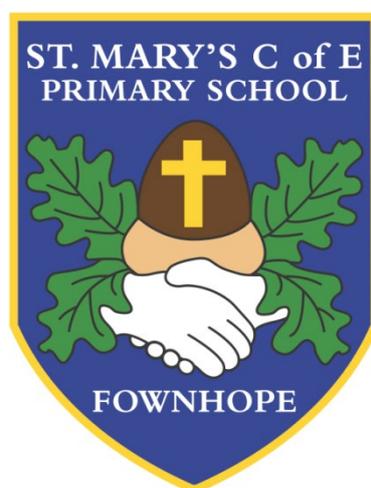


St. Mary's Church of England Primary School

Fownhope

MARKING AND ASSESSMENT POLICY



What we nurture today, flourishes tomorrow

UPDATED JANUARY 2019

A rich education is more than simply learning reading, writing and maths. It is about helping a child grow into their full potential as inquisitive, well balanced and cheerful adults. As a Christian school we nurture children to display the 'fruit of the Spirit', which is "love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5:22-23). At St Mary's you will find children growing in mind, body and spirit as they form good relationships with each other, the staff and discover a faith which will sustain them in a rapidly changing world. As our motto has it: "what we nurture today flourishes tomorrow".

PART ONE - FEEDBACK AND MARKING

Rationale

To ensure that children have feedback on their work that will improve their learning, develop their self confidence, raise self-esteem and provide opportunities for self assessment.

Aims of Feedback and Marking

Teachers are trusted to give effective feedback or mark work in an appropriate way to achieve the following:

- To inform children of how well they are doing
- To tell children what to do to improve and / or where to go next so that they move forward in their learning
- To allow all to understand if an objective has been achieved
- To enable staff to monitor progress and understanding
- To raise self-esteem and celebrate success
- To inform future planning, both short and medium term
- To inform all stakeholders e.g. senior staff, co-ordinators, parents, governors
- To enable staff to reflect on success of the lesson / task
- To ensure key spellings are corrected
- To ensure punctuation appropriate to the year group is corrected

What this might look like:

Each teacher will prepare a marking code which will be displayed in their classroom and can be referred to during book scrutinies:

Some examples of marking might include:

- * What you have done well
- NS Next Steps. What you need to improve on next time
- V Verbal feedback given
- G Work done as part of a group
- I Work completed independently
- T Work done with teacher
- TA Work done with Teaching Assistant
- SP - spelling to correct. SP x 3 means they copy the incorrect word out 3 times.
- Highlighted work. Pink for perfect and green for growth.
- Purple pens used for self-editing.
- Pink and green pens will be used for marking.

Teacher's comments must be legible and model good handwriting to the children.

How do we know that the feedback and marking is effective?

The aims of the feedback and marking policy (as above) will be achieved. This will be monitored through conversations with pupils and looking at evidence of progress in the books during lesson observations and staff meetings, learning walks and shared discussions.

PART TWO - ASSESSMENT

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

St. Mary's C of E Primary School has developed our own system of assessment, largely based around the Herefordshire Headteachers' 'Life Without Levels' system (see Appendix 1).

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school Formative and Summative Assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At St. Mary's, children are given regular feedback, either written or verbal, as detailed above. This enables children to address any misconceptions in their learning and move forward. Teachers use a range of strategies such as observation, marking and questioning to assess children's progress and attainment.

Using the 'Life Without Levels' approach, children in Years 1-6* are assessed at the end of every term in reading, writing and maths and the data for each year group collated. This is discussed in 'pupil progress meetings' where the each class teacher meets with the headteacher to discuss the results and in particular to identify any children who have not made the expected progress and whether anything further can be done to accelerate the rate of progress of these children. Once this discussion has been held with all class teachers, a meeting is held with the headteacher and all teachers to look at the summative data for the whole school and to identify and patterns or trends. These are discussed and an intervention/ teaching assistant timetable is prepared by the SEN co-coordinator for the following term to try and target any low areas.

* Children in Reception are not assessed using the Life Without Levels system. They are assessed termly against the Early Years goals and their progress is monitored by the class teacher and Senior Leadership Team.

Every term the summative assessment data is scrutinised by the governing body. Any trends or anomalies are discussed and a list of actions drawn up to address and areas of concern. This is fed back to teaching staff and built into the school development plan.

Pupils are not explicitly aware of the level they are working at but are always given 'next step targets' in their learning to enable them to know where they need to go next.

Assessment in Religious Education is also undertaken and collated termly.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2)
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

The results of the above are communicated to parents and submitted to the local authority for national publication.

Collecting and Using Data

When collecting and analysing data here at St. Mary's, it should always be remembered that:

- Our teachers know the children really well and always know from day-to-day assessment what their next steps are;
- Due to small cohort numbers the data must always be taken in context and not looked at in isolation;
- A child's starting point needs to be considered - it is often more useful to consider a child's progress rather than his/her attainment.

Reporting to Parents

All parents are invited to three parents' consultation evenings during the course of an academic year. In November and March, formal parents' evenings are held to discuss children's progress with the class teacher. At February half-term a mid year summary report is issued to all parents detailing each child's progress in reading, writing and maths, and In July a full end of year report is issued, assessing children in all areas of the National Curriculum.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Roles and Responsibilities

Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

In line with the school's guidelines this policy will be reviewed biennially.

This policy was approved by the Governing Body on:	
Signature of Headteacher:	
Signature of Chair of Governors:	
Review Date:	January 2021

APPENDIX 1

St. Mary's CE Primary School, Fownhope

Assessment Without Levels

The following information summarises how we assess pupils' achievement and measure attainment and progress of the National Curriculum (2014). The system was created by a small working party of local schools with external input and advice from an independent advisor who works for the DFE.

- For reading, writing and mathematics, the objectives of the National Curriculum have been grouped into areas of learning to create an overall curriculum objective sheet for each year group.
- On-going formative assessment is continuously taking place with objectives being highlighted when a child is confidently displaying an understanding of the objectives.
- At the end of each term a summative assessment of the child's attainment is made, leading to the generation of a grade descriptor – **entering** a year group's objectives (**e**), working **within** a year group's objectives (**w**), working **securely** at the year group's objectives (**s**) or working at **greater depth** within the year group's objectives.
- When indicating a child has securely met an objective the following colour system is used:

Blue = achieved in the Autumn Term

Green = achieved in the Spring Term

Yellow = achieved in the Summer Term

- At the end of each term, the objective sheets are considered along with the teacher's professional knowledge of the child. A grade descriptor is assigned to the child's level of achievement with the guidance being

Understanding of **up to 50%** of objectives = **entering** the year group

Understanding of **between 50% and 80%** of objectives = working **within** the year group

Understanding of **more than 80%** of objectives = **secure** at the year group

Where children are secure with all objectives and in the teacher's professional judgement are able to use and apply their knowledge in a wide range of challenging contexts, an award of working at **greater depth** may be given.

- Moderation takes place termly, internally within the school and externally with other schools using the same assessment system.
- This data is entered into a SIMS marksheet termly.
- SIMS has a numerical grading system built into it, based on the expectation that a child will make 4 points overall progress each year, to enable pupils' progress and attainment to be tracked and measured. (See charts below)
- Through any academic year a pupil who is making sustained and substantial progress will make four points progress. (See Example Chart)
- Through SIMS the school generates tracking grids to look at individual pupil progress and cohort data to generate percentages working at each grade descriptor and uses filters to look specifically at groups of pupils that the school has identified.

Key Stage 1 “Sustained and Substantial Progress”

NC Year/Baseline	Attainment at Baseline			Expectation for the end of year based on previous attainment/baseline	
End EYFS/Baseline Y1	ELG 1 Below 30-50	E1e	15	ELG only until Y1 Summer then P Scales if child on End Y1 the pupil should expect to be:	
	ELG 1 30-50	E1w	16		Y1w
	ELG 1 40-60	E1s	17		Y1s
	ELG 2	E2	18		Y1g
	ELG 3	E3	19		
End Y1/Baseline Y2	Entering	Y1e	20	End Y2 the pupil should expect to be:	Y2e
	Within	Y1w	21		Y2w
	Y1 Secure	Y1s	22		Y2s
	Greater depth	Y1g	23		Y2g
End Y2/Baseline Y3	Entering	Y2e	24	End Y3 the pupil should expect to be:	Y3e
	Within	Y2w	25		Y3w
	Y2 Secure	Y2s	26		Y3s
	Greater depth	Y2g	27		Y3g

Key Stage 2 “Sustained and Substantial Progress”

NC Year/Baseline	Attainment at Baseline			Expectation for the end of year based on previous attainment/baseline	
End Y2/Baseline Y3	Entering	Y2e	24	End Y3 the pupil should expect to be:	Y3e
	Within	Y2w	25		Y3w
	Y2 Secure	Y2s	26		Y3s
	Greater depth	Y2g	27		Y3g
End Y3/Baseline Y4	Entering	Y3e	28	End Y4 the pupils should expect to be:	Y4e
	Within	Y3w	29		Y4w
	Y3 Secure	Y3s	30		Y4s
	Greater depth	Y3g	31		Y4g
End Y4/Baseline Y5	Entering	Y4e	32	End Y5 the pupil should expect to be:	Y5e
	Within	Y4w	33		Y5w
	Y4 Secure	Y4s	34		Y5s
	Greater depth	Y4g	35		Y5g
End Y5/Baseline Y6	Entering	Y5e	36	End Y6 the pupil should expect to be:	Y6e
	Within	Y5w	37		Y6w
	Y5 Secure	Y5s	38		Y6s
	Greater depth	Y5g	39		Y6g
End Y6	Entering	Y6e	40	HIGH SCHOOL	
	Within	Y6w	41		
	Y6 Secure	Y6s	42		
	Greater depth	Y6g	43		

Sustained and Substantial Progress in a Year

An example of how a pupil may attain 4 points' progress in a year:

	End of Summer (Baseline)	End of Autumn	End Of Spring	End of Summer	Total Points Progress for Year
Example 1	Y2s	Y3e 2 points progress	Y3w 1 point progress	Y3s 1 point progress	Overall 4 points = S and S progress
Example 2	Y2w	Y2s 1 point progress	Y3e 2 points progress	Y3w 1 point progress	Overall 4 points = S and S progress
Example 3	Y2W	Y3e 3 points	Y3e 0 points	Y3w 1point	Overall 4 points= S and S progress
Example 4	Y2e	Y2w 1 point progress	Y2s 1 point progress	Y3e 2 points progress	Overall 4 points progress = S and S progress

The following table shows how a pupil may attain sustained and substantial progress, less than sustained and substantial progress and more than sustained and substantial progress:

TYPICAL PROGRESS FROM BASELINE (4 points)					
Previous Yr/Base line		Entering	Within	Secure	Greater Depth
	Entering	Typical	More than	More than	More than
	Within	Less than	Typical	More than	More than
	Secure	Less than	Less than	Typical	More than
	Greater Depth	Less than	Less than	Less than	Typical

The achievement of all children from Years 1 to Year 6 is monitored using the above system. Additional information is attained from the use of Rising Stars commercial progress tests and other assessment resources. The school is mindful of the latest publications from the DFE regarding assessment and the latest performance descriptors and will review the assessment system being used at the end of each academic year.