



Fleet Primary School

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Assessment and Marking Policy

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1. Policy Statement

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.

2. Principles of Assessment

- 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

3. Formative Assessment (Assessment for Learning)

Formative assessment comprises everyday opportunities to identify exactly where each child's learning is and consequently, is integral to high quality provision. These assessment opportunities are a natural part of teaching and learning; they are constantly taking place in the classroom through targeted questioning, 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 their next steps are to help them improve.

To achieve this at Fleet Primary School we:

- Evaluate pupils' learning to identify those pupils with specific needs so that any issues can be addressed in subsequent lessons across all subjects
- Plan for high quality questioning
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate across all subjects
- 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 across all subjects
- Regularly share targets with parents to include them in supporting their child's learning
- 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
- Identify next steps for children in Maths and English on a regular basis
- Ensure that children have an opportunity to respond to marking
- Incorporate both formative and summative assessment opportunities in medium and short term planning across all subjects
- Record pupils' progress termly to be discussed at termly Pupil Progress Reviews
- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school

Additional evidential strategies that support this include:

- *Sharing success criteria*
- *Self and peer evaluation*
- *Discussion, talk and modelling*

4. Summative Assessment

Summative (or formal) assessment is a systematic part of our school's work which enables us to take a snapshot of each child's learning and therefore track progress by individuals, groups and cohorts in the school. It is through an effective tracking system that the needs of every pupil can be identified and that the school develops a clear understanding of how to raise standards.

The Formal Assessment cycle at Fleet Primary School includes:-

- Data from statutory assessments:
 - On entry baseline assessment in Reception
 - Foundation Stage Profile
 - Year 1 Phonics screening
 - Year 4 Times Table Check
 - Key Stage 2 SATs
- Information from termly and end of year assessments:
 - Half-Termly Phonics Assessment for Reception & Y1
 - Key Stage 1 SATs (optional)
 - Termly White Rose tests in Maths
 - Termly unsupported writing tasks
 - Termly PIRA reading assessments
 - Half termly Science assessments
 - Termly Topic Harvests
 - Termly Topic Conferences
 - Assessment of all subjects recorded in the end of year school report

These summative assessments are recorded and analysed using a school tracking system.

5. Tracking

The regular reviewing of tracking data gives teachers the opportunity to revise and refine targets for the class. It is in recognizing the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment ensures that progress can be measured and we can ensure that teachers are setting appropriate levels of challenge through careful planning. In addition, those children who are not progressing at an expected rate can be easily identified and interventions can be tailored to support them through the learning support team.

To achieve this at Fleet Primary School we:

- follow the Assessment cycle and input data on a regular basis into our bespoke school tracking system
- use information to identify percentages of children who are on track/not on track to meet Expected within a cohort
- analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, those with special educational needs and those in receipt of Pupil Premium Funding
- set cohort targets for Maths and English and share information with the headteacher, assessment coordinator, SENDCO and subject leaders
- work with colleagues to moderate and level writing every term

6. 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 judgments made.

At Fleet Primary we:

- Use Camden and National assessment materials to benchmark and moderate pupils
- Moderate work through planning and book scrutinies, feeding findings back to members of staff
- Participate in a moderation cluster group of local schools for EYFS, KS1 and KS2 to ensure consistency in assessment

7. Marking

English

- Every longer piece of writing should relate to success criteria (Y2 upwards) which the children can refer to and check off themselves. The success criteria are often created through the unit leading up to the extended piece of writing and so children should be familiar with each objective.
- Teachers are to highlight a great sentence in green and a sentence which requires improvement or identifies an area that the children need reminding about in pink. Comments should refer to why these sentences were selected and should mainly link back to the success criteria. Three commonly misspelled words should also be listed for the children to practise. As part of the editing process, children should respond to these comments and make improvements.
- This in depth marking should happen approximately once per week, all other work should be acknowledged by the teacher.

Maths

- Correct answers are ticked in green. Incorrect answers are underlined in pink with the specific area of error (for example in their working out) circled in pink.
- Some children will be given challenges which are highlighted in orange.
- The children will be given an opportunity to respond to their marking and make corrections in a review and respond session either at the beginning of the following lesson or at a suitable time in the week.
- Teachers may write a comment in children's books commenting on approach to learning, progress made or a next step. Where needed/necessary, teachers write a comment next to an incorrect answer to clarify the mistake made.

Teachers identify work which has been supported by marking it with a T or TA in the corner of the page. Work is celebrated through display, the newsletter and in sharing assemblies where children who have worked particularly hard or made an impressive level of progress share their work with the school.

Children respond to all marking using their editing pens in order to differentiate between their initial work and their improvements or corrections. This also encourages the children to value editing as a process.

8. Peer and Self-Assessment

In order to gain a better understanding of their own learning we encourage children to use peer and self-assessment on a regular basis, where appropriate. Self-assessment may refer back to success criteria or alternatively, more concrete answers.

Peer assessment enables the children to get in to the habit of critiquing a piece of work and looking for strengths as well as areas to develop. In this way the children are able to learn from each other and apply a more critical approach to their own learning as well.

Once again, children are then given the opportunity to respond to this assessment using their editing pens.

9. Reporting

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

At Fleet Primary School we:

- Provide opportunities for two parent consultation evenings so that parents are informed both verbally and in writing of their child's progress and attainment, targets set and ways in which they can support them in English and Maths
- Provide an end of year written report which includes results of statutory tests and assessments, gives information relating to progress and attainment across all subjects and describes whether the child is 'Working towards' the Year group expectations, 'At', or 'In greater depth', and an opportunity to discuss it.
- Discuss pupil progress at the request of parent by appointment

10. Maintaining Standards

It is vital that all assessment is regular and accurate in order to be effective.

At Fleet Primary School we:

- Schedule termly Pupil Progress Meetings between the class teacher and the assessment lead. These meetings are an opportunity to look at data, plan and assess interventions and discuss the children's progression detail.
- Discuss pupil progress at termly Curriculum and Standards Governor sub-committee meetings
- Carry out half termly learning walks in which there will be different foci throughout the year. These learning walks give SLT the opportunity to observe formative assessment in action and talk to the children about their learning.
- Host half termly learning conferences with different groups of children in which the children are able to share what they've learned with the Head or Deputy in their topic learning specifically. Each half term the focus will be either geography or history.
- Hold half termly work scrutinies; each half term books are collected from every class with different foci each time in order to ensure that marking is of a high standard and consistent across the school as well as to identify and measure progress in books.

11. Assessment Lead Responsibilities

The role of the assessment lead is to:

- Formulate the school's assessment policy in consultation with the head teacher, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those entitled to pupil premium funding, gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets