

INGOLDISTHORPE C of E PRIMARY SCHOOL

Policies

Assessment, Reporting & Marking Policy.

**Original signed copies in staff room with copies
on: website, intranet.**

October 2023



Signed: Chairman of Governors *Date:*

Signed: Head teacher *Date:*

Interim policy reviewed 6th Sept 2023 Staff Meeting.

Full policy to be reviewed autumn 2024.

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.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- 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
- to complete a critical self evaluation of the school

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. 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 Ingoldisthorpe C of E Primary School we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) 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 Maths and English on a regular basis and discuss these with the pupils so that they are involved in the process
- 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 policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average
- Pass on assessment file to the next class teacher so children can be tracked as they progress through the school

Use Assessment for learning strategies:

- Working walls
- Targets
- Sharing success criteria
- Self and peer evaluation
- Discussion, talk and modelling
- Learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Ingoldisthorpe C of E Primary School will include data from:

- Statutory tests – Reception Baseline & End of Key Stage 2 Tests
- Y3 & 4 Tests in KS2 in May
- On going teacher assessments in subjects on a termly basis, including science, PE and Computing - with particular emphasis on English, maths and RE.

The regular reviewing of assessment 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 rigour of regularly analysing pupils' progress and 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 Ingoldisthorpe C of E Primary School we will:-

- follow the Assessment cycle and update the data on a regular basis during half-termly “Assessment Week.”
- use information to identify percentages of children working at age-expected standard within a cohort for attainment and progress
- analyze the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and talented, and those with special educational needs and pupil premium
- set cohort targets for Maths and English and share information with headteacher, SENCO, subject leaders and governors
- work with colleagues to moderate writing progress
- discuss cohort data and analysis with next teacher

Reporting

Reporting to parents/carers provides the opportunity for communication about their child’s achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils’ attitudes, motivation and self esteem.

At Ingoldisthorpe C of E Primary School we will:-

- Provide opportunities for termly parent consultations throughout the academic year, so that parents can discuss how well their child has settled and be involved in target setting process; have opportunities for a mid-year progress report and have a final end of year report.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

Moderation

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

At Ingoldisthorpe C of E Primary we will:

- Meet regularly as a teaching staff to moderate writing assessments
- Moderate work through planning and book scrutinies, feeding findings back to members of staff
- Participate in moderation schemes with the cluster schools and the Local Authority

1. Marking

1.1. Aims and objectives:

All teachers will keep in mind a core set of goals when marking. In light of the national review by the Independent Teacher Workload Review Group in March 2016, and government Reducing Teacher Workload initiatives in 2023, we have reviewed our practice. The best outcomes can be achieved by focussing on the following important points when, in the teacher's professional judgement, they are needed and to make sure that marking is meaningful, manageable and motivating:

- The individual pupil's abilities and goals
- Giving clear guidelines for improvement
- Celebrating success
- Identifying pupils who require additional assistance
- Provide opportunities for pupils to self-evaluate
- Improve writing by drafting and re-drafting

1.2. Rewarding good work

Positive reinforcement is a valuable and effective way for pupils to understand how they are improving. By pointing out that a pupil is performing well it encourages them to improve their performance over time.

Rewards will be given in a number of ways, such as:

- Stickers placed on work
- Praise in front of the whole class
- Displaying excellent work in the classroom
- Awards or certificates given for excellent work, or the most improved pupil over a certain time period
- Merits and/or house points
- Verbal praise in a one-to-one setting
- Sharing work with others

Maths marking

Marking in Maths and maths presents a particular challenge that teachers will consider. Because answers are either correct or incorrect, pupils who have difficulties in this subject can become disinterested if they fail to improve. Some effective strategies employed by Ingoldisthorpe Primary school include:

- Ticking correct answers
- When possible, providing immediate feedback to pupils to show them how to reach correct answers
- If a pupil is excelling at a particular task, provide them with work that is more difficult and develops a depth of learning, so that they continue to feel challenged and move towards mastery

1.3. English marking

There are a number of ways in which English marking differs from other subject areas. When marking pupils' work, teachers will, in the professional judgement of the class teacher and monitored by the headteacher:

- Give feedback on whether the learning objective has been achieved. Using Traffic light system next to the learning objective.
- Identify the next steps in the learning process **where necessary**.
- Explain how the work can be improved by making sure the advice is age appropriate and linked to the objectives of the year group.
- Identify maximum of three spellings, particularly those appropriate for the year group, per piece of work.
- Identify punctuation and grammatical errors appropriate to the objectives for the year group.
- Over-write for understanding of text **where necessary**.
- For Big Write pieces level as either emerging, expected or exceeding.

1.4. Self-evaluation

A simple way for pupils and teachers to improve communication is for pupils to look at and evaluate their own work. It is also useful for teachers to assess whether pupils understand the feedback policy of the class. We use a traffic light smiley-face system, as well as thumbs up/down to assess quickly in a teaching session.

1.5. Peer-to-peer feedback

By involving students in reviewing each other's work, teachers will help pupils to identify successful methods of learning. This will always be done at the teacher's discretion and only with pupils who are able to learn from the process.

2. Feedback

Feedback differs from marking; it is not limited to comments placed on the work of pupils. Feedback can be immediate verbal communication in the classroom.

1.1. Focussed learning and feedback

Ingoldisthorpe Primary school believes the most effective way for pupils to learn is with clear guidelines. In this way, they are aware of the subject content they need to learn and understand.

1.2. Improvement suggestions

There is a fine line between guiding a pupil to the answer and inadvertently giving the answer away. Teachers at Ingoldisthorpe Primary school will help pupils find the correct path to successful learning. This will teach pupils the process of investigation and discovery that will help them to find the correct answers in the future. There are three methods of suggesting improvements to pupils:

- **Reminder:** Instead of marking an answer as incorrect, attempt to guide the pupil to the correct area. This will be done by reminding them of a recent success that is linked to the question they are currently struggling with.
- **Scaffold:** By asking the pupil a question you can guide them to the correct answer. An example of this may be: "are you trying to achieve A, B or C?" By doing this, you guide the pupil to looking at these three

areas. They will find the correct answer and also feel like they achieved it themselves.

- Example: By giving examples of possible changes to the pupil, you can guide them into exploring why they should choose one option over another. An example of this may be if a pupil was writing a story in class and was struggling to find the correct word to use. The teacher could give three examples of possible words and leave the pupil to choose.

1.3. Verbal feedback

In a primary school, verbal feedback is an effective and immediate way of guiding pupils. It is especially useful when working with very young pupils, or those with less confidence. There are a few important aspects of verbal communication teachers will keep in mind:

- Balancing time: If a particular pupil requires more time and attention, the teacher may consider giving it in written form or in a one-to-one meeting. Verbal feedback in the classroom during lessons should be used only as required. By keeping this in mind, the teacher will ensure that all the pupils in the class are getting the attention they need.
- Class discussions: Involving the whole class in discussions can be useful when introducing new subjects to the class. By asking questions to the whole class, the teacher can get a good idea of the general level of the class and plan future lessons and feedback accordingly.

3. Reviewing progress

It is important to continually evaluate whether the school's Marking and Feedback Policy is working. One effective way of reviewing the current policy is to cross-check teachers' marking. Members of the teaching staff can cross-check each other's books and suggest areas of improvement during dedicated time in staff meetings.