



Thorpepark

ASSESSMENT POLICY

Date policy reviewed: July 2017

Date approved by Governing body: July 2017

Previously approved by Governing body: 7th February 2017

Person responsible for this policy: Tracey Johnson

VERSION 1.0

Policy Statement

At Thorpepark Academy we want all children to make good or better progress and develop positive attitudes to their learning. We recognise that assessment is an integral part of the teaching and learning process and therefore plays an essential role in raising standards in all areas of the curriculum.

We use two main types of assessment: *Assessment for learning* and *Assessment of learning*.

Assessment for Learning

'Assessment for Learning' is central to children recognising and achieving their potential.

It is predominantly about supporting improvement and generally takes place during the learning process as it is forward looking. Common questions include "How have I progressed?" or "What help does s/he need now to help him/her move forward?"

"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go now and how best to get there." (Primary Framework, 2007)

Assessment of Learning:

Assessment of Learning or summative assessment assesses previous learning. It is associated with making judgments based on scores or levels. Assessment of Learning is backward looking usually at the end of a unit of work. It asks questions such as "Is s/he working at end of Year expectations?"

Both Assessment for Learning and Assessment of Learning are essential in raising standards and are used in all classes within our school.

Aims

The intention is for Assessment for Learning (AfL) to occur in everyday lessons. AfL improves learning and raises standards. The way teachers mark and give feedback to pupils is central to the process.

The key characteristics of Assessment for Learning

1. Explicit Learning Objectives.
2. Assessment steps (formally known as success criteria).
3. Questioning.
4. Feedback.
5. Marking.
6. Adjusting teaching to take account of results.
7. Respond to marking.

1. Explicit Learning Objectives

Effective learning takes place when learners understand what they are trying to achieve and why it is important – ‘the bigger picture’. It is therefore important that pupils know the learning objective for the lesson as this gives a focus, enabling pupils to review their own progress and to see if they have achieved the objective.

Teacher demonstration and modelling will closely relate to the learning objective as will the subsequent activities. Together these will support and guide children to achieve the lesson intention.

The learning objectives will focus on learning not activities. Helpful learning objective stems include ‘to know, to be able to’

2. Assessment steps

Developing assessment steps to achieve the learning objective will help provide children with a framework against which they can focus their efforts, evaluate their progress and discuss issues. Assessment steps can be generated by the teacher, but it has been recognised that where children together generate their own assessment steps to meet a learning objective they gain more ownership over the learning with positive results.

3. Questioning

We use questioning in a variety of ways. Our key purpose is to develop learning and extend thinking.

Asking questions raises issues; from this the teacher builds up knowledge and information about the children’s understanding and misconceptions. Time needs to be invested in framing key questions to use during the demonstration and modelling part of the lesson to ensure learning progresses. Key questions, including *prompting, promoting and probing* questions, are recorded in teacher’s medium or short term planning. Wait or ‘thinking’ time is essential to give all children the opportunity to think and respond. This enables more children to contribute to discussion and misconceptions can be dealt with more effectively. The use of ‘talk partners’ where children can rehearse and scaffold their answers will lead to greater responses from the children and therefore provide much more information for the teacher about the extent to which children have understood the new learning.

4. Feedback

The purpose of AfL is to provide feedback in such a way that learning will improve as a result. Teachers need to identify the next steps to learning as well as responding appropriately to the mistakes that they make. Teacher’s feedback will provide pupils with the information they need to achieve the next step and make better progress. Feedback will always be constructive and sensitive because any assessment has an emotional impact. The following are a number of ways feedback can be given:

Oral

- Most regular and interactive form of feedback.
- Focus on being constructive and informative to help pupils take the next steps in their learning
- Can be direct (targeted at pupils/individuals) or indirect (whole class can listen and reflect on what is said)
- Whole class or group marking of one piece of work can be useful as the teacher invites children's contributions so that the piece is marked through a process of discussion, analysis and modelling
- Opportunity to model the language pupils can use when responding or giving feedback to others
- Developmental feedback- recognise pupils' efforts and achievements and offer specific details of ways forward.
- Emphasise the learner's progress and achievement rather than failure.

