

Thornbury Primary School

Assessment Policy December 2016

At Thornbury Primary School a range of formal and informal assessment tools are used to inform planning and interventions to ensure that the learning needs of every child are met.

Aims and objectives

- For staff to liaise with information about each child's progress, enabling them to plan effectively both in the long and short term to meet the needs of every child.
- To provide summative data for use within school, for accountability to Governors and visiting professionals, relating to the progress of individuals and groups on a termly basis.
- To use assessment data to plan for the necessary support, challenge and targeted intervention for individuals including those who are under-attaining, underachieving or are more able and talented; and vulnerable groups including those with SEN or a disability.
- To use assessment data to set meaningful and challenging targets to improve achievement.
- To track progress across key stages to ensure positive value added.
- To provide learners with information on the progress they are making and inform them of next steps.
- To develop pupils' self and peer assessment skills so that they become more independent learners.
- To inform parents, families and all other stakeholders of children's and school's progress and attainment.

How do we Assess?

Ongoing formative assessment; is an integral part of teaching and learning. This usually consists of: observations and discussion and questioning with pupils, leading to analysis of strengths and weaknesses, and ongoing feedback to the pupil, so allowing a responsive approach.

Lessons are planned with the learning objectives in mind; what are the critical learning points, which are identified on planning?

Each unit of work then has a learning journey; this is so children are aware of where they are headed. It also allows self-assessment on an ongoing basis, shows the connections between aspects of learning, and helps them see where they have come from.

- Regular and rigorous marking of children's work in Literacy and Numeracy provides advice to children on next steps (see Policy Statement for Marking & Feedback attached), and informs short term planning.
- Mini-Plenaries are used to involve children in self and peer assessment. A range of self and peer assessment strategies are used dependant on the age of learners.

Children begin in Foundation Stage using thumbs up, thumbs down to show whether they have understood what they have been learning; in KS1 children learn how to use smileys to show understanding and are involved in paired discussions about whether success criteria have been met.

In KS2, in addition to highlighting objectives and discussions, they are taught to use marking strategies to assess their own and their peers' work in more depth and identify next steps. As appropriate to their age, children use success criteria to assess their work and set targets.

Children are all expected (and taught how) to speak up if they do not understand; there are speech bubbles in every class as prompts; adults can also remind children to use them as key prompts. Children are praised for taking ownership of their learning; a child who is confident to express that they are struggling with some aspect of learning is a child who is empowered when they move to secondary school. Lessons can also be reshaped according to how the pupils are getting on. This may mean targeting specific pupils who need to be scooped up for a recap or further unpicking of the concepts, consolidation for those who need learning embedding, or to extend and challenge the more able.

Children also use traffic light stamps to self-evaluate in their books and are encouraged to respond to marking comments. Time is built into lessons for this purpose.

- Class teachers use informal observations from daily teaching and discussions with TA's to inform short term planning.

TA's also play a key role in observing and evaluating learning, as they are often working with smaller groups or specific children.

Units of work contain 'fallow days' which enable the staff to reflect on learning to date, and consider amendments, or revisiting of learning, according to the children's need.

- Foundation Stage staff make detailed observations of children on a day to day basis which are then recorded in each child's learning journey.
These observations are used to assess progress in all areas of learning and are used both to inform planning of activities and the learning environment and to provide data for the tracker.

Termly summative assessment; sums up what children have learned over a period of time, ideally identifying how they can improve further.

- All children in KS1 and 2 are assessed on an ongoing basis using the school tracker to record progress against a range of objectives (Assessment statements in Maths, English and Science).
- Reading is assessed in consultation with guided reading records, key objective statements and any phonics records.
- Writing is assessed using exercise books, unaided writing samples and is triangulated with key objective tracking sheets and writing samples across the curriculum.

