

Policy: Assessment, Marking and Feedback Policy

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Holy Trinity Church of England (VA) Primary School



Believe • Achieve • Inspire •

Assessment, Marking and Feedback Policy

SCHOOL VISION

At Holy Trinity Church of England Primary School our Christian vision shapes all we do.

"I know that there is nothing better for people than to be happy and to do good while they live." Ecclesiastes 3:12.

Our vision is to be an inspirational place of learning where:

- we facilitate opportunities so every child can flourish in a place where they feel safe, **happy and confident**.
- staff **well-being** and professional development is valued and supported in order to fulfil their roles, inspire others and experience personal **fulfilment**.
- the school provides facilities that enables an **optimum learning environment**.
- the **school plays a central role within our community** and enjoys strong **links with the church, local companies and other schools**.
- we create a culture of vigilance to safeguard all children.

'I know that there is nothing better for people than to be happy and to do good while they live.'
Ecclesiastes 3:12

Rationale

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 in Holy Trinity CE Primary School.
- 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.

Fundamental Principles of Assessment

All assessment should:

- 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 effective 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 and efficiently
- 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 & Responsibilities

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments (See Appendix 1) 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 on-going dialogue with pupils about their learning progress. The outcomes of summative assessments are reported to the Heads Team, the Assessment Leader, subject leaders and Team Leaders. These outcomes will be shared with parents at Parent Consultation meetings, in pupils' interim reports 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 targets for reading, writing and mathematics.
- summative assessment tasks are carried out and the resultant data is collated centrally using DE Tracker and class tracking proformas.
- 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 and tracking their progress.
- 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 make towards their end-of year targets at mid-year and end-of-year performance management meetings.

Subject & Team Leaders are responsible for:

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their particular subjects.
- Ensuring that assessments of individual pupils are carried out, recorded and shared with parents and the Assessment Leader, where appropriate.
- Monitoring standards in their subject according to assessment criteria set out in the National Curriculum.

Monitoring, Moderation and Evaluation

The Heads Team and the Assessment Leader will take overall responsibility for ensuring that the Assessment, Marking and Feedback Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff. EYFS assessments are moderated internally and within the cluster. Key Stage assessments are moderated every four years by the LA.

All core subjects will be moderated regularly with our local primary school cluster and with the LA where appropriate. New strategies will be implemented, as appropriate, as a result of moderations and reviews and in response to statutory requirements.

Summative Assessment

Strategy Purpose for Key Stage Assessment

- It is a statutory requirement from the Department for Education, which compares and measures children's performance.
- To provide a summative end of key stage attainment result to monitor whole school performance and identify development areas.

Statutory Assessments:

- Pupils in the EYFS are baselined within the first term of starting reception class.
- At the end of the Foundation Stage a summative assessment is made in each of the 17 strands.
- Pupils are statutorily assessed at the end of Key Stage Two.
- Pupils in Year 1 take the phonics screening test.
- Pupils in Year 4 take the Multiplication Tables Check.

All statutory assessment information is sent to the Local Authority and the Department for Education.

Strategy Purpose for Baseline Assessment

- To establish pupils' abilities at the beginning of reception year, 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.
- Attainment will be tracked throughout the year based on end of year predictions.

Baseline Assessments:

1:1 Teacher assessments are made at the beginning of entry to Reception, through observations and play using the DFE baseline materials.

Termly Teacher Assessments: (See Appendix 1.Timetable of Assessment)

Each class teacher will provide summative assessment data for reading, writing, grammar & punctuation and mathematics for each pupil using the standard grade criteria in Autumn 2, Spring 2 and Summer 2.

- Writing Essentials grid will be used to inform writing judgments.
- Class tracking proformas will be completed and data uploaded to DE Tracker in Autumn 2, Spring 2 and Summer 2.
- These assessments are actual attainment in order to show progress (e.g. an SEN pupil in year 4 may be judged as a 2.1 standard grade.)
- Standard Grades for core subjects and foundation subjects will be reported to parents in the end of year report.

Class Tests:

Created by an individual teacher (or year group) and used in day-to-day lessons (e.g. number fluency, spelling/grammar tests). To improve pupils' skills and establish what they have remembered or learnt so far. Low stakes quizzes in foundation subjects to check pupils have retained essential knowledge from previous teaching.

End-of-Key-Stage Teacher Assessment:

In Years 2 and 6, teachers award a standard grade for each pupil's attainment in the core subjects (English, Maths and Science).

To provide information to parents and to professionals within school for the next phases of education.

Formative Assessment/Assessment For Learning

Assessment for Learning (AfL) What is it?

AfL is day-to-day, on-going assessment as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils to improve their learning.

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

'I know that there is nothing better for people than to be happy and to do good while they live.' **Ecclesiastes 3:12**

- effective feedback
- raising children's self-esteem
- tailoring lessons to meet the needs of the pupils

Marking and Feedback: (See Appendix 2: Marking and Feedback non-negotiables and Appendix 3: Marking Code)

- All adults working with groups of children will mark their work in green pen and give feedback.
- In all books, 'I can' title for each session to reflect specific learning objective must be highlighted in green if they have met it.
- Comments to be positive and encouraging in nature to provide a positive experience for the pupils. Smiley stamps, stickers, rewards can be used to show encouragement/incentive.
- Must reflect the learning objectives of the task to be useful and provide an on-going record; can be oral or written.
- Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.
- Marking with feedback in foundation subjects sparingly.
- **English-** For independent writing, highlight in **green for 'great'**, for what the child has done really well and highlight in **pink** for an area for improvement. At the bottom of the page, identify what you have highlighted in green and pink. These may be taken from the Writing Essentials grid (Appendix 5). Allow KS2 children time to act upon the pink feedback where appropriate. For KS1 children, action following feedback should be evident in next piece of work. Feedback could be verbal (see marking code). Editing by pupils is done in **purple** pen.
- **Mathematics-** where needed but at least once a week, the learning objective is highlighted in **green for 'achieved'**. Where needed, **'pink for think'** highlighting indicates corrections to be made or a 'challenge' question. At the bottom of the page, if necessary, explain what you have highlighted in green and pink. Allow children time to respond. Feedback could be verbal (see marking code). Editing by pupils is done in **purple** pen.
- **Science-** sparingly highlight in **green for 'great'**, (what the child has done well) for example: Good use of scientific vocabulary, clear explanations, accurate observations and measurements. Highlight in **pink for 'think pink'** (an area for improvement) for example: A clearer way to record their results, a question to encourage deeper scientific thinking. At the bottom of the page explain what you have highlighted in green and pink. Where appropriate, allow children time to respond to feedback. Editing by pupils is done in **purple** pen.

Target setting:

Targets are set for individual pupils throughout the year, particularly in core skill development. This:

- ensures pupil motivation and involvement in progress;
- raises achievement and self-esteem;
- keeps teacher informed of individual needs;
- provides a full record of progress.
- Targets for reading, writing and maths (taken from year groups objectives) will be shared with parents in November and March during consultation evenings.

Our assessment procedures will be reviewed regularly as part of our monitoring and evaluation. Recommended changes will be reflected in our practise to ensure the best possible education for all of our pupils.

This policy was adopted by Holy Trinity CE Primary School and agreed by the Standards, Achievements and Curriculum Committee and ratified by the Full Governing Board.

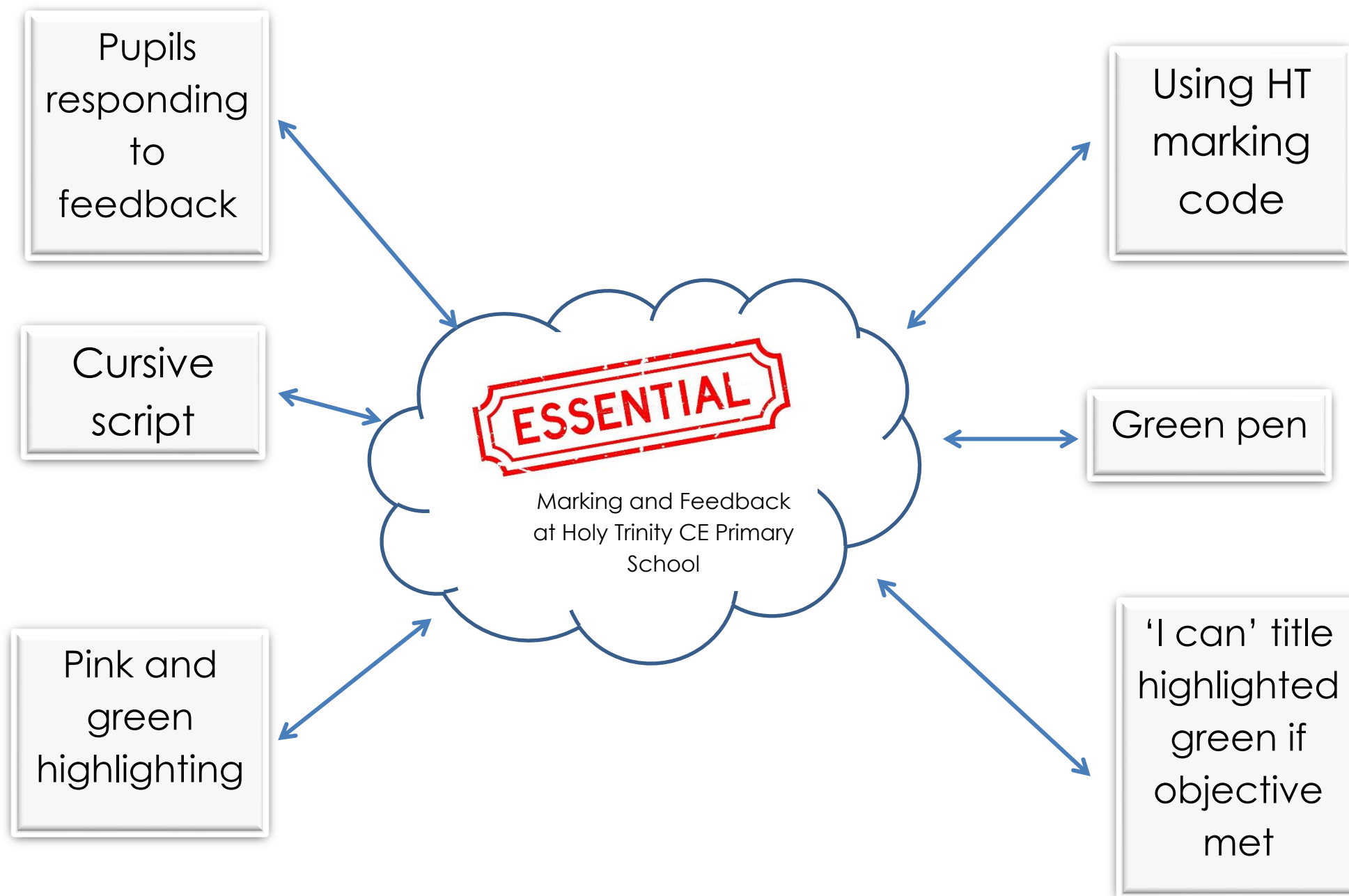
Approved by.....on behalf of the School Governing Board.

Signature:.....

Date:.....

Appendix 1		Assessment Timetable				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Early Years</i>	- ELG Baseline - Phonics tracking sheet for reading & spelling as appropriate	Phonics tracking sheet for reading & spelling as appropriate	Phonics tracking sheet for reading & spelling as appropriate	Phonics tracking sheet for reading & spelling as appropriate	Phonics tracking sheet for reading & spelling as appropriate	- Phonics tracking sheet for reading & spelling as appropriate - EYFSP to complete
<u>Years 1 – 6:</u> <i>Reading</i>	- on-going Guided Reading + oral & written comprehension: - Book Band Tracking sheet as appropriate	November – NTS Autumn Reading Test (Y2 – Y5) and Y6 past SATs papers - on-going Guided Reading + oral & written comprehension - Book Band Tracking sheet as appropriate	- on-going Guided Reading + oral & written comprehension: - Book Band Tracking sheet as appropriate	March– NTS Spring Reading Test (Y2 – Y5) and Y6 past SATs papers - on-going Guided Reading + oral & written comprehension: - Book Band Tracking sheet as appropriate	- on-going Guided Reading + oral & written comprehension: - Book Band Tracking sheet as appropriate	June – NTS Summer Reading Test (Y3 – Y5) Y2 optional SATs papers and Y6 SATs papers - on-going Guided Reading + oral & written comprehension - Book Band Tracking sheet as appropriate
<u>Years 1 – 6:</u> <i>Phonics/ SPAG</i>	Phonics tracking sheet for reading & spelling as appropriate	November – Scholastic SPAG Test A (Y2 – Y5) and Y6 past SATs papers - Phonics tracking sheet for reading & spelling as appropriate	Phonics tracking sheet for reading & spelling as appropriate	March– Scholastic SPAG Test B (Y2 – Y5) and Y6 past SATs papers - Phonics tracking sheet for reading & spelling as appropriate	Phonics tracking sheet for reading & spelling as appropriate	Year 1 Phonics Screening Test June – Scholastic SPAG Test C (Y3 – Y5) Y2 optional SATs papers Y6 SATs papers - Phonics tracking sheet for reading & spelling as appropriate
<u>Years 1 – 6:</u> <i>Writing</i>	Independent writing	Independent writing Writing Essential grid marked	Independent writing	Independent writing Writing Essential grid marked	Independent writing	Independent writing Writing Essential grid marked
<u>Years 1 – 6:</u> <i>Maths</i>	- Questions/problems devised by teacher. <i>Rising Stars Mental Maths – fortnightly throughout the year</i>	November – NTS Autumn Reasoning & Arithmetic Test (Y2 – Y5) and Y6 past SATs papers	Questions/problems devised by teacher.	March – NTS Spring Reasoning & Arithmetic Test (Y2 – Y5) and Y6 past SATs papers	- Questions/problems devised by teacher. Y4 MTC Check	June – NTS Summer Reasoning & Arithmetic Test (Y3 – Y5) Y2 optional SATs papers Y6 SATs papers

Tracking to complete		• Termly class tracker • Phonics tracking • Book Band tracking		• Termly class tracker • Phonics tracking • Book Band tracking		• Termly class tracker • Phonics tracking • Book Band tracking • Class foundation subjects tracker
Data to submit:	• End of year target setting for R, W, M & SPAG	• Standard grade for each pupil for R, W, M & SPAG • Input Autumn data to De-Tracker		• Standard grade for each pupil for R, W, M & SPAG • Input Spring data to De-Tracker	• KS2 SATS • Phonics Screening	• Standard grade for each pupil for R, W, M, SPAG & all foundation subjects • Input end of year data to De-Tracker
Reporting to parents:	•	• November Parent consultation evening: Autumn Interim report & targets for R, W, M & SPAG		• March Parent consultation evening: Spring Interim report & targets for R, W, M & SPAG		• End of year report with standard grades for core. • 'met' or 'not yet met' for foundation subjects.



