

Hesleden Primary School

Assessment Policy

[Incorporating: Assessment, Recording, Reporting, Marking and Presentation]

Introduction

All schools have a statutory responsibility to provide a curriculum framework within which arrangements for assessment, recording, reporting and marking are integral. Hesleden Primary School supports the belief that assessment, recording, reporting and marking should be part of the planning process and clearly linked to teaching and learning. The purpose of assessment is to provide information for a range of audiences.

Definition

This statement of policy defines the purpose for assessment, recording, reporting and marking within Hesleden Primary School and provides a focus from which these processes may be implemented. There is also a statement regarding the importance of presentation which supports these processes. The guidelines which supplement this policy have been agreed by all school staff.

1. Assessment – Why assess?

The key purpose of assessment is to move children forward in their learning. Assessment offers children an opportunity to show what they know, understand and can do. Monitoring of each child's progress enables teachers to reflect on what children are doing and informs future planning. Assessment should help children to become involved in raising their own expectations and will provide information to parents, other teachers and staff, outside agencies and the LA.

Aims of assessment

- to establish what children know, understand and can do
- to gather information on individuals, groups or cohorts to inform target-setting at various levels
- to ensure that assessment is appropriate to the objectives of the task and process of learning
- to provide opportunities for the children to participate in the assessment process
- to inform planning for / structure of future learning
- to track progress and inform the school's strategic plans

2. Recording – Why record?

Recording must be ongoing, manageable and useful. There are many reasons why recording must take place. Recording helps teachers to monitor children's progress and enables this progress to be recognised and celebrated. It provides documented evidence of achievements and can signal strengths and weaknesses. Recording should also inform planning and verbal or written reports.

Aims

- to include information on achievement, skills, abilities and progress
- to involve children in reviewing their own work and recording progress
- to illustrate children's strengths and achievements within the context of their learning
- to be a useful and manageable part of teaching and learning to support children's attainment

3. Reporting – Why report?

Reporting must be manageable and meaningful to its specific audience. Reporting occurs at various levels throughout the school, for example; between staff or between teachers and parents. Reporting also occurs both in verbal and written forms. Written reports follow agreed procedures and report legal requirements including end of Key Stage results. These reports also show children's attendance and include both authorised and unauthorised absences. Recording provides a basis for communication which informs progress and achievements. Reporting can also highlight areas for improvement and inform target-setting.

Aims

- to fulfil the statutory requirement to report annually to parents
- to provide information which reflects all aspects of a child's achievement
- to write reports which are clear and meaningful and in a language accessible to the reader
- to provide reports which encourage and motivate children as well as identifying future targets

4. Marking – Why mark?

Marking is used to inform planning and is a continuous form of assessment. Marking of children's work should ensure a feedback which will improve their learning. Discussions about this work should also develop self-confidence, raise self-esteem and allow for self-assessment. Marking should provide immediate feedback and enable children to understand their successes and what they need to do to improve.

Aims

- to ensure children progress, knowing their achievements and what they need to do next
- to ensure planning is amended in order that teaching and learning meets the needs of all children
- to be consistent across the school
- to provide written or oral feedback promptly and regularly

5. Presentation

It is important that Staff, children and parents are aware of the need for good presentation in exercise books. Good presentation of work in books shows that high expectations are in place across the school, and that children demonstrate pride in their work.

It is important that high expectations of presentation become part of every task, rather than a separate activity with no connection.

Requirements

Hesleden Primary School supports the view that:

- i. assessment, in all its forms, should be used for diagnostic, formative, summative and evaluative purposes as outlined in the supporting guidelines
- ii. it should assist the monitoring of learning opportunities to help raise pupil achievement

Equal Opportunities

We believe that all children are entitled to recognition of their achievement, skills, abilities and progress throughout the whole curriculum. This policy and associated guidelines encourage the participation of all children. Any marking, written feedback or reports will be in a language accessible by its appropriate audience, be this children with special educational needs, parents or outside agencies.

Parental Involvement

Hesleden Primary School seeks to establish a process of assessment which includes parents at various stages. In addition to fulfilling statutory requirement, we would wish to build relationships and provide ways to include parents in their children's learning.

Children's Involvement

We recognise the importance of children's participation during the assessment process. It is crucial that they are involved in self-assessment in order to understand their achievements and progress made, enabling them to recognise the next step in their learning journey.

Monitoring and evaluation

A review of samples of work will be carried out on a regular basis to monitor the implementation of the policy. This will ensure consistency in marking across the school, check children's participation in the process and see an improvement in children's achievement and attainment.

Discussions will also be held with groups of children to establish their understanding of the process and to confirm their participation within this process is effective.

Overall responsibility for the monitoring and implementation of this policy lies with the Assessment co-ordinator and the Headteacher. This policy will be reviewed annually.

Summary

The process of Assessment, which includes recording, reporting and marking, within Hesleden Primary School seeks to:

- fulfil legal requirements
- provide an integrated process to recognise and support children's achievement
- provide a working knowledge of children's attainment to inform future planning
- develop a system which is clear, manageable and ongoing
- include all departments of the school (Early Years, Key Stage 1 and Key Stage 2)
- Appendices 1 & 2 describe more fully the systems used for assessment and the methods for capturing evidence

Guidelines for Assessment

These guidelines are intended to inform and support the successful implementation of the **Assessment (inc. Recording, Reporting, Marking and Presentation) Policy**. The guidelines are divided into the following sections: Assessment, Recording, Reporting, Marking and Presentation.

1. Assessment

There are a range of different assessment types, each having its own purpose, value and subsequent outcomes:

- **Diagnostic** – testing which pinpoints specific areas of difficulty within subject areas. This form of assessment can be used to determine support required for individual, or groups of, children.
- **Formative** – ongoing assessment which informs daily planning and children's achievement of set learning objectives. Accomplished through marking of work and discussion with/between children, formative assessment is also referred to as:
 - ☺ *Assessment for Learning [AFL]* – research shows that involving children in their own learning and assessment is more likely to result in a better understanding of what they have achieved and what they need to do to make progress. This process, if used effectively, can be used to raise standards through the altering of planned work to accommodate the learning of each child. Children are also encouraged to take part in target setting. To be able to achieve their learning objectives the children need to be aware of them, therefore such learning objectives should be displayed, spoken or referred to regularly during each lesson. It is important that through feedback, given during, or as soon as possible after a task, the children are aware of how to improve, and that the message is that everyone can improve. Feedback may be verbal or written.

As AfL strategies are in place in Hesleden Primary School, these should be monitored for effectiveness and continue to be developed to ensure progress is maintained.

- **Summative** – assessment which measures a standard of learning at the end of a topic/term/KS. This is a measure of how much learning has occurred and relates to a level of attainment against age-related expectations. Summative assessment takes its results from a test and is also referred to as *Assessment of Learning*.
- **Evaluative** – this allows us to review the strategic planning of the school by evaluating the impact of planning, teaching & learning and assessment within the National Curriculum.

It is important that assessment is incorporated within the planned process of teaching and learning. Long-term planning is a whole school process and reflects the school's targets. It matches the National Curriculum and shows progression throughout the school. Medium-term plans have clear learning objectives which enable us to assess the children against age-related expectations. Short-term planning encompasses activities which recognise the range of abilities of all children within each class. Short-term planning allows us to share learning objectives, teaching styles and set targets.

Evidence from Assessment

- EYFS Portfolios
- Tracking files (Y1-6) containing class records of attainment relating to age related expectations
- PATTS / SAT / TA results
- Reading tests (Key words/GRT/Comprehension/Miscue analyses)
- Target information and evaluations

- Data sheets and progress charts; including criteria tracking through PATTS
- Children's workbooks
- Test scores – PATTS weekly maths/Grammar hammer
- Observations of, or discussions with, children
- Stamps to show AfL and comments
- Support Plans and Short Notes

Teachers will know:

- ✓ Where the children are in their prior knowledge, skills and understanding
- ✓ Whether they are making expected progress and whether these are at National norms
- ✓ Which children need additional support through tasks, staff, Support plans etc.
- ✓ Those children exceeding outcomes and requiring additional challenge or intervention
- ✓ Which teaching strategies have worked or what could be improved (by the teacher) next time

