



# **Moulsham**

## **Junior School**

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

## **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 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. HLTAs, Tutors and Teaching assistants are expected feedback to teachers 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**

We use a range of assessment tools including: teacher assessment, NFER tests, maths assessment papers, previous SATs papers etc.

**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, the Headteacher and governors to assess progress throughout the year.

### **Diagnostic Assessments**

To help identify strengths and weaknesses of individual children, the Inclusion leader, teachers and support staff 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. They self-assess within lessons and this is reflected in the level of work they may select. Alongside this self-assessment can be seen in books in the following ways:

- Children edit and improve their work in red pen
- Children respond to the work to praise and share at the start of lessons in red pen
- Children complete next steps in red pen
- Children monitor their targets are in their books

### **RECORD KEEPING**

Teachers keep an ongoing record of their children’s progress by recording on target tracker. Paper records may not necessarily be kept for children’s half-termly assessments but individual results such as test-scores may be paper based.

Assessments are recorded on target tracker half termly and objectives are assessed against for Maths, Reading, Writing and Science on an ongoing basis. All other subjects are recorded on Target Tracker on a termly 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 year group expectations. 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 once each term. 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**

The suitability and regularity of the assessments are reviewed at least annually by the assessment leader in conjunction with subject leaders and Heads of Year.

# Marking and Feedback

## Our mission

### Vision and Rationale

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

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 at their level
- 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 and feedback is positive, clear, manageable and is fit for its purpose. Marking and feedback is at its most valuable when it is immediate, personal to the child and purposeful. We use a range of feedback techniques:

- Verbal feedback- To ensure feedback is immediate we predominately use oral feedback within lessons. This is indicated with a v/f (verbal feedback) in book. Teachers may add some more detail if this is useful to the child.
- Work to praise and share-Carried out at the beginning of literacy and numeracy lessons. This takes a child's piece of work from the previous lesson and the class will discuss what strategies have made it successful. More
- Next Steps-Whole class next steps are shared at the start of a lesson and responses to this are completed in children's books in red pen. These can take many forms but often will address any misconceptions or extend the previous learning.
- Critical Conversations-Once a half-term each teacher will sit down with pupils on an individual basis and discuss their current learning, next steps and targets.

In books, 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 can be found in Appendix 1. This coding can be reflective of where each pupil is with their individual learning rather than within the class or having completed the most challenging work.

Although most feedback is orally based, when marking writing teachers will use a consistent editing code, which is displayed in each classroom. (Appendix 2)

### **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.

### **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.

# 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.

**vf** Verbal Feedback.

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