Self-Assessment	
	I've got it!
	I'm getting it!
	I need help!
.....	I've had a go at spelling this
Adult Assessment	
VF	verbal feedback
AS	adult support
S	supply
GW	group work
PW	partner work
	'green for great'
	'pink to think'
sp	underline spelling error
	missing punctuation
?	underline what doesn't make sense
^	word missing
NSNL	new speaker, new line
//	new paragraph
	correct
.	incorrect

Book Band Tracking

Appendix 4

Class Tracking Sheet for Reading					
Class:	Teacher:				
	On entry	Autumn	Spring	Summer	
Black Band					
Dark Red					Year 6 end of year ARE
Dark Blue					Year 5 end of year ARE
Grey					Year 4 end of year ARE
Brown					Year 3 end of year ARE
Lime Band 11					
White Band 10					Year 2 end of year ARE
Gold Band 9 Phonic Phase 6					
Purple Band 8 Phonic Phase 6					
Turquoise Band 7 Phonic Phases 5 - 6					
Orange Band 6 Phonic Phases 5 - 6					Year 1 end of year / ELS complete
Green Band 5 Phonic Phase 5					
Blue Band 4 Phonic Phases 4 - 5					
Yellow Band 3 Phonic Phases 3 - 4					
Red Band 2 Phonic Phase 3					
Pink Band 1 Phonic Phase 2					

Writing Essentials

When assessing, the child must have achieved all of the year below and the current year's non-negotiables to meet ARE.

Please do not use this document to plan from as it is not the whole curriculum.

Year 1 • Spell many of the common exception words for year 1 (60%). • Use spaces between words. • Use 'and' correctly. • Begin to punctuate sentences with capital letters, full stops, question marks and exclamation marks. • Use a capital letter for the pronoun I • Use capital letters for people's names and days of the week • Hold a pencil comfortably and correctly • Form letters starting and finishing in the right place	Year 4 • Spell most (60%) of the words from the y3/4 word list. • Some possessive apostrophe use in plurals. • Use conjunctions, adverbs and prepositions to express time and cause. • Increase legibility and consistency of joined handwriting. • Use paragraphs mostly accurately. • Fronted adverbials with some comma use. • Punctuate speech including other punctuation marks as well as inverted commas.
Year 2 • Demarcate most (60%) sentences with capital letters and full stops. • Some use of question marks. • Present and past tense mostly accurate. • Use coordinating conjunctions and some subordinating conjunctions • Form capital and lowercase letter and digits of the correct size, orientation • Spelling enables the work to be decipherable • Spell many of the common exception words for year 2 (60%)	Year 5 • Spell some (30%) of the words from the y5/6 word list • Use expanded noun phrases to convey complicated information concisely. • Use modal verbs or adverbs to indicate degrees of possibility. • Use relative clauses • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity • Consistent and correct use of verb tense throughout • Correct subject and verb agreement when using singular and plural
Year 3 • Spell some (30%) of the words from the y3/4 word list • Apostrophe use for singular possession and contractions. • Begin to use paragraphs. • Use pronouns accurately to avoid repetition of nouns. • Use a wide range of subordinating conjunctions • Use inverted commas to punctuate direct speech. • Consistent use of capital letters, full stops, exclamation marks, question marks and commas in lists.	Year 6 • Spell most (60%) of the words from the y5/6 word list. • Use passive verbs to affect the presentation of information in a sentence. • Use hyphens • Use a colon to introduce a list and semi-colon to separate items • Write for a range of purposes and audiences, formal and informal

This is an example of a year 1 termly class tracker for reading. Year 1 to year 6 have age appropriate proformas for reading, writing and mathematics.

Termly Class Tracker **READING**Class: **Year 1**

Teacher:

ARE: % (pupils)**ARE+: % (pupils)****Target: % (pupils)**

	end of Autumn	end of Spring	end of Summer	%
1.5 Beyond NS <i>to explain (applies & demonstrates, debates & reasons)</i>				%
1.4 Above National Standard <i>to apply (explains understanding)</i>				%
1.3 National Standard <i>to know (good understanding)</i>				%
1.2 Working towards National Standard <i>to improve (some understanding)</i>				%
1.1 Below National Standard <i>to learn (no understanding)</i>				%
1.0				