

**St Nicholas CE VC
First School
Assessment, Marking
and Target Setting
Guidance
September 2015**

Assessment Policy

1 Introduction

1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to

base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

1.2 Whilst we identify that a range of assessment methods may be used within school (e.g peer assessment, self assessment etc) it is a clear expectation to all that all written work must be marked in a timely fashion providing children with accurate and valuable feedback.

1.3 Should a child be working with a one to one teaching assistant or accessing other in class support, the responsibility for marking the pupil's work remains that of the class teacher. Teaching assistants should not be responsible for the day to day assessment of a pupil.

Send and Dyslexia Friendly Schools' Policy Statement

At St. Nicholas First School, all pupils are valued equally. Teachers plan lessons which enable all pupils to participate, achieve and excel, whatever their level of ability. Lessons provide opportunities for pupils to recognise and develop their own learning style, (auditory, visual or kinaesthetic), through varied and flexible provision across a broad and balanced curriculum.

In order to meet the needs of all our pupils, we hold the Schools' Dyslexia Friendly, Level 1 Award and are actively working towards Dyslexia Friendly Schools' Full Status.

As a school, we believe that a Dyslexia Friendly environment and teaching styles will benefit the learning

of all pupils and not just those with dyslexic tendencies. Strategies that are good for the dyslexic learner are good for everyone.

2 Aims and objectives

2.1 The aims and 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 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 headteacher 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 and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

3.2 We use the new National Curriculum 2014 and a range of schemes of work such as Letters and Sounds for Phonics, Oxford Reading Tree and Collins Busy Ants Maths, including those produced by other sources to support our teaching. We use the assessment guidance in

these schemes to help us identify each child's attainment. In addition to this teachers plan using other sources to develop a creative and personalised curriculum.

3.3 We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child and group of children. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

3.4 Access arrangements are made for the pupils with AEN or Dyslexia to ensure that the assessment task best reflects the ability of the child (use of scribe/ additional time/ working space allocation/rest breaks/ reader/ ICT)

4 Target setting

4.1 We set targets in Mathematics and English each year for cohorts of pupils in all year groups based on their starting points, as well as where they need to reach at the end of the year. We set targets in Mathematics and English (Reading and Writing) for all of our children individually during each academic year. These targets are recorded in children's home reading diaies, inside covers of Maths and English books and using our

individual pupil's Learning Ladder Booklets. We discuss individual targets with or children and communicate these to parents. We review the progress of each child regularly and adjust targets accordingly as well as summatively at the end of the academic year where targets are set for the teacher in the next year group.

4.2 We also set targets for other areas of work in school. We encourage the children to set targets that are linked to their individual working habits.

4.3 At times 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.

4.4 In addition to curricular targets that are set, some children will have social and behavioural targets and IEPs to meet their AEN.

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 think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

5.2 We plan our lessons with clear learning objectives. Teachers and teaching assistants make note of those pupils who fail to meet the learning objective, or who achieve more than was planned, 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, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

5.3 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the new National Curriculum 2014. 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 Curriculum 2014 attainment against year group expectations. 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 using SIMS as well as the Individual Pupil Learning Ladder booklet which remains with a pupil from reception through to Year 4.

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.

6.2 We operate an open door policy and actively encourage parents to discuss their child's learning and progress as they wish. However,

each term we offer parents the opportunity to meet their child's teacher. 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 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 core subjects and provide a summary of attainment in all subjects based on the pupil's attainment within the year group curriculum. We also include a space for parental feedback.

6.4 In reports for pupils in Year 1 and Year 2 we also provide details of the levels achieved in the national tests (Year 1 Phonic Screen and Year 2 SATs).

6.5 We offer parents of pupils in Year R the opportunity to discuss the results of the Baseline Assessment with their child's teacher.

6.6 Each of our teachers gives parents a termly topic web 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 term.

7 Feedback to pupils

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.

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. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

7.4 We encourage the children to make

comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

7.5 We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

8 Consistency

8.1 All staff monitor examples of children's work to gain an overview of progressions, standards and curriculum breadth. Subject leaders use the national exemplification materials to make judgements about the standard of the children's work. All our teachers discuss these standards, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

8.2 The SLT ensures that the samples that they keep of children's work reflect the full range of ability within each subject.

8.3 Where possible our staff liaise and obtain examples of work from other local First Schools as well as Middle Schools, as we believe there should be a common understanding of standards right through the education process.

9.0 In year and end of year judgements

9.1 Children will all be measured throughout the year against their attainment against and progress within their year group's curriculum.

E.g a child, in Year 1 could be recorded as working at the following standards:

1 Entering

1 Developing

1 Secure

1 Mastering

9.2 Where a child at the end of Year 1 is recorded as achieving Year 1 Secure is also recorded as Year 2 Secure at the end of the year that child will be deemed to have made good progress.

10 Monitoring and review

10.1 The Headteacher and SLT responsible for monitoring the implementation of this policy.

Signed:

Date: September 2015

Pupil Targets

Literacy.

[?] EY given orally- may be related to speaking and listening or early steps of phonics at this stage.

Teacher must have some sort of record of the targets in their mark book.

? Years 1-4 have their writing target recorded in the front of their book or on display in the classroom. It must relate to writing features, grammar or punctuation.

Writing targets should not relate to handwriting.

Difficulties in this area should be dealt with during handwriting sessions. It can be demoralising for pupils with poor fine motor skills to have this as a target. If required handwriting targets fit more appropriately in an IEP.

Maths

? EY given orally but children must be told their targets and in Key Stage 1 they should be displayed on the wall or in the front of their books so that they can be referred to easily.

? Key Stage 2 must have their target recorded in the front of their book. This target should be level appropriate and should mainly focus on areas such as development of oral/mental skills. Suitable areas for targets are: number, calculation and solving word problems. **Shape, space, measure and data handling are not suitable areas for targets.**

? **Presentation is not a suitable Maths target.**

General points

? These targets are long term goals - progress that could be achieved in roughly half a term.

? Children should know their target and be encouraged to refer to it regularly.

[?] Targets should be checked and children should know when they have passed them.

[?] You are likely to have large groups of children requiring the same target but **you should not have a class or a set of children all with the same target.**

Pupil Self-evaluation

Key Stage 1

[?] Initial strategies of traffic lights or thumbs up, to the side, down.

[?] Begin to encourage the children to talk about how they know they fall into this category.

[?] Begin to use self-evaluation questions in plenaries. Key Stage 2

[?] Extend the initial strategies by expecting full explanations, with examples, as to how they know that they are an orange or thumbs up.

[?] Teach and model how to respond to self evaluation question

Using the Self Evaluation Questions

- Model how to answer the questions in your plenaries
- Choose 1 or 2 questions to be focussed on.
- Allow up to 30 seconds of thinking time

- Use a variety of methods for responding- whole class, paired, individual, group.
- Make sure responses are always oral.

Self Evaluation Questions

- What really made you think/did you find difficult when you were learning?
- What helped you when something got tricky to learn?
- What do you need more help with about learning to...?
- What are you most pleased with about learning to...?
- What have you learned that is new about...?
- How would you change this activity for another class/age group?

- How will learning about... help you in the future?

Written feedback

Use 4 types of marking:

- Quick marking by the pupil
- Quick marking by the teacher/TA
- Marking to targets
- Quality marking by the teacher

Do expect that children respond to your marking, act upon corrections and improve their outcomes next time.

3 positive comments and a target

When you are quality marking:

[?] Children should all have the learning objective as the title for the piece. For younger children and children with SEN it is acceptable for this to be on a sticky label or written by a teaching assistant.

- Find 1/2 successes against the learning objective.
- Comment on the successes with reference to

the objectives

- Indicate an area to work on with a (T) for target
- Record a wish that will help them to “close the gap” – a reminder, scaffold question “How could you...?”, or an example and mark it with a (T) for target
- Use a (sb) to indicate where you expect the child to redo or respond to your marking.
- At the start of the school day and where required at the start of a lesson, allow up to 10 minutes for the children to self edit based on your feedback.
- At KS1, build up to this by taking time to go over the feedback during “writing the WALT and date” time.
More able children can read it themselves but may want to ask about it.

Using the School-Agreed Marking Code

Ways to use the marking code:

- use the agreed symbols

(sp) = spelling to be corrected, written out, added to word log

(c) = correction to be redone

(sb) = show below (when children are asked to have a go at a consolidation or extension task)

(hp) = house point

(T) = target for next time

// = start a new paragraph

- use only the aspects of the code that are appropriate to your learning objective for that day
- enable the children to use it for peer-feedback
- use in whole class shared work and editing
- Let the children use it for self-editing.