Goals and the National Curriculum objectives. This tracker is completed 3 time per year in order to inform the submission of statutory data. Reception track their baseline will also add their baseline data Teachers use unaided work as well as both the PUMA and PIRA tests that are carried out three times per year to inform their assessments.

The information collected on the tracker is used, in conjunction with the progression documents, to inform planning and teaching as well as identify progress rates therefore informing the implementation of Challenge and Support Interventions. The data is discussed with the Assessment Lead in Pupil Progress Meetings.

Assessment in Phonics

Children are regularly assessed termly in Phonics using the Read Write Inc. program. These assessments are used to group the children according to phonological needs.

Assessing in EYFS (Reception)

Observations form the key assessment tool in the Reception classes. Observations are recorded in the pupils' Learning Journeys along with photocopied or photographic evidence.

Communicating with Parents

Pupils' outcomes are communicated to parents through informal and formal meetings; My Child Meetings; Annual Reports and Outcomes from Statutory Assessments.

My Child Meetings – parents are invited to 15 minute consultations at key times in the year – books are available as part of these meetings where parents and teachers can discuss the pupil's work in detail; Additional Parent Meetings – parents and teachers may request additional meetings to discuss a pupil's attainment, achievement and progress.

Monitoring and Review

The Deputy Headteacher is the Assessment Lead and reports directly to the Headteacher and Governors. This policy will be reviewed annually.