



Holt House and Carterknowle Schools Federation Assessment Policy with Marking & Feedback Appendix

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 children in the EYFS the principle of making a best fit judgement applies. For all other year groups the children are expected to have mastered the curriculum.
- In the EYFS assessments are made using the Development Matters ages and stages. On entry to F1 children are expected to be secure at the 22-36 month band. On entry to F2 children are expected to be secure at the 30-50 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 (KS1), or from (KS2) the *White Rose* maths hub.
- In KS1&2 wider curriculum assessments are made against the learning sequences for each subject.
- In KS1&2 reading, writing and maths assessments are kept for each individual child and updated every half term. [From Sept 2019 there will be three data entry points for year groups 1-6: November, March, June, apart from F2 which will also enter data on entry and F1 which has data entry points: September, February, June.]
- Children achieving age related expectation will be working at expected standard for the term. Each term has a number, which has 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 and have a value of 0.5. This data is then uploaded into Tracker + which is a data analysis tool. [From Sept 2019 there will be ongoing formative assessment, but summative assessment will be entered into SIMS in time for the three assessment points of November, March, June. As there is a spectrum to the EXS of 0.5 in KS1 and 1.0 in KS2 children working at the expected standard will be given a number that falls into the range for that half term e.g. in Y2 Nov this will be 15.5-16.0 and in Y4 Nov this will be 24.0-25.0.]
- Pupil progress meetings and assessment moderation with the headteacher/head of school are scheduled for every half term. [From Sept 2019 these will be scheduled three times a year after each data entry point: November, March, June]
- 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 year and subject leader
- The SENCO monitors children with SEND
- Year leaders monitor children on intervention programmes
- The headteacher/head of school is assessment co-ordinator for the whole school
- Governors receive assessment reports termly and analyse the IDSR.
- Moderation happens:
 - In school within year groups and key stages, at least termly
 - By sampling, in pupil progress and performance management meetings
 - Within the locality of schools
 - By statute every 4 years at the end of key stages.

Marking & Feedback Appendix

Marking and Feedback guidance was reviewed by all teachers in Jan 2019 in accordance with the DfE workload reduction toolkit. It was decided that guiding principles for marking and feedback would be developed, rather than having prescriptive rules which can be burdensome.

Guiding Principles

- Every child feels that their teacher values their work.
- All work is marked and marking is kept up to date.
- If possible, work is marked with children.
- Children are given feedback as needed about specifically what they have done well and what they need to do in order to improve their work.
- Children know their next steps in reading, writing and maths and can articulate them in an age appropriate way
- Marking and feedback impacts well on children's learning and this can be seen
- Teachers have high, age appropriate, expectations for handwriting, presentation, spelling, punctuation and grammar.
- There is equality for children in the amount and type of marking and feedback they receive.
- Marking is done in blue or black pen.
- The type and quantity of marking and/or feedback is left to *teachers' professional judgement* as to what is appropriate and will impact best on learning.

Home Activities/Work

It is important that teachers check the completion of homework and that some type of marking is put on the page so that children and parents know that the homework has been seen and valued.

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, sticker, symbol or stamp.

Marking to Motivate

Some work is marked with the express purpose of motivating children. Marking to motivate could be a brief comment, sticker, symbol or stamp.

Marking to Specify Attainment and Give the Next Steps for Progress

This type of marking is an opportunity to focus closely on the attainment of a group of children or individual and to give them guidance on the next step for progress. This marking is **specific** and **practical** so that the child can follow up on their next step. Children must always have the opportunity to follow up on the marking. This should be clearly demonstrated in their books and could be addressed in their next piece of work, to avoid the need for 'marking the marking'.

It could include:

- A prompt (see examples) which closes the gap between the objectives and attainment
- Identify in written work spelling mistakes in words that children should know and give children a word to practise spelling correctly. Instead of a spelling this could be a letter or number to practise forming correctly for children in the EYFS or with SEND.

Reading

- Every child has a reading comment from their teacher in their home-school diary* every week which helps them to make their next step in reading. Older children may write their own next step in their diary themselves.

Home-school 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.

Extended Writing

The marking of long pieces of writing is time consuming for teachers, especially in upper KS2. It is unreasonable to expect that all extended writing can be given marking and feedback in time for an editing lesson the day after. It is good practice for children to use peer and self-assessment for their work and to use this assessment to inform their editing. Children should learn this skill and to take responsibility for improving their own work against success criteria. Teachers can then mark writing with the children in the editing lesson and/or after the editing lesson has been completed.

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
- That marking and feedback is impacting positively on pupil progress

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 of types of marking

Prompt types that could be used

Prompt	Example	Used for
<i>A reminder prompt</i> (a simple reminder to the child about what could be improved)	Write a sentence about Bill's character. Which is more: 0.07 or 0.3? Use a <>sign in your answer.	Most suitable for more able children
<i>A scaffold prompt</i> (provides more support than a reminder for children who need structure to support their improvement)	What type of boy is Bill – good, bad, shy, kind, excitable? Write a sentence. 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.	Most suitable for average or above average children who need structured support
<i>An example prompt</i> (Models choices of possible)	Choose one of these to describe Bill's character, fill in the blank:-	Most suitable for average or below average children

improvement)	<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>	
Use specific feedback	<p>You used a lovely expanded noun phrase to describe the butterfly.</p> <p>You sensibly placed the numbers underneath each other and lined up the decimal points.</p> <p>You used <> signs correctly in your answer – well done.</p>	Specific praise, leaves the child in no doubt about what they have done well. (Very useful at sentence level.)
Use 'driver' words such as: <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>	A specific task which consolidates or extends learning or gives a challenge.

Review of Policy:

This policy will be reviewed at a minimum of every three years.
The date of the next review will be January 2022.

Agreed February 2019