The Headteacher, other teachers and subject leaders will know:

- ✓ Which pupils are making progress and which are having difficulties
- ✓ Whether attainment is inline with school targets and how this compares to similar schools
- ✓ If there are any underlying issues, such as planning/curriculum changes required

The parents/carers will know:

- ✓ How their child is performing against set targets/National Standards
- ✓ What is being implemented in school to support their child, and how they could support at home

The LA/Government will know:

- ✓ Whether the school is meeting its targets at LA/National level
- ✓ If the school has identified appropriate targets for the School Improvement Plan
- ✓ What the attainment levels are of all children, compared to other schools

2. Recording

Recording should come naturally from any assessment which occurs. Recording can be done in many formats as appropriate, so long as it is useful and manageable.

Evidence of Recording

- TA/test results/baselines in teachers' files
- Reading records
- Annotated work in books, portfolios
- Highlighted trackers/PATTS criteria
- Short notes/Support plans
- Behaviour records
- Targets (plus review and evaluation)

3. Reporting

Reports can be either written or verbal, depending on the audience and circumstances.

Our audiences include:

- Children
- Parents/Carers
- Community
- Other teachers/HT/other schools
- Governors
- Local Authority

Evidence of Written Reports

- Statutory reports to parents
- Targets
- Action plans
- Short notes/Support Plans

Evidence of Verbal Reports

- Parent's consultation evenings (Termly)
- Between staff on transfer of children
- Personal contact between staff and parents/children etc.

4. Marking

Marking relates directly to Assessment for Learning in that it gives an opportunity for immediate written feedback. Whenever a task is completed it must be marked sufficiently to give action for improvement. The marking, or any associated comments, should relate directly to the learning objectives. For example if the learning objective was 'to add three 2-digit numbers using pencil and paper procedures', marking comments should (ideally) not refer to the *amount* of work done, or the *presentation* of the work. Marking should concentrate on the quality of work and provide constructive comments. However, in some circumstances it may be appropriate to comment on presentation or amount of work if the child has worked below expectations or ability.

Across the school, marking of individual pieces of work should be appropriate and proportionate to the task and should use stampers, highlighting and written comments as necessary. Each stamper should link to a specific comment and posters are displayed in every class, showing the meaning of each. The stampers, and their use, were implemented through consultation with the children and therefore everyone is confident with their use. Stampers used in marking should be limited to 3 or 4 per piece of work and accompanying comments should be brief but with sufficient detail to ensure the children make appropriate next steps.

All marking of children's work should be done in either green or pink pen. Green comments should link to positive/'good' comments and green highlighting. Pink comments should link to corrections, misconceptions and targets and to any pink highlighting. Although the stampers print green ink, they may be used for either positive or constructive marking. "Green for Good"; "Pink for Think". Children's responses should be in coloured pen/pencil wherever possible, to distinguish teacher-marked work from that of children's self- or peer-marked work. Adults will use black ink to make comments which inform other adults. *Where work is marked by anyone other than the teacher (e.g. TAs or Student teachers) the marker should initial their comments.*

All classes have other stampers which may be used alongside any marking carried out:

- 'Self-', 'peer'- and 'teacher-assessed' stamps should indicate who has marked the work and a comment may support this marking.
- Additional stamps which refer to how the work was completed or to show how differentiation has been achieved may also be used where appropriate, and could indicate independent, paired or group work; and whether work was supported by the teacher or TA.

Types of marking relating to the above are:

- **Acknowledgement** – a tick by the teacher after verbal feedback/guidance has been given during the session.
- **Self-marking** – initially of spelling tests/mental maths etc. The children can address their misconceptions with peers or the teacher.
- **Peer-marking** – this should be used carefully. At EY/KS1 verbal feedback of strengths in a piece of work should be shared. At KS2 children can write a comment about the strengths of the work and add an 'even better if...' comment.
- **Quality** – this should be planned by the teacher in order to focus comments specifically on the learning objective, with targets to improve helping the child to 'close the gap' between their attainment and their target.

Quality marking should highlight strengths which achieve the LO/SC and indicate where an improvement could be made. A prompt for improvement should be made:

- Reminder prompt ~ reiterates the LO: 'Remember to describe how...'

- Scaffold prompt ~ Give an idea / ask a question / start a sentence off
- Example prompt ~ models how the sentence could read
- Challenge prompt ~ to extend learning

Time should be given for the children to receive their feedback and make any changes or improvements as necessary. This should be timetabled (either at the beginning of the next session or separately in the day/week) and it should be clear that the children have acknowledged any comments. This process begins in Reception and marking should take account of the child's ability to read/understand written comments, or the teacher's time/ability to support the child in this task.

When marking try to use ticks as positive reinforcement but do not cross wrong answers. Use a 'dot' to point out errors. Try to do as much marking as possible with the children (especially in maths) as this enables them to reinforce their learning by explaining their thinking, misconceptions can be immediately addressed.

5. Presentation

It is imperative that presentation in all work is of a high standard. This reflects the high expectations of staff, and demonstrates children's pride in their work. Improvements in presentation should be ongoing and taught as part of every lesson, rather than as an additional activity. Marking comments (as stated earlier) should reflect LO/SC but can additionally remind children of the importance of their standard of presentation. Any work which is unsatisfactorily presented should be noted (and may be redone).

Agreed guidelines for presentation include:

- To demonstrate the importance of neat presentation, Staff handwriting should be neat and legible, and joined where possible (and where children are able to read)
- All writing should be joined where children are able (and expected from Year 3); this includes work in both English and maths books. Homework should be reasonably presented as it is an extension of classwork and it is expected to be returned to school.
- All work should begin with DUMTUMS (date, underlined, miss a line; title, underlined, miss a line; start)
- Work in English books should begin at the top of a new page for each session, unless there is more than half a page remaining and the teacher has indicated that work can begin underneath (or has ruled across the page to make this clear).
- In 'Big Writing' books, four lines should be left at the bottom of each page to allow the teacher to use stampers/write comments relating to that page, rather than at the end of the long piece.
- Work in maths books should follow the guidelines for English but with the following differences:
 - Written work should be joined; number work should show one digit in each box.
 - Where the task is written, work should stretch across the page, where work is 'sums', or short answers, and written in columns, the page should be folded in half and work completed as if reading a book,

i.e. 1 → 2
 3 → 4

work may then be ruled off for the next task.
- Children writing neatly in KS2 should be encouraged to use pen – any child achieving this will be rewarded with a pen licence and school pen.

Appendix 1 – Assessment and Tracking – An Overview

'Assessment without Levels'

During the Summer term of 2015 we began the introduction and implementation of a new assessment system called PATTS [Pupil Assessment, Tracking and Targets Setting]. This system supports teachers' planning and teaching and includes resources including tests, Age Related Expectations [ARE] criteria sheets, and electronic data files which track attainment and progress, and set targets based on end of year attainment.

Assessment 'schedule'

The last week of half terms 1-5 are designated as assessment weeks for Y2-6 and all teachers are expected to make an attainment [what they can do] judgement about every child. Data should be ready for input during week 1 of the following half-term, ready for analysis and progress reviews. Y1 will be assessed 'full' termly.

Reading is assessed using PATTS criteria statements during guided reading sessions and through the teacher's knowledge of individual performance in class. Reading judgements are supported by the use of 'Miscue analyses', which are reading comprehension activities, carried out by Support Staff on a 1:1 basis. Full reading comprehensions are used to give the children a taste of question types, and NGRT tests are used to track and monitor progress of reading ages.

Writing is assessed on an ongoing basis. Teachers are expected to record in the front of English, and/or long writing books once a child has demonstrated sufficient skill to partially or fully achieve specific criteria. Evidence for the achievement of writing criteria may also be found in Humanities or Science books, depending on the task. These records are collated to provide a secure Teacher Assessment judgement at the end of each half-term.

PATTS provides weekly maths tests to support the consolidation of basic skills, and which help to identify areas of weakness in children's knowledge or learning. These are carried during most weeks of each half-term. These are supported by a half-termly test which is given during assessment periods, replacing the weekly test.

End of Year judgements

At the beginning of the second half of the summer term teachers will collate all work book and assessment records. This will form their final end of year judgement which will be input to allow for final analysis and whole school judgements to be made.

