

# Greens Norton C. of E. Primary School



## Assessment and Feedback Policy

Approved by

, Chair of Governors

, Head Teacher

## Introduction

Planning and assessment are integral to successful teaching. Planning identifies learning objectives, and assessment reveals how far children have acquired learning, which in turn determines future planning. Assessment provides information which may be:

*Formative:* provides information for the teacher to plan the child's next step in learning.

*Summative:* provides a 'snap shot' of what are a child's achievements.

*Diagnostic:* informs the teacher of what a child can and cannot do.

Assessment does not dictate the curriculum but is a tool which aids future planning and learning experiences. It is seen in a positive light and highlights achievements and successes. It is continuous from entry into the school and throughout both key stages and helps teachers to plan work which matches a child's ability, identifies where specific help or extension work is required and allows for continuity and progression.

## Aims

- To establish the extent of the child's skills on entering the school in Reception.
- To aid in identifying and assisting children whose progress is less than expected and who may have Special Educational Needs.
- To aid in identifying and assisting children whose progress is greater than expected and who may be more able.
- To inform future planning and learning experiences.
- To celebrate achievements and successes.
- To assess children using the Level Descriptors of the National Curriculum to obtain the 'best fit' at given times.
- To provide parents with a measure of their child's progress on a regular basis.

## Reception Profiles

Children in the Foundation Stage make progress according to the Early Learning Goals. They progress along the stepping stones until they are ready for Key Stage 1 programmes of study and subsequent levels. The Foundation Stage Profile provides a summary of achievement from pre-school and during the Reception Year.

## Day to Day Assessments

Teachers keep their own records/assessments which vary according to the subject and the age of the children. These help to form the basis of end-of-year assessments.

At year end assessments are made against National Curriculum statements. Children are assessed in Mathematics, English, Science and other subjects on a 'best fit' basis. The records are then passed on to the next teacher. Opportunities for assessments are built into planning units.

## SATs (Standard Assessment Tests and Tasks)

In Years 2 and 6 children are required to take the Standard Tests or Tasks as dictated by Government policy.

In Year 2 the class teacher marks these with laid-down criteria and the teachers attend moderation meetings.

In Year 6 the SATs are marked externally.

The results from both Key Stages are analysed, discussed by both staff and governors and used to inform future planning.

### **Marking and Feedback**

- Teachers' oral feedback is focused mainly around the learning intention of the task
- Learning intentions are focused to be useful as feedback
- Young children need a nurturing climate when talking about their work
- Teachers need to say explicitly what the child could do to improve the work or the child simply answers the teacher's questions
- Marking is done in a positive manner.
- Children's written work is commented upon and suggestions made as to how it can be improved.
- Spelling is an important aspect of writing and should be a significant element in marking.

However, the content of the children's writing should be valued at least as much as the accuracy of the spelling. When marking work attention should only be drawn to significant or repetitive errors if indicating them all would be discouraging.

Teachers try to mark work in order to recognise effort and boost further attainment. Where appropriate, children are encouraged to mark their own work, eg in some mathematics tasks. The school reward system seeks to acknowledge good work and effort.

Appendix A comprises our Guide to Good Marking.

### **Moderation**

*In school:* Staff 'level' work using Level Descriptors and examine the range of levels across the school. The Head and subject co-ordinators look at samples of work/books across the ability range for all the year groups, (twice a year), and moderate tests results within the school.

All cluster schools use the same standardised tests.

### **Assessment Weeks**

All children will be formally assessed twice each year in October and in April. The assessment will consist of a series of tests in each of the core subjects supported by a teacher assessment of the child's performance over the preceding term.

The tests will use external material that wherever possible provides a measure progress related to that expected of the national population of children of a similar age. The tests will assess:

*English:* reading, spelling, comprehension, writing, including content, style, handwriting and punctuation.

*Mathematics:* RM Snapshot

*Science:* This will be introduced once a test can be identified.

Teacher assessments are made in each of the above subjects but also in Speaking and Listening and Science. Assessments are related to the current term's work and the assessment process should be completed without reference to previous assessments.

The assessment will be in the form of a letter, either M, A or S with the A optionally suffixed by + or -. The significance of the letter is as follows:

- M This child is in the most able 20% of the national ability distribution in this subject.
- A+ This child is possibly in the most able 20% of the national ability distribution in this subject.
- A This child's achievement is commensurate with the majority of the class.
- A- This child may have special needs in this subject.
- S This child has special needs in this subject.

The assessment letters are exclusive and no variants on the assessment letters are permitted. The majority of children will be assessed as being in category A. Categories A+ and A- are provided to cover cases that are not clear cut, and no children need be placed in these categories.

Each child will have a record sheet, an example of which is shown in Appendix C. This sheet will be raised in Reception and will continue from teacher to teacher as the child progresses up the school. Each teacher will record the test scores and their assessments in the row appropriate to the child's class. The test scores will be recorded in their raw form. As different tests are used, the name of the test must also be entered.

There is also space for teacher comment. This provides an opportunity for the teacher to explain any divergence between the progress measure and the assessment, or more importantly, to highlight any special gift the child has in non-core subjects that should be addressed.

Once completed the assessments are to be discussed with the Head Teacher who will agree an appropriate target for each child which will be recorded in the final column of the sheet. These are meant to be special individual targets addressing either particular needs or abilities of the child. They do not replace the normal targets inherent in the curriculum plans. The Head Teacher will monitor achievements of previous targets at the same time.

### **Children who have not made the progress expected for their age**

Special Educational Needs may be identified at any time by any number of people. The results of the assessment weeks provide a regular opportunity to review borderline cases and provide evidence that may be presented in justification of a decision to consider a child as having special educational needs.

Some children may require further, individual assessment, in order to diagnose their particular strengths and needs and to provide a basis on which an individual education plan will be built.

### **More Able Children**

The results of the assessment weeks are a main input in identifying More Able Children. The assessment sheets are passed to the Headteacher. It is the responsibility of the Headteacher to follow up the assessments with each class teacher, meeting to discuss progress and suggest individual targets.

### **Self Assessment**

Children are given opportunities to consider and make judgements about their own and other children's work. They are encouraged to recognise their strengths and achievements, and to identify their needs and set targets for the future to enable progress to be made.

### **Record Keeping**

Summary records must be kept, showing for each child which level descriptors have been achieved in the core and foundation subjects. These records are used by teachers for report writing purposes. All teachers keep accurate and up to date records relating to the child's progress.

Each teacher will keep records of progress for every child in their class and include:

- records achieved in core and foundation subjects
- reading and spelling records
- notes concerning progress in activities which form part of the school curriculum

In addition to these records, each teacher will keep records for all the children which will be held in the yellow folders in the Head's Office. These will show:

- personal and family details
- copies of all written reports to parents
- results of statutory assessments at the end of Key Stages

Standardised tests and the results of assessment weeks are kept by the class teacher in an assessment folder. Each teacher will keep representative pieces of work for individual children in core and foundation subjects. These are also held in the child's assessment folder. For children with Special Educational Needs, complete records of work to targets and of diagnostic testing are retained by the SENCO. These are in addition to the on-going records which are held by the class teacher. All records are transferred when a child leaves the school.

All data held within the School is covered by the Data Protection Act.

### **Transfer to Secondary School**

In addition to SATs and teacher assessments the following information is passed on to the child's secondary school. (This will vary if the receiving school is not Sponne, according to the requirements of the school and the amount of liaison between schools).

- Group sheets for Sponne; one showing the spelling age, NFER reading age, other test results and teacher assessments, (the whole class shown on one sheet).
- Meetings with Sponne staff to discuss the needs of individual children.

### **Reporting to Parents**

A written report is sent to parents in the summer term of each year. All curriculum areas are commented upon. Each report will contain individual target(s) for that child to work towards in the coming year.

The results of any SATs and TAs are also written into these reports along with attendance details. A child's personal and social development is also commented upon. The Head Teacher makes a personal comment on each child's report. The format of the report complies with statutory regulations. Parents are encouraged to comment upon the report and are given the opportunity of a parent-teacher consultation. Arrangements are made to ensure that both of the child's parents receive a copy of the report.

Prior to this, parents have the opportunity of a consultation in both the autumn and spring terms of each year.

At other times of the year staff are willing to meet with parents at mutually convenient times. Additional arrangements are made for the parents of children with Special Education Needs in line with the school's SEN policy.

There is an opportunity to view the child's work on a termly basis.

Information relating to the Foundation Stage Profile for children in Reception will be communicated to parents during parent teacher interviews and will be summarised in the end of year report.

The results of the assessment weeks are to be made available to parents, at the subsequent parent-teacher consultative evenings.

Individual test results are confidential. Members of the school teaching staff will generally have access to all the results, and external support staff may be given the results where it is necessary for their function and, in the opinion of the Head Teacher, beneficial to the child.

Following each assessment week, a statistical analysis of the results will be required by the Governors, and key points from the analysis may be made public subject to specific agreement. The analysis should take the form of graphs of the distribution of scores in each subject and the corresponding teacher assessment.

### **The Role of the Assessment Co-ordinator**

The assessment co-ordinator will monitor assessment throughout the school by:

- Discussion with the Reception teacher about the Foundation Stage Profiles.
- Discussion with year 2 and Year 6 teachers about SATs results.
- Regular discussions with the Head Teacher and subject co-ordinators about matters of assessment.
- Leading discussions in staff meetings on matters of assessment.

## Appendices

- A GPNS Marking Policy
- B MAS sheet for individual pupils

## **Appendix A Marking Policy**

### **Introduction**

At Greens Norton CE Primary School our expectations are high, yet at the same time realistic. When providing feedback for children our comments will be both meaningful and effective.

### **Aims**

- To understand the individual needs of pupils when marking their work
- To ensure that there is a consistent approach to marking and presentation of work throughout the school
- To encourage and motivate children to achieve their best
- To help children to improve their performance through constructive comments
- To help children value their work and promote self-esteem

### **Principles of providing feedback**

- To assess and monitor learning
- To aid curriculum planning
- To provide a dialogue between teacher, child and parents and inspectors
- To explain the context of the learning
- To encourage children further with their learning
- To develop children's confidence and self-belief
- To enable children to reflect on their learning and their future targets
- To identify children who need more support or challenging work

### **Marking Techniques**

#### **General:**

- The learning intentions for each lesson will be shared with the class at the beginning of each lesson, reflected upon during and in the plenary of the lesson.
- Steps to success will be shared with the children so they know what to do to achieve the objective
- Children should be encouraged to include adventurous vocabulary and not feel inhibited by having to produce accurate spellings
- All pieces of work will be dated. Where work books are used for planning and notes they will be appropriately presented
- If a teacher is marking work for a child not in their class it must be initialled by the teacher. Supply teachers will initial and write the letters ST next to the work.
- Comments must relate to the learning intentions
- Teachers should indicate the level of support given to a child (see marking key)
- Teachers will identify in their weekly plans which group they are focusing on in daily Literacy and Numeracy lessons. The teacher will mark at least one piece of Literacy and Numeracy work in detail each week. Some Literacy/Numeracy work will be acknowledged with a tick or a smiley face.
- Other subjects – Not every piece of work will be marked in detail. Work will always be acknowledged with at least a tick.
- Teachers may need to put work into context or write an assessment note for themselves or parents
- Teachers will build in time each week for children to reflect on marking comments in their books.
- Whenever possible there will be opportunities for children to self or peer-correct their work. This will be part of their learning dialogue
- Teachers will ensure that children who are unable to read are aware of the teacher's feedback

- Children should be given the opportunity to read and or discuss the marking with the class teacher regularly and join in with the setting of targets
- Staff will avoid red pen, any other colour may be used.

**Key Stage 1 Specific**

- A tick means the objective has been achieved
- Stickers and stars will be awarded for effort and achievement
- Oral feedback will be provided on a regular basis
- Children will be encouraged to 'have a go' at spellings. Where they are incorrect give the correct spelling, commenting on any correct letter patterns.
- Children will be expected to spell High Frequency words correctly according to their age and will be asked to correct these as appropriate.

**Key Stage 2 Specific**

- One tick means the objective has been achieved. Two ticks may be given where expectations have been exceeded
- Errors in Numeracy will be indicated with a cross and the child will be asked to correct the mistake. When 3 errors have been identified a helpful comment will be written instead of further crosses.
- When there are spelling errors the word will be underlined and the correct spelling written at the end of the line up to a maximum of 3 errors
- Where work is marked in detail, comments will praise, be constructive and indicate the expected level of achievement for the next piece of work e.g. Remember to include adjectives next time when writing a descriptive passage. Try using a number square when adding tens next time.

**Marking Key (Please make available to children and their parents)**

<b>U/A</b>	<b>Unaided work</b>
<b>X</b>	<b>incorrect</b>
<b>ST</b>	<b>Supply teacher</b>
<b>/</b>	<b>Objective achieved</b>
<b>//</b>	<b>Objective exceeded</b>
<b>Z and NP</b>	<b>New Paragraph</b>

Greens Norton CE Primary School GNPS Assessment Form (MAS)  
 TA = Teacher Assessment

QM = quantitative measure

Child's Name \_\_\_\_\_

Year	Date	Speaking & listening TA	Reading			Spelling			Writing			Maths			Science			Comment	Target/task
			Method	QM	TA	Method	QM	TA	QM	TA	Method	QM	TA	QM	TA	QM	TA		
R																			
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