



Moulsham

Junior School

Assessment, recording and reporting of achievement and marking & feedback policy

Ratified by governors: April 2017

Next review: Summer 2021

MOULSHAM JUNIOR SCHOOL ASSESSMENT, RECORDING AND REPORTING OF ACHIEVEMENT AND MARKING AND FEEDBACK POLICIES

At Moulsham Junior School, the key purpose of assessment is to move children on in their learning; we are committed to the principles of Assessment for Learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation.

AIMS

This policy aims to:

- Aid teachers when planning future work and to assist them when target setting.
- Develop children's confidence and ability to self-assess.
- Celebrate children's progress and share their achievements with parents.
- Inform parents, governors, and outside agencies of children's progress.
- Inform the school target setting procedures.
- Enable teachers to evaluate the effectiveness of their teaching.

OBJECTIVES

The objectives of the policy are to:

- Ensure children are provided with consistent challenges in learning as they move through the school and from school to school.
- Enable children to develop skills in evaluating their own learning.
- Motivate children through positive and responsive feedback.
- Enable teachers to diagnose difficulties in learning in order to maximise effectiveness of intervention strategies.
- Enable teachers to reflect on learners' progress in skills, knowledge and understanding in relation to the learning objectives of the new National Curriculum
- Ensure regular, accurate and informative reporting of children's progress.
- Enable parents to support children's learning effectively.

STRATEGIES

Teachers continually make assessments about children's learning and much of this information is carried in their heads. It is not feasible for teachers to assess every aspect of a child's learning. At Moulsham the following procedures are in place:

Formative Assessment

Assessment opportunities are included in teachers' medium and short-term plans, and the assessments are used to inform the next stage of teaching and learning.

The planning identifies:

- What objective is to be assessed
- Who it is for (individual, group, class)
- What evidence will be collected

This might be a discussion or observations with notes taken, a photograph, children's work, results of tests, etc. It is envisaged that in some instances teaching assistants may well be able to undertake observations and

feedback this information to teachers. Teaching assistants are expected to annotate teachers' planning if they have worked with a group.

“Mind Maps” are introduced to the children in all years. These enable teachers to pinpoint the starting points for children, enable children to identify any questions that they wish to find the answer to and enable teachers to assess how much progress children have made at the end of a block of work. The “mind maps” are sometimes used for Science, RE, History, and Geography.

Summative Assessment

This is used to assess what a child can do at a particular time. The following are used:

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Rising stars Reading assessment.	Rising stars Reading assessment.	Rising stars Reading assessment.	Test Week (past SATS)
Autumn 2	Rising stars Reading assessment. White Rose Hub maths Assessment	Rising stars Reading assessment. White Rose Hub maths Assessment Accelerated Reading Assessment	Rising stars Reading assessment. White Rose Hub maths Assessment Accelerated Reading Assessment	White Rose Hub maths Assessment
Spring 1	Testbase Reading assessment Testbase Maths Assessment Testbase SPAG Assessment	Testbase Reading assessment Testbase Maths Assessment Testbase SPAG Assessment	Testbase Reading assessment Testbase Maths Assessment Testbase SPAG Assessment	Test Week (past SATS)
Spring 2	Rising stars Reading assessment. White Rose Hub maths Assessment	Rising stars Reading assessment. White Rose Hub maths Assessment Accelerated Reading Assessment	Rising stars Reading assessment. White Rose Hub maths Assessment Accelerated Reading Assessment	White Rose Hub maths Assessment Test Week (past SATS)
Summer 1	Rising stars Reading assessment.	Rising stars Reading assessment.	Rising stars Reading assessment.	SATS Assessments: reading, SPAG, Maths.
Summer 2	Rising stars Reading assessment. White Rose Hub maths Assessment	Rising stars Reading assessment. White Rose Hub maths Assessment Accelerated Reading Assessment	Rising stars Reading assessment. White Rose Hub maths Assessment Accelerated Reading Assessment	White Rose Hub maths Assessment

- Writing assessments ongoing throughout year- this creates a holistic picture of the whole child.
- **Target Tracker** – teachers are required to enter a teacher assessment for reading, writing and maths onto target tracker twice a term. This information is then used by Heads of Year, the Deputy Headteacher and the Headteacher to assess progress throughout the year.

Diagnostic Assessments

To help identify strengths and weaknesses of individual children, teachers also carry out diagnostic assessments.

The following approaches may be used:

- Individual programmes of work.
- Checklists.
- Specific activities/tasks.
- Specific diagnostic tests.
- Close observations and scrutiny of the child and their work.

In some cases outside agencies may be used to carry out specific assessments.

Children's Self Assessments

We aim to involve children in assessing their own work. They are encouraged to evaluate their own work and achievements.

Children do a variety of things within lessons to self-assess:

- Children are asked to self-assess at the beginning and end of a lesson; this is recorded as a face (sad, middle or happy)
- Children edit and improve their work in red pen
- Children respond to the marking of their teacher/ peer in red pen
- Children monitor their targets which are on ladders in the fronts of their books

RECORD KEEPING

Teachers keep an ongoing record of their children's progress by recording it on target tracker.

There are no paper records kept for children's assessments.

Assessments are imputed to target tracker half termly and objectives are assessed against for Maths, Reading and Writing on an ongoing basis.

REPORTING TO PARENTS

Our reports are summative and informative; they provide information on children's progress and achievements throughout the school year. There are mini reports produced during the spring term which are handed out at Parents Evening. These contain targets for English and Maths and a teacher assessment. A full report is then given out towards the end of the year with a comment for English, Maths and Science including a teacher assessment and an assessment for each of the foundation subjects stating whether the child is achieving in line with the National Curriculum. Our reports follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance record is noted as well as authorised and unauthorised absences.

The report format provides opportunities for comments by:

- Class teacher
- Child
- Parent
- The reports are signed by the Head teacher and comments are given by the head teacher for year 6 reports.

There are three parents' evenings throughout the year. These are held in October, February and July. The child's progress is discussed with the parents as well as suggestions as to how parents may support their child at home. Teachers are always happy to see parents at other times throughout the year at mutually convenient times.

MONITORING AND REVIEW

Two aspects of the policy are monitored. These are the effectiveness and appropriateness of our assessments and the quality of the reports to parents. The School Assessment Leader reviews Current and Past assessment files on an annual basis and provides a termly written report to the head teacher this is shared with the Senior Leadership Team. The head teacher monitors the quality of the written reports and provides individual feedback to teachers.

Reports of the effectiveness of the whole policy are provided on an annual basis to the Pupils and Curriculum Committee.

Marking and Feedback

Our mission

Vision and Rationale

This policy forms part of a whole school policy for teaching and learning.

'How children's work is received and marked and the nature of the feedback given to them will have a direct bearing on learning attitudes and future achievements.'

(Shirley Clarke, 2003)

If children are to develop as independent learners, they need an awareness of their strengths as well as areas in which they can develop. Children need to understand the learning intention (Learning Objective / LO), why they are doing it, and the criteria against which their work will be marked/assessed (Success Criteria / S.C.).

Aims

- To raise achievement of all children through involving them in their own learning
- To underpin assessment for learning
- To make a positive contribution towards formative and summative assessment

Objectives

- To recognise, encourage and reward children's effort and achievement, and celebrate success.
- To provide a dialogue between teacher and children.
- To indicate how a piece of work could be corrected or improved against assessment criteria.
- To indicate 'next steps' in learning.
- To identify pupils who need additional support / more challenging work and to identify the nature of the support / challenges needed.
- To provide evidence of assessments made.
- To set and then monitor targets.
- To assist in reporting to parents.
- To aid curriculum planning.

Strategies

It has been agreed with staff that marking is positive, clear and is fit for its purpose. Marking is at its most valuable when it is immediate, personal to the child, purposeful and manageable. The child must have time to read and value the comments that have been written.

Teacher comments when written in books:

- Will refer to the learning intention of the task
- May form the basis of a discussion between the teacher and child
- May be formal or informal, oral or written (If it is verbal this should be indicated with a v on the child's book.)
- May be given on a group or individual basis.

In addition, it has been agreed that the Learning Outcome (LO) will be highlighted by the teacher using the following code.

- pink if the child has not achieved the LO,
- yellow if the child has partially achieved it,
- green if they have achieved it fully
- blue if they have exceeded it.

A highlighting code and a list of other marking symbols is displayed in each classroom and can be found in Appendix 2.

In Maths and English, a detailed next step comment should be given at least once a week. This could be 'scaffold marking' where the teacher explains something that the child does not understand and gives them further practice or 'extension marking' where the teacher extends the pupil's thinking and explains the next step and questions to practise this. A handy guide to extension and scaffold marking can be found in Appendix 1.

When marking writing, teachers will use a consistent editing code, which is displayed in each classroom. (Appendix 3)

Self and paired marking

This is a very powerful mechanism that involves children in the analysis and constructive criticism of their own work. Through self-evaluation they can reflect, recognise success and improve their own work as a natural part of their own learning. In some lessons, evaluation grids are used where the child can tick which elements they have included in their work. In English, all children have learning ladders in the front of their books to help them to identify the strengths of their writing and their next steps.

Monitoring and Evaluation

The effectiveness of this policy will be monitored by the Assessment subject leader and Heads of Year in the following ways:

- Undertaking planning and learning scrutinies
- Undertaking pupil perception interviews
- Analysing pupil progress data for each year group

The results of all of these monitoring activities are shared with the Senior leadership team and Governors.

The policy will be reviewed by the Governors in line with the policy renewal schedule.

Appendix 1

A Handy Marking Guide.....

Scaffold

Explain a concept further and model an example. Ask the child to respond to an example which you have started.

Eg: an adverb describes a verb.

The dog ran quickly.

Can you underline the adverbs in this sentence?

Swiftly, the boy ran home.

Extension

Explain the next step in the child's learning.

Now you can find fractions of amounts – can you relate this to percentages.

What is 20% of 50?

What do the highlighters mean?



You have not achieved the LO.



You are starting to understand the LO. You may have had some help with your work.



You have achieved the LO.



You have achieved above the LO.

Marking Key

.C Full stop or capital letter error.

p Punctuation error.

sp Spelling mistake.

^ Word needed.

***** More information.

○ Wrong word used here.

// New paragraph needed.

? Please take a look.

Verbal Feedback.

vf
With CT/LSA Worked with Class Teacher / LSA.