- Maths assessments are achieved through a range of tasks, discussions and tests to achieve an Age Related Expectation (ARE).
- SEN pupils working significantly below ARE are assessed against the standards for P levels, in consultation with SENCO.
- EAL pupils working below ARE are assessed using the 'Pupil Record of EAL Progression' forms.
- Teachers use observation, class, small group and 1:1 discussion to assess each child in speaking and listening.
- Termly summative assessments (ARE) are inputted and analysed on School Pupil Tracker (SPTO).
- Findings are shared and discussed with staff in Pupil Progress Meetings at least termly and are used to inform provisions maps, planning for targeted intervention groups, individual support and whole class long-term planning and target setting in collaboration with FFT data.
- All vulnerable groups are tracked inc. FSM, SEN and disabled pupils. This monitoring is used to ensure that the school is meeting the learning needs of all pupils.
- Impact of targeted intervention groups is monitored at approximately 4 weekly intervals to ensure efficiency and efficacy using the Intervention proforma.

Reporting to Parents

Parents are a vital part of their child's education. It is important that they know how their child is doing, and what they can do to help.

Three times per year there are opportunities for parents and carers to meet with their child's teacher, where there is an in-depth discussion of progress. SEN pupils are allocated additional time.

Parents are also invited to comment in the child's homework diary, and to ask any questions. Open days are also an opportunity for parents to see our approaches in action.

Three times per year a target letter is sent home explaining each child's targets. In the summer term, annual reports are sent, which give a very comprehensive picture of each child.

Responsibilities

Class teachers are responsible for the formative and summative assessments of all learners in their class and for using assessments to inform their planning so that the learning needs of every child are met.

Class teachers are responsible for using SPTO to interrogate the learning progress of their class, and amend the curriculum accordingly.

The Assessment Co-ordinator is responsible for the whole school analysis of assessments using SPTO in conjunction with the HT/ SLT and during Pupil Progress Meetings. Class teachers and the SLT work together to review progress, set termly targets, identify intervention groups and set class targets for improved performance. Class teachers have the responsibility for ensuring that these targets are met.

The Foundation Stage Leader is responsible for termly collating the EYFS assessments and reporting to the Local Authority. This coordinator is also responsible for communicating progress and attainment to the SLT and liaising regularly with the Assessment co-ordinator.

The SENCO and the literacy and numeracy leaders (SLT) have access to FFTlive and raise online and have responsibility for maintaining a whole school understanding of pupils' progress and attainment in order to inform action plans and ways forward in their subject leadership. These key staff have a responsibility to meet at least termly to discuss standards and ways forward.

It is the responsibility of the Assessment Co-ordinator and HT to provide termly reports for Governors about the achievement of children at Thornbury.

Accountability

Staff work in teams to moderate judgements about children. The Trust and the Connect Academy Trust (CAT) also provide opportunities for staff to work across schools to moderate judgements.

Governors are given detailed data about how children are doing across the school through the Rainbow sheets. These highlight how different groups are doing, and help shape Governors' debate, as well as consideration of spending decisions.

Three times per year we are visited by a PLA (Primary Leadership Adviser), and have in-depth discussions about the school's achievement picture.

Policy Statement for Marking and Feedback

Aims

To develop children as active partners in their learning.

To provide a framework where marking/ feedback:

- is part of a continuous process of developing the progress of children
- builds children's ability to reflect and identify strengths and areas for development
- addresses the learning objectives and focus of each lesson
- is used as a vehicle for teacher intervention and child/peer conferencing
- is used to develop, where appropriate, the way forward
- celebrates a child's achievements and efforts
- to form part of the evidence used to inform progress to meeting age related expectations (ARE)

Key Parts

Learning Objectives and Focus

- Learning Objectives fit within a 'Big Idea', which is a key concept overarching the sequence of Learning Objectives. This is usually based on what children need to understand, as opposed to a task outcome.
- Each lesson has a learning objective. The learning objective should be shared at the beginning of the lesson, orally with younger children and both orally and written with older children.
- Please ask children to date each piece of work and on the next line write FOCUS: and insert the learning objective. This should be written up for the children to copy. This can be shortened objective or written by an adult where appropriate.
- Tell the children what you will be looking for when you mark their completed work, this may refer to marking against success criteria.

Important Points

- The marking key is to be followed in all areas of the curriculum.
- Mark all work in blue pen.
- Anyone other than the usual class teacher needs to initial their comments, including supply teachers.

Types of Comments

| Type | Purpose | Example |
|-------------|-----------------------|--|
| Secretarial | | Full stops/ capitals/ spelling corrections - using appropriate marking key symbols |
| Errors | | Ticks and crosses/ question marks |
| Questions | clarify understanding | How did you do this one? Show me the method. |

| | | |
|--------------|---|--|
| Questions | to extend | Now see if you can do this one... (At a higher level) |
| Questions | deepen | What would the character look like? |
| Instructions | | Tell me more about/ Describe the atmosphere |
| Comments | specific to support understanding of what went well/ badly | I liked the way you.../ The characterisation works well/ The structure is not very clear |
| Comments | support behaviours to get task done | I would have expected more/ Not enough detail here... |
| Comments | acknowledge effort Warning of lack of effort | You kept going even though it was hard/ Lack of focus |
| Comments | activity related | You explained your thinking to me really well/ Great contribution to discussion |
| Balance | ratio of praise to criticism, specific, not overloading child | Highlight three successes, arrow or highlight one area to work on |

Frequency

Written feedback takes three forms:

- An acknowledgement/ surface marking
- Medium depth comments/ marking
- Deeper commentary

The importance is balance. Over a half term we would expect to see a balance of these marks.

Marking is not intended to be onerous; a short, focused question which takes on a child's thinking in a small step to which they can immediately respond is the most effective.

Timing

Detailed comments need to be given during the unit of work, so the child can respond, say in the first few minutes of the next session. Long comments, for a unit that the child is not going to meet again for weeks, are not going to have impact. These sorts of comments are more for the adult's benefit and need to be made in the staff records or on the overview sheet as a final comment for older children.

Children as Partners

Children's books and folders should be seen as a learning log; showing a developmental process, the gathering and exploring of ideas and the skills used. They should wherever possible show a journey within a context. A useful activity might be logged with a photograph, a quick illustration with a caption, or a learning objective and a brief comment. This process helps children see all the learning as valuable; it also helps them cue into prior learning in the immediate lesson.

- Children should have time to work on the comments given e.g. few minutes next session/ early morning activity during registration.
- As appropriate to age and understanding, they should feel empowered to respond to comments on work, and ask questions or make comments; I didn't get the method here.../ I can't do this... I'm really proud of this... Thank you etc *Should staff wish to see examples of this dialogue between teacher and pupil there are some quality examples in Year 6 books.*
- From Y1, when pupils are ready, pupils correct and comment in green ink.
- In the same way, we would encourage parents to also comment in the child's book eg *Homework books, and/ or reading diaries.*
- By sharing the learning, and giving the steps to achieve this, children are more able to self assess.
- By modelling assessment, children can be taught to peer and self assess e.g. discussion following an extended write.
- Share how the learning fits into the bigger picture: links to other subjects, other skills they have acquired, give them the stepping stone of the whole journey, and let them self assess as they go.
- The Unit of Work Overview helps children to do this, and allows staff and pupils to reflect on all types of learning, not just that which takes a written form. These use Child Speak for the activity and should be completed as the unit goes along.
- Traffic lights are used for a quick and immediate self assessment. These are used throughout KS2, introduced at KS1 as appropriate.
- Children are encouraged to put their Lit and Maths work in Red/ Orange/ Green trays depending on how they feel they are doing.
- In Foundation, 'Star moments' forms are completed by parents/ carers, MTAs and also by Sunshine Club staff, enabling a rounded picture of each child.

Marking Key

If you are awarding stickers/house points please identify if this is for content of work or effort made.

- The children **MUST** understand the symbols used. They also need to be displayed in the base and stuck into Literacy books.
- From Year 1 onwards, children should write on a fully lined page, and always be encouraged to write on the line.
- From Y1, corrections should be easily identifiable e.g. An alternative colour or pen/ highlighted/ post-it

- Teachers should use the correct marking key for their Key Stage, and children should gradually be encouraged to know, understand and use it themselves. Progress can then be monitored in a consistent manner.
- The marking should address what has been previously discussed through criteria; it should reflect the learning objective and any other points the teacher wishes to make.
- Homework must be acknowledged each week, however there is not the same time available to spend on this, as you would on a piece of work done in class. It is important to recognise the effort made and point out any glaring errors e.g. in punctuation or if the child has completely missed the point.

Success Criteria

These are useful for identifying with the children, specific steps towards achievement. They can be used across the curriculum. As appropriate, they may take the form of the unit overview. It is important that they reflect a range of learning, as it is all too easy to focus on the checklist of features approach, which may lead to short term success but does not necessarily deepen understanding. On occasion, success ladders or other forms of criteria 'toolkits' may be used.

- At the beginning of a module, and/or before a piece of writing, success criteria should be made explicit to the children and appropriate success criteria may be displayed on the Learning Walls e.g. at A3 size or bigger on the wall and, at the appropriate size, in their book. This criterion may be shared/ displayed in other ways in children's books or on their learning walls.
- When they are used the success criteria should be co-created with the children, guided by the teacher, helping the children understand where the criteria come from in context.
- When they are used they should be referred to throughout the module as teaching points.
- Children should be encouraged to identify examples, from their own work, for each of the success criteria.
- Consider when it is appropriate to use writing buddies/peer partners to support this; this needs to be built into literacy, and other, units of work.
- Success criteria can be used as a marking tool. This can then be annotated if particular criteria have been met, but a comment may also be relevant.
- It is suggested that, marking is most beneficial alongside individual children, in the form of verbal conferencing. When this has taken place please record as VF in a circle. Where children have been 'scooped' up for supported work this can be recorded as GW in a circle.
- In Foundation on the observation pro forma it is indicated whether this is child initiated activity or adult led.
- Clearly, any criteria that are not achieved become the way forward/target for an individual child.
- Time needs to be planned for reflection and correction.

Marking Maths

- Please use a tick or a cross to mark work, and in KS1, ring the mistake. Ask the children to correct the mistakes, as near as possible to the error, in green pen, before moving on. You need to allow time for this.
- Take opportunities to mark work while children are doing it and discuss the methods they are using. Annotation by the teacher will enhance this.
- Make sure work is dated
- Comment, where relevant, to tell the children what they need to do next or what needs to be their strategy going forward
- If a child reverses or mis-forms a digit, it must be corrected and practiced at the bottom of the page.
- Do a 'good' mark early on in the unit to pick up any problems.

Marking Writing

- As children become secure writers in a range of genres, formats, and for different purposes which may be linked, a writing portfolio will be collection of independent work from that year, and contain best copies following a learning sequence process. (Y2 and Y6)
- From Y2, inside the books, there is a list of the statements to meet ARE, which can be periodically annotated, so that children are fully aware of their strengths and areas for development
- From Y2 onwards, children must become more adept at developing fluency, and identifying their own areas for development against ARE.
- For Y4 and 5, in the second half of the summer term, children will select three varied pieces of work from the year, and polish these, largely with peer review, and independently. This mini portfolio will then be part of the transition hand over into their new books for the following year.
- In Year 1 and 3 at the end of the summer term the children will select 2 pieces of their writing which will be polished and then typed/ written to go into a class book. These books will then be reproduced and shared with parents.

Homework

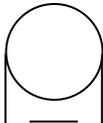
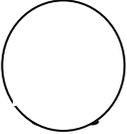
- Homework must be acknowledged each week; however there is not the same time available to spend on this, as you would on a piece of work done in class. It is important to recognise the effort made and point out any glaring errors e.g. in punctuation or if the child has completely missed the point.

Foundation Stage

- Children's learning is always discussed with them
- Key observations allow assessment to take place 'in the moment'.
- As the year progresses feedback is likely to take other forms, which may include stickers, certificates, stars, smiley faces, and written comments.
- Individualised targets are implemented through the 'Sail to success' and Passport initiatives.
- Children are active participants in adding to their Learning Journeys, which also may include comments from FS staff.

- Star moments record those 'magic moments' when learning needs to be captured; these are completed by parents and carers, our MTAs, and by the Sunshine Club staff, thus giving a more rounded picture of a child.
- Children are assessed against the basic skills in September on entry
- Children are then assessed on an ongoing basis, with a summative view taken towards the end of FS in readiness for entry to Y1.

Appendix 1 - KS1 Marking Key

| Symbols to be used by teacher | What this means to the child |
|--|--|
|  <p>Finger space drawn below where the space should be or at the end of the piece of work if they are missing everywhere.</p> | Child should have left a finger space |
|  | Indicates incorrect or missing punctuation or letter case. This will be beside the error. As children move through Year 2 this will be replaced by a P in the margin in order for children to identify the error themselves. (In line with Key Stage 2). |
| <p>* or highlighter pen</p> <p>Put at the start of a sentence or beside a specific word & say why</p> | From Year 2 onwards 'These are the best bits because.....' |
| <p style="text-align: center;">^</p> <p>Written underneath where the word is missing</p> | From Year 2 onwards to show where a word is missing (Use where appropriate to the child in Year 1) |
| <p style="text-align: center;">~~</p> <p>Wiggly line in margin</p> | Means check core spelling, or a word that has been given. Number of words to be corrected is up to teacher's discretion, but a maximum of 3. Core words that are consistently misspelled should be added to a child's personal word bank. Specific children from Year 2 onwards may be given a diary for this purpose. |
| <p>Comments, questions or examples</p> | Likely to be underneath a piece of work where the child has got up to. Where there is a specific action, give an example where possible |

| Symbols to be used by child | What this means to the teacher |
|--------------------------------------|--|
| <p style="text-align: center;">✓</p> | Every child to tick to acknowledge that the teacher's comment has been read or shared. |

Appendix 2 - KS2 Marking Key (Y2 to be moved towards this as the year progresses)

| Symbols to be used by teacher | What this means to the child |
|--|--|
| * or highlighter pen Put at the start of a sentence or beside a specific word & say why | These are the best bits because..... |
| P or PP Written in margin | All punctuation errors appropriate to year group (see ARE criteria) |
| ^ Written in margin | Child has missed out a word |
| T Written in margin | Child has used incorrect tense |
| Written in margin  | Child should have started a new paragraph |
|  Circle around poor word choice | Child needs to find a better word |
| ~ ~ Wiggly line in margin | Means check core spelling, or a word that has been given. Number of words to be corrected is up to teacher's discretion, but a maximum of 3. Core words that are consistently misspelled should be added to a child's personal word bank. Specific children from Year 2 onwards may be given a diary for this purpose. |
| PWB | Used to indicate that a word needs adding to a Personal Word Bank |
|  May appear anywhere | Gives a specific message or instruction to the child |
| Comments, questions or examples | Likely to be underneath a piece of work where the child has got up to. Where there is a specific action, give an example where possible |

| Symbols to be used by child | What this means to the teacher |
|-----------------------------|--|
| Initials/ comment/ question | Every child to initial to acknowledge that the teacher's comment has been read or shared. Children may also respond to marking with a comment, or by completing the marking task given, or by asking a question |