



St John's Church of England Primary School

Assessment, Marking and Tracking Policy

Date Approved:	June 22 nd 2016
Headteacher:	Mrs Helen Langeveld
Chair of Governors:	Mrs Julie Griffiths
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Love, Respect, Value

St John's Church of England Primary School is committed to high expectations for all and to embracing equality

Purpose

It is the aim of St John's through quality assessment procedures to enable every child to make good or better progress and to experience success.

Good assessment is at the heart of good teaching and is a key part of the learning journey. It informs teachers' planning, it informs pupils about their learning and it measures pupil performance against national standards. St John's recognises the importance of working in partnership with parents/carers to achieve the best possible outcomes for the children. Parents/carers will be fully informed about progress and achievement and supported in how best to embrace home learning.

Aims

St John's assessment procedures will:

- Enable every pupil to reach their full potential
- Ensure high quality teaching and learning through effective assessment
- Help our pupils understand what they need to do to improve their work
- Gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting
- Ensure the assessment and recording is an integral part of the school's performance management system
- Ensure continuity within the school and with national requirements
- Provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school

Teaching, Learning and Assessment Objectives

Pupils will be provided with a range of learning experiences aimed to achieve high standards in relation to their capabilities. The staff and Governing Body of St John's C of E School will ensure that assessment and reporting:

- have teaching, learning and assessment routines that ensure progression
- ensure that children know how to learn and are responsible for their own learning
- help children understand what they need to do next to improve their work
- support all teachers to plan work that accurately reflects the needs of each child
- provide learning experiences that are stimulating, challenging and purposeful
- provide equal access to the curriculum for all pupils, being sensitive to all issues of equal opportunities relating to gender, ethnic minorities and children with special educational needs
- provide regular information for parents to enable them to support their child's learning

Formative Assessment

To support the learning process, assessment for learning (AfL) will be embedded in the teaching and learning at St John's. This ongoing assessment enables children to know where they are going, and what steps need to be taken to get there. It enables them to participate in their learning journey and know what they have to do to improve their work. Formative assessment will be embedded in teaching and learning at St John's as follows:

- Initial assessment is carried out to diagnose what is securely known already, and where there might be gaps in knowledge
- Teaching is planned to take learning forward
- Learning intentions are made clear to the children, along with clear success criteria for learning, which enables children to be aware of their own progress
- Learning is checked throughout the lesson or learning process to address misconceptions, and reinforce learning intentions
- Children will be encouraged to assess their own work against the learning objectives and/or success criteria and assess the work of their peers, offering positive suggestions for improvements
- Constructive feedback will be given to children throughout the learning process, both verbally in lessons, and through feedback marking
- Marking will focus on the learning intentions. It will celebrate children's success in meeting them, and indicate what children need to do to improve their work
- Success will be highlighted in pink (Tickled Pink), and next steps will be highlighted in green (Green for Growth) on allocated pieces of work
- Time will be allocated at the beginning of literacy and maths lessons for children to edit, improve and correct their work so that learning is embedded and moved forwards. Planning may be annotated for next steps in the next lesson
- There will be a high focus on assessment for learning strategies through lesson observations and staff CPD (appropriate learning intentions, use of steps to success, questioning, discussion, feedback and mini/end of lesson plenaries)

Summative Assessment

Attainment and progress will be measured against planned learning outcomes and relevant national standards.

AfL will be an essential tool, used daily in every lesson, for ongoing teacher assessment that has direct impact on next step learning.

Assessment in the Foundation Stage will be carried out in accordance with 2015 EYFS guidance. It is an ongoing process, culminating in the completion of the EYFS Profile in the final term of the year in which the children turn five.

For Years 1-6 the Herts for Learning Assessment Criteria will be used termly to track summative achievement in reading, writing, maths and science (see Appendix 1). The Chris Quigley Milestones will be used to assess and track all the remaining foundation subjects. The Year 1 phonics screening check, Year 2 teacher assessment and the Year 6 SATS will be carried out to give an indication of pupil performance against national standards, and will be measured against Age Related Expectations (ARE).

Summative assessment will show what has been achieved by children. This may be in the form of outcomes at the end of a unit and evidence in books, written test, a conversation, and observation of a task – appropