

Principles of Assessment

- Assessment should be valid, using tasks and criteria that effectively measure attainment of the intended learning outcomes at the appropriate level
- Assessment should be reliable and consistent within a subject, across a year group and between year groups
- Information about assessment should be explicit, accessible and transparent
- Assessment should be inclusive and equitable, not disadvantaging any group or individual
- Assessment should be an integral part of curriculum design and should relate directly to the programmes of study and learning intentions
- The amount of assessment should be manageable
- Formative and summative assessment should be included in each unit of work
- Assessment should draw on a range of evidence of what pupils know, understand and can do across the curriculum independently
- Continuing professional development for assessment should be included within plans for staff development

Purpose of Assessment

- To enable planning for lessons and sequences of lessons to be based on prior learning
- To modify teaching, meeting individual children's needs, so that pupils achieve their potential by the end of a year or key stage
- To identify children's misconceptions and act to ensure they are corrected
- To provide timely feedback that promotes learning and facilitates improvement (see Marking and Feedback Appendix)
- To track children's progress and ensure there is no under achievement
- To provide data for school self-evaluation

Sources of Evidence

- Assessment for learning techniques
- Marking
- Observations
- Book Bands/Reading Recovery levels
- Work completed by children without adult input or intervention i.e. independently
- Summative assessments
- Appropriate tests e.g. PM benchmarking
- Outside Agencies e.g. Learning Support
- Parental feedback

Purpose and Organisation

- For all children in all year groups the principle of making a best fit judgement applies.
- In the EYFS assessments are made using the Development Matters ages and stages. On entry to F1 children are expected to be entering the 30-50 month band. On entry to F2 children are expected to be entering the 40-60 month band. On exit from F2 children are expected to have achieved all the Early Learning Goals.

- In the EYFS a copy of the Development Matters ages and stages is kept for each child and is updated at least termly. This is informed by an accompanying record of achievement with observations and photos.
- In KS1&2 English assessments are made using the school's own writing and reading assessment tool which fits with its English curriculum. Maths assessments are made using resources linked to, or from the *White Rose* maths hub. (In other subjects where there are only end of key stage statements in the national curriculum eg music, subject co-ordinators have developed a progression for their subjects which are used for assessments.)
- In KS1&2 reading, writing and maths assessments are kept for each individual child and updated every half term.
- Each half term is worth 0.5 of a step of progress. The steps for each year group are given the same value as Sheffield STAT for cross city consistency. Assessments made every half term are entered into SIMS assessment manager for reading, writing and maths. This data is then uploaded into Tracker + which is a data analysis tool.
- Pupil progress meetings and assessment moderation are scheduled for every half term.
- In pupil progress meetings children, or groups of children, who have fallen behind and/or underachieving are identified. Additional support is planned for those children to help them catch up.

Involvement of Parents and Carers

- Individual parents and carers meetings with teachers in the Autumn and Spring terms
- Annual written report
- Summative assessments sent home at the end of each term
- Individual targets and feedback written in the home-school diary
- Annual celebration of children's work
- SEND meetings
- Other meetings as required

Monitoring and Moderation

- In the EYFS assessments are monitored by the EYFS co-ordinator
- In KS1 assessments are monitored by the relevant subject co-ordinator
- The SENCO monitors children with SEND
- The deputy headteacher monitors children on intervention programmes
- The headteacher is assessment co-ordinator for the whole school (supported by the deputy headteacher)
- Governors receive assessment reports termly and analyse RAISEonline and the Ofsted data dashboard.
- Moderation happens:
 - In school within year groups and key stages, at least termly
 - By sampling, in pupil progress and performance management meetings
 - Within the family of schools
 - By statute every 2 years in KS1 and 4 years in EYFS and KS2 from the LA

Marking & Feedback Appendix

Aims

- To show that we value children's work
- To be an effective part of the process of assessing children's progress.
- To provide incisive feedback about what pupils can do to improve their knowledge, understanding and skills.
- To ensure that pupils use this feedback effectively

The Marking Process

- Children's work is always marked and they are always given feedback about their work. The type of feedback depends on the nature of the task and the developmental stage of the child.
- It is important to mark work with children, whenever time allows.
- Specific time should be allowed for children to read, reflect and respond to marking, as quality marking gives exact feedback about what has been done well and what needs to be done next to improve further.
- English and maths work is marked every day by the teacher, other work is marked at a minimum of once a week
- Written comments by staff to model the handwriting policy for children

Home Activities/Work

It is important that teachers check the completion of homework. A brief comment/stamp should be written on homework so that parents and children can see the teacher values home activities/work.

Marking for Monitoring

Some work is marked to inform teachers, children and parents that it has been seen by teachers and to show whether the task has been completed well. Where this is the case the work only needs a brief comment. This is especially important if work has been marked by support staff or peer/self assessed. Teachers still need to write a short, specific comment, telling the child how well they have done their work.

Marking to Motivate

Some work is marked with the express purpose of motivating children, however this should not replace marking to specify attainment and provide next steps for progress. Marking to motivate should be a brief comment, symbol or stamp.

Quality Marking - Marking to Specify Attainment and Give the Next Steps for Progress

Quality Marking is an opportunity to focus closely on the attainment of a group of children and to give them guidance on the next steps for progress.

Quality Marking should:

- Include specific praise and a task for the child to do next in order to improve their work in the format of a star and a wish
- Be **specific** and **practical** so that the child can follow up on the 'wish' at the next opportunity.
- Provide a prompt (see examples) which closes the gap between the objectives and attainment

- Identify in all written work spelling mistakes in words that children should know and give children a word to practise spelling correctly (this is as well as ‘the wish’ when a wish is being given). Instead of a spelling this could be a letter or number to practise forming correctly for children in the EYFS or with SEND.

Children must always have the opportunity to follow up on the marking within the next week. This should be clearly demonstrated in their books and then marked again.

The above should be implemented in all key stages, however specific key stage difference are:

Foundation Stage

- All detailed feedback to children is both verbal and recorded as a star and a wish.
- All children have at least one star and a wish comment in their English and their maths books every week. Extra stars and wishes are used on an individual basis in order to personalise learning to meet children’s individual needs.
- Children have a reading comment from the teacher in their home-school diary every week which develop week on week and links to what has been taught in guided reading*.

Key Stage 1

- All detailed feedback to children is recorded as a star and a wish and discussed with the child wherever possible.
- All children have at least one star and a wish comment in their English and their maths books every week. Extra stars and wishes are used on an individual basis in order to personalise learning to meet children’s individual needs. Specific sentence level feedback is given in ‘Big write’ marking.
- Children have a reading comment from the teacher and the teaching assistant in their home-school diary every week which develop week on week and link to what has been taught in guided reading*.

Key Stage 2

- All detailed feedback to children is recorded as a star and a wish and discussed with the child wherever possible.
- All children have at least one star and a wish comment in their English and their maths work every week. Extra stars and wishes are used on an individual basis in order to personalise learning to meet children’s individual needs. Specific sentence level feedback is given in the marking of extended writing.
- Children have a reading comment from the teacher in their home-school diary every week, which develops week on week and links to what has been taught in guided reading*.

* Reading diaries should be brought to school every day. If a reading diary is not in school the teacher comment is written on a self-adhesive address label which is stuck in the diary when it returns.

Monitoring & Evaluation

Research shows that high quality marking and feedback accelerates pupil progress. The implementation of this policy will be monitored to ensure:

- Consistent implementation across the two schools
- Equal opportunities for all children – stars and wishes will be counted to make sure that every child has had the minimum requirement
- That marking and feedback is impacting positively on pupil progress
- That every piece of work that a child has done has been seen by the teacher

Monitoring and evaluation will be done in lesson observations/drop-ins, work scrutinies, pupil progress meetings and performance management reviews.

Governors will monitor the impact of marking and feedback on pupil outcomes.

Examples

Prompt types that can be used

Prompt	Example	Used for
<p><i>A reminder prompt</i> (a simple reminder to the child about what could be improved)</p>	<p>Write a sentence about Bill's character</p> <p>Which is more: 0.07 or 0.3? Use a <>sign in your answer.</p>	<p>Most suitable for more able children</p>
<p><i>A scaffold prompt</i> (provides more support than a reminder for children who need structure to support their improvement)</p>	<p>What type of boy is Bill – good, bad, shy, kind, excitable? Write a sentence.</p> <p>Which is more: 0.07 or 0.3? Use a <>sign in your answer. Place the numbers underneath each other and line up the decimal points to help you.</p>	<p>Most suitable for average or above average children who need structured support</p>
<p><i>An example prompt</i> (Models choices of possible improvement)</p>	<p>Choose one of these to describe Bill's character, fill in the blank:-</p> <ul style="list-style-type: none"> • Bill was a kind, _____ boy with a great sense of humour • Bill was easily bored and liked _____ <p>Place the numbers underneath each other and line up the decimal points like this: 0.30 0.07 Which number is more than the other? Write it like this: _____ > _____</p>	<p>Most suitable for average or below average children</p>
<p>Use 'I like the way you..'</p>	<p>I liked the way you used an expanded noun phrase to describe the butterfly.</p> <p>I like the way you placed the numbers underneath each other</p>	<p>Specific praise, leaves the child in no doubt about what they have done well. (Very useful at sentence level.)</p>

	<p>and lined up the decimal points.</p> <p>I like the way you used <> signs correctly in your answer.</p>	
<p>Use 'driver' words such as:</p> <ul style="list-style-type: none"> ▪ Describe ▪ Explain ▪ Give a reason why ▪ Identify ▪ Convert/Change 	<p>Describe Bill's character.</p> <p>Explain how you know that 0.30 is more than 0.07.</p> <p>Give a reason why Bill's chose to do that.</p> <p>Identify which length is the longer out of 0.30m and 0.07m.</p> <p>Convert 0.30m and 0.07m into cm.</p> <p>Write a sentence which will change Bill's character.</p>	<p>A specific task which consolidates or extends learning or gives a challenge.</p>