St Nicholas CE First School
Assessment, Marking and Target Setting Policy

Marking and Assessment Policy 2017-2018

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.

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 diaries, 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. In addition to this we provide parents with a short interim report in the half term in which we do not hold a Parents Evening providing feedback on learning, pupil attitude and behaviour.

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

Assessment Timetable Y1-4

Test type	Which test/where to do it	When
Reading Comprehension	Rising Stars	1x half termly
Word Reading Assessment	Salford	2x annually (Autumn and Summer Term)
Writing	In Writing progress books marked with skills ladder and target books.	1 x half termly
Single Word Spelling Test	SWST purchased resource	2x annually (Autumn and Summer Term)
Mental Arithmetic	Weekly test photocopiable books	Weekly
Mathematics	Collins	1x half termly
	PUMA	2x annually (Autumn and Summer Term)
Phonics	Internal screens	Half termly and children banded in phases accordingly.

These test results inform the teacher judgement at each data input time however must be used in conjunction with daily evidence in books, target met in learning ladders and wider knowledge of the child. The test is not the sole indicator of the child's attainment.

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 as per English guidance.
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 <u>not</u> 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 questions.

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 ro 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.

Assessment, Marking and Target Setting in the Early Years

Assessment

Children in the EYFS develop quickly, teachers and supporting staff capture children's progression through observations of skills and knowledge shown in children's self-initiated activities, and when appropriate their adult led activities. The information gathered through observations is then analysed by teachers to inform next steps in planning ensuring activities are planned that build on children's skills and knowledge.

There are two types of assessment used:

Formative Assessment

On-going formative assessment is at the heart of the EYs. It is fundamental to ensuring that planning for progression is accurate and individually tailored to the needs of the child.

Teachers and support staff must:

- *Observe children* – as they act and interact in play, including child initiated play and adult led activities. Observations are made and recorded using 2Simple, building a picture of each child.
- *Assess children* – *O*bservations are linked to Development Matters, assessing where children are at their age and stage of development (16-26, 22-36, 30-50, 40-60, ELG). Links are made to the Characteristics of Effective Learning (CoEL), to establish what type of learner the child is (Active Learner, Play and Explore, Creative and Critical Thinker).
- *Plan for next steps -* This information is then used to track children's attainment and progression through the EYFS and informs all planning to support each child in achieving their next steps.

Diagram taken from Development Matters (2012)

Planning

What next?
Experiences and opportunities, learning environment, resources, routines, practitioners' role.

The Child

Start here
Observation

Look, listen and note.
Describing

Assessment

Analysing observations and **deciding** what they tell us about children.

Summative Assessment

The EYFS requires early years practitioners to review children's progress and share a summary with parents at two points:
• in the prime areas between the ages of 24 and 36 months
• at the end of the EYFS in the EYFS Profile.

At St Nicholas children are assessed at the end of their Reception year against the Early Learning Goals. Information through formative assessment is analysed to make a best fit judgement. This information is then submitted to the Local Authority and shared with parents. It will then support a child's transition into year 1.

Marking

Marking in the early years is used as a tool for assessment and allows targets to be set and next steps to be planned for. Marking is used in adult led activities and of child initiated work.

Marking is made by teachers and support staff who are working with the child or observe the work being done. Marking must include:

- Date and initial of adult who marked the work.
- CI - Child-initiated work should have a clear explanation of the context.

- AL - Adult-led work should include the learning objective in child speak and indication of support given to the child – 1 stamp shows child was not secure in the learning objective and was given high level of support, 2 stamps show the child is developing their understanding and needed some support, 3 stamps show the child is secure in their understanding and needed no support.
- All work should be referenced to the Development Matters Age and Stage bands and if appropriate a target set for their next piece of work.
- Fix It Marking – This is done at the time the work is completed using a highlighter pen. The pen quickly highlights a correction that the child can put right quickly to make their work better.
- Marking is made using green and pink pens – Green for Great, Pink for think.
- Marking glossary

AL	Adult-led
CI	Child-initiated
C	Correction
T	Target

This book is used to show evidence of progress made by the child in Literacy.

Within this book you will find examples of adult-led literacy activities. These activities are planned and developed by the adults to develop a child's learning and build on their next steps. The child will work alongside an adult who will scaffold their learning of new skills and provide opportunities for children to embed those skills. It will be indicated how much support the child received through the marking.

You will also find examples of child-initiated activities. These activities are those that the child has developed themselves during their free-flow time from their own interests. Although children will often create work that is literacy based, we only collect 'Wow' work. This work will show independent application of new skills, evidence of an individual target set for them or something that they have persisted with. Marking will indicate if the work was child-initiated and there will be a description of the context of that work.

Marking
Each piece of work should include:
Date and initial of adult who marked the work.
CI - Child-initiated work should have a clear explanation of the context.
AL - Adult-led work should include the learning objective in child speak and indication of support given to the child – 1 stamp shows child was not secure in the learning objective and was given high level of support, 2 stamps show the child is developing their understanding and needed some support, 3 stamps show the child is secure in their understanding and needed no support.
All work should be referenced to the Development Matters Age and Stage bands and if appropriate a target set for their next piece of work.

Fix It Marking – This is done at the time the work is completed using a highlighter pen. The pen quickly highlights a correction that the child can put right quickly to make their work better.

Marking is made using green and pink pens – Green for Great, Pink for think.

Marking Glossary

AL	Adult-led
CI	Child-initiated
C	Correction