

**ST. PETER'S
PRIMARY
SCHOOL**



St Peter's Primary School

**Assessment, Marking, Moderation
and Reporting Policy**

**Approved by the Local Advisory Board:
January 2018**

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Our Vision for improvement is:

- As a whole school, we have a shared vision to improve the teaching and learning across the school.
- Through this, we aim that the work in our books will reflect the assessments given.
- Tests will primarily become a tool for supporting teachers' judgements and not the basis for judgements.
- To empower the staff to confidently assess children's work and develop a better understanding of "what next" in children's learning.
- Children know where they are and what they need to do to move forward in their learning.

Principles of assessment are: -

- to provide information for target setting for individuals, groups and cohorts
- to provide information to support progression in learning through planning
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress

Assessment for Learning

***'When anyone is trying to learn, feedback about their efforts has three elements - the desired goal, the evidence about their present position, and some understanding of a way to close the gap between the two.'* Sadler, 1998**

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work (formative assessment). It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St Peter's Primary School we will:

- evaluate pupils' learning during and after each lesson to identify those pupils with particular needs (including those who are abler) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate

- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in numeracy and literacy through marking and feedback on a regular basis and discuss these with the pupils so that they are involved in the process
- share these targets with parents at parent consultation evenings to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the marking guidelines (see appendix 1)
- Complete formal assessments as agreed by staff
- Use Assessment for Learning strategies such as:
 - working walls
 - targets
 - success criteria
 - self and peer evaluation
 - discussion and talk
 - learning journey - children know what is next
 - response to marking

Formal Assessment

Formal assessment is a systematic part of our school which will be used to track each cohort of pupils. Pupil data is entered into our effective tracking system (Target Tracker) half termly. It is through this that the progress of every pupil is monitored in order that their individual needs can be met. Teachers and senior leaders meet half termly to discuss children's progress and attainment. Interventions are put in place to support pupils or groups of pupils who have a specific need.

We have high aspirations and ambitions for all children and where children are working below the age related expectation (ARE) and have a recognised special educational need, we have additional assessment measures in place.

These take into account the child's starting point based on their primary need and their small steps of progress. Some of these small steps cannot be measured using Target Tracker in isolation, and so our additional layers of assessment build up a picture of the whole child, their needs and the progress made.

We take an individual approach for these children, therefore acknowledging that we embrace principles of the SEND Reform Agenda.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the

school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at St Peter's Primary School we will: -

- Complete and update the data half termly using observations; work in class; work in books and summative assessments
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are able, gifted and talented and those with special educational needs
- set cohort targets for numeracy and literacy and share information with Headship team, SENCO, subject leaders and Governors
- work with colleagues to moderate and consistently compare standards in reading, writing and maths.
- analyse data at the end of each term and at the end of each year to track progress made
- pass cohort data and analysis to the next teacher
- SLT, SENCO & Phase Leaders to regularly look at standard of work in books

The Headship Team will also:

- Highlight pupils who have made no progress or are working below expectations and discuss these pupils on a half termly basis with teachers.
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- report to governors termly regarding the policy, statutory test results and cohort targets

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. Reports for KS1 and KS2 pupils are written at the end of the year which includes suggested targets to be implemented and evaluated before the child moves classes in September. KS1 and KS2 reports are written using the agreed school format. (Reviewed format April 2016). EYFS reports are written at the end of each school year. Reports will be written so that they have a positive effect on pupils' attitudes, motivation and self esteem as well as being a true reflection of the child.

At St Peter's Primary School we will: -

- Provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled and be involved in target setting process.
- Provide monthly opportunities on the first Friday of every month (Open Fridays) where parents are invited to look at their child's work before school and after school. (8.25am-8.55am & 3.20pm-4pm)
- Provide a yearly written report.
- Ensure results of statutory tests and assessments are reported to parents
- Discuss pupil progress with parents at any point in the school year if there are concerns from parents or staff.

Moderation

Moderation is important to ensure a consistent approach to assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

At St Peter's Primary School we will: -

- meet regularly to moderate Reading, Writing and Maths assessments in phases and as year groups
- moderate with other schools to ensure a consistency of judgement
- moderate work through planning and book scrutiny, feeding findings back to members of staff
- participate in moderation schemes in the Local authority for foundation, KS1 & KS2

Marking

Marking will be done on a daily basis predominantly by the class teacher with small groups marked by the TA. The class teacher is responsible for the marking process within their class. Marking will reflect the work done as well as offering pupils the opportunity to respond. This may take the form of either extending the children's learning further or giving them the chance to reflect on ways forward.

At St Peter's Primary School we will: -

- Mark regularly and carefully
- Use marking as a tool in the assessment process.
- All written work completed without support of an adult will be marked in detail. A written comment will be made that highlights what is successful about the work and also what are the next steps for improvement.
- Set 4 'non-negotiables' in writing which will **not** be marked, but will be used by the children as a checklist before presenting their work. These will be updated and reviewed half termly
- Time will be allocated by class teachers for the children to respond to the marking comments (in KS1 and EYFS marking may be through sticky labels and the children respond with smiley face self-assessment).

Appendix 1 marking guidelines

To ensure marking is both manageable, effective and consistent, we have agreed the following marking codes as a staff.

In the Foundation Stage, most feedback will be verbal but may include a sticker or a smiley face to indicate that a child has achieved the learning objective. It will also be evident on the work whether a child worked independently or with support.

Maths

All staff from Y1 upwards will use stamps when marking maths to indicate if learning objectives are achieved or not and where teachers have given support.

Teachers will use:

- 'You achieved your target, well done' stamp when they feel that the learning objective has been met or a specific target has been met
- 'Almost at your target, keep going' stamp when they feel that the child needs further reinforcement or needs to demonstrate further evidence to show that they have achieved the learning objective
- A red wish stamp is used to indicate a 'wish' (where a child needs to correct a particular mistake or improve on something particular in their work). A bubble may be drawn if a child needs to complete a task as part of the response to marking
- A "verbal feedback" stamp may be used when a teacher has discussed a child's work with them or has intervened whilst a child is completing a task to address misconceptions.

Literacy

Across the school, staff will use hi-lighters (pink and yellow)- when marking children's writing.

- Pink will be used to indicate errors or where the learning objective has not been achieved e.g. spelling or grammatical errors
- Yellow will be used to indicate where the learning objective has been met or to show something positive that the teacher wishes to acknowledge.

KS1 staff will also use stamps in addition to the hi-lighters.

All written work will at least be acknowledged by a tick, however where children have completed a piece of extended writing, teachers will write a positive comment and indicate areas for development.

IPC and science work will be acknowledged with either verbal feedback to address misconceptions or ways forward, or a written comment or acknowledgement which may be a stamp or a sticker. Termly summative tests in science will be used to assess progress and attainment. Results are collected and collated by the science co-ordinator.