Final end of year judgements will be made against the age-related criteria for the curriculum the children have been taught. In the main, this should be for their academic year, although some children may be above or below expected levels and be working on different criteria.

To be at expected levels, children should be 'secure' [S] at age-related criteria. To have made expected progress, they should have made 4 'bands' progress across the year. These bands are 'below' [B], 'emerging' [E], 'developing' [D] and 'secure' [S] and children will progress through these as they develop knowledge and skills each year.

The attainment data input at this point will provide a whole year progress outcome and both of these will be included on end of year reports to parents and will be discussed at the summer term parent consultation event in July.

Hesleden Primary School – Attainment and Progress – Capturing Evidence

Reading

NGRT

- Y1-6: Autumn 1 (Sept) Summer 1 (Apr)
[DD to design a tracking/monitoring sheet to record biannual progress]

Miscue analysis

- Across the school – to be carried out towards the end of the second half of each term to *feed into* 'full-term' assessment data. Whole cohorts to be assessed by individual Support staff for consistency
- Termly miscue analyses sheets are filed in individual child sections in the teacher's tracking file (only the most recent is kept); results are to be included on the PATTS reading criteria sheets *to support other judgements*

Guided reading / Reading Comprehension

- Annotated guided reading sheets (PATTS criteria) are kept in planning/teaching/tracking files for easy access for weekly group sessions
- **Y1:** RWI comprehension (verbal/written) develops throughout the program. Y1 teachers should discuss attainment against ARE criteria with RWI group TAs to support miscue analysis and other reading judgements
- **Y2-6:** a combination of NFER/Optional papers/Sample tests are used (half-termly) to ensure children are exposed to a variety of text and question types in different formats.

Writing

Year 1 - English: 1 book; RWI (hold/edit a sentence) in the back; GPS/writing in the front

Year 2-6 - Daily English – all exercises, drafts, GPS etc. Renewed annually

- Long writing – all types of writing. Carried forward into following year group

- PATTS writing criteria sheets are stuck into the front of each book for annotation (dated for coverage/achievement), relevant to the ability/NC ARE for each child.
- Grammar hammer tests are carried out across school (~ fortnightly). Once marked and recorded, analysis of results feeds into weekly planning. Test sheets do not need to be filed.

Maths

- Maths books are used across the school. In Y1-6, PATTS criteria sheets are stuck into the front of each book for annotation (dated for coverage/achievement), relevant to the ability/NC ARE for each child.
- Weekly PATTS mental maths tests are carried out across school. Once marked and recorded, analysis of results feeds into weekly planning. Test sheets do not need to be filed.
- Half-termly maths test marks are recorded on the PATTS criteria sheets and the most recent test is filed in the child's individual tracking file section.

Foundation Subjects

Work books are also used for Humanities (History and Geography); Science; Other curriculum areas (including MFL, RE, Music, Computing); Sketch books (KS2). Each class also has a dedicated PSHCE scrapbook and a Class scrapbook for recording 'extra-curricular' activities at their discretion.

During 2016-17 we are beginning the implementation of consistent foundation subject assessment and tracking. PATTS-style grids using ARE criteria have been (or are being) designed for each subject and for each cohort (or by Key Stage if more appropriate).

Assessment will take place termly (or after the end of specific topics if more relevant) and be fed into cohort trackers. These will be shared with subject leads.

As this is in its infancy, further guidance will be provided as strategies and systems are put securely into place.

Tracking files

One tracking file per cohort within each class. Files split into two sections:

- *Section 1:*
 - All information relating to the cohort (lists/analysis) and whole cohort overviews of prior attainment / current attainment / ongoing recording [including step trackers and data summaries]
 - PATTS recording grids for all NC subjects excluding maths & English (ongoing development during 2016-17)

- *Section 2:*
 - Individual child sections containing up-to-date and relevant assessment and tracking information
 - PATTS for current year ARE as appropriate – RWM
 - Previous PATTS/Stranded sheets
 - Most recent reading assessments (i.e. Miscue analysis / RWI assessments etc.)
 - Most recent half-termly Maths assessment