Self and Peer assessment

From Foundation Stage children will be trained in self and peer assessing. Children can mark their own work against success criteria and on occasions can be involved in shared marking. This is important for encouraging children to become more independent and responsible for their own learning. Time needs to be built into the lesson for this to be possible and allow children to reflect in structured ways. This can be recorded in various ways depending on the year group and the activity to be assessed.

Some examples are but not limited to:

- Use of thumbs up and thumbs down. To avoid peer pressure this can be carried out with eyes closed. 2 thumbs up to show when a child has understood or achieved their learning objective and 1 thumb up to indicated when the child has not fully achieved or understood it.
- Use of traffic lights. They will relate the colours of the traffic light to their success criteria (red=must, amber=should, green=could). They will indicate their self assessment next to their objective.
- Smiley face system; the happy face represents a child who has fully achieved the objective, the middle face represents a child who has partially achieved the objective and the sad face represents a child who needs further support with a particular objective.
- A star and/or a wish. Children will self assess by highlighting the relevant success criteria, which should be displayed on their piece of work. When peer assessing, a child will write a comment referring to the Success Criteria, commenting on what went well and suggesting up to 2 ways forward using a star and a wish.
- Oral, usually in the form of paired talk.
- Find one word you are really proud of and underline it. Tell the person next to you.
- Decide with your 'talk partner' which of the success criteria you have been most successful with and which one needs help or could be taken further.
- You have 3 minutes to identify two places where you think you have done this well and read them to your partner.
- You have 5 minutes to note down one thing you could do to improve this piece of work next time.

5. Marking

We aim to ensure that all children have their work marked in such a way that it will lead to improved learning, develop self-confidence, raise self-esteem and provide opportunities for assessment – including self-assessment. Marking will encourage learners to be aware of how and what they are learning. The emphasis in marking will be on a child's achievement and what the next steps need to be in order for the child to further improve. These improvements will link to targets set for individuals, groups or the whole class. Marking will encourage the learners to be equally aware of 'how' and 'what' they are learning.

Key principles and guidance for marking:

- Marking is only of value if comments are read and responded to.
- All work marked by a member of staff should be in green.
- Work marked by someone other than the class teacher should be initialled e.g. TA – teaching assistant, ST – supply teacher, children marking should put their initials. If TAs are working with groups of children during a lesson they should mark and initial this work.
- Work marked by the children should be in a contrasting coloured pencil or pen. Pupils should be encouraged and trained to mark their own and other's work where they highlight success and improvement.
- In depth marking will be completed at least 2x a week in Maths and in Literacy. Marking must be manageable and not all pieces can be quality marked. Regular and frequent written feedback will be given to children in an appropriate way for their age and ability. Any work that is distance marked should be written in child friendly language and follow the marking code below. Comments should model the handwriting policy.
- All marking will be positive, informative and constructive and comments must relate to the LO and the SC.
- Maths and other closed tasks should be marked with a tick and a ?/. put next to incorrect answers.
- Children should be encouraged to leave incorrect answers and not rub them out.
- Any calculations, sentences etc that need to be corrected should be indicated in 'Next Steps' comment where appropriate.
- Marking in Literacy should highlight where the child has not met the LO and in Next steps (wish) indicate an area where some improvement needs to be made. Information needs to be given as to how the child can achieve the wish.

Useful 'wishes' are:

Reminders - What else could you say here?

Scaffolds – What was the dog's tail doing? The dog was angry so he.....! Describe the expression on the dog's face.

Examples – Choose one of these – He ran around in circles looking for the rabbit/ The dog couldn't believe his eyes.

Modelling.

- Spelling corrections should be limited to the words the child should know and a maximum of 3 spelling mistakes will be underlined and either written correctly in the

margin or below or, if the child is able to, found independently in a dictionary. The child will then write the word 3 times when responding to marking.

- Punctuation marks relevant to the child's age related expectation will be marked. Punctuation mistakes will be written in the margin for the child to put in.
- Time should be given to children to correct, redraft, edit, add and respond. Corrections and responses should be completed below the last piece of work.
- Marking will inform teachers' judgements on how a child is progressing in relation to the whole class, Age Related Expectations and the child's individual ability and will be used to inform teachers' records and reports to parents.

The whole purpose being that, where possible, marking does the following;

A. Highlights success – where the child has achieved positively against the success criteria e.g. maths strategy met LO

B. Provides a wish to help children make improvements.

These can occur in different ways e.g.

- a reminder prompt
- a scaffold prompt
- an example prompt

6. Adjusting teaching to take account of results

Pupil feedback and marking will be used to inform future planning. Annotations on plans will be used to record assessments made.

7. Response to marking

All pupils will be taught to respond to marking and then initial. Children are to use registration time to respond to marking where necessary.

Marking code

VF	Verbal feedback given
HW	Letter formation/Handwriting
 or I	Finger spaces
CL	Capital letters
. or 	Full stop or other punctuation needed or circled if used incorrectly.
^	Word missed out
//	New paragraph needed
Sp	Spelling

Stamps may be used to show working in a group with a teacher, with a teaching assistant or independently.

Statutory Assessment

Foundation Stage: In the Foundation Stage all children are assessed against the EYFS. During their time in the Foundation Stage evidence will be gathered for each child as part of the assessment process and used to build up their EYFS profile.

In Foundation 1 (nursery), the children are assessed according to 'Ages and Stages' and then move on to the ELG. In Foundation 2 (reception) each child will be assessed in relation to the 17 ELG. For each ELG, teachers must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging). Assessments will be based primarily on observation of daily activities and events. Teachers and TAs should note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.

Key Stage 1: In Year 2, teachers will administer the Year 2 SATs tasks and tests. These will be carried out according to National guidelines. These will take place during the Summer term. In addition to these tests and tasks, the year 2 teachers will also make teacher assessments for each child in English, Maths and Science. The assessment data will be sent to the local authority.

Key Stage 2: Children in Year 6 will be teacher-assessed using the attainment targets for English and Maths. SATs will also be administered to those children who are working at or above age related expectations. The tests will be administered according to the Nationally prescribed timetables and regulations.

SATs papers are stored by the Headteacher in a locked cupboard. Upon completion, the tests are forwarded to an external marker.

The results of these assessments are forwarded to the Local Authority.

Optional SATs: In years 3, 4 and 5 our school administers optional SATs papers in Reading, Writing and Maths. This allows us to monitor progress from the end of KS1 to the end of KS2.

Target Setting

Every child at Thorpepark Primary School has individual targets set for Reading, Writing, Mathematics and Science. These targets are aspirational and reviewed regularly. Every half term, the children are assessed against the Foundation Stage Profile, National Curriculum Sublevels and in cases of SEN children, the P-scale. The attainment levels are recorded on the staff-shared area of the school's computer network and then analysed.

Moderation

At Thorpepark Primary School we understand the importance of moderation. Assessment results are moderated within phases, and when necessary, with other experienced teaching staff. Newly qualified staff will be given additional support when assessing and moderating work. The moderation process results in assessments that are accurate and encourages staff to develop their assessment skills.

The school is part of a network cluster and will meet with partner schools to moderate and triangulate judgements. Where possible the school welcomes any additional support from the local authority.

Management release time will be used to moderate judgements and evaluate learning that is taking place. All subject coordinators are responsible for ensuring the long, medium and short term planning matches learning. Work should be scrutinised and evidence kept to support judgements. Feedback should be positive and seek to develop and enhance the teaching and learning of the subject.

Reporting to Parents

At the end of the Summer term a report will be sent to parents and will inform parents of their child's progress in the Core subjects and set targets for the year ahead. Each report will include the child's attainment, in Years 2 and 6 SATs results will also be included.

Over the course of an academic year there will be a minimum of 2 and no more than 3 Parent Consultation meetings. These will take place in each of the three terms and will be a less formal meeting in the summer term. There will be the opportunity to discuss such things as progress, how children have been working in class, homework completed and suggested ways to support the child further.

Policy reviewed by: Tracey Johnson

Date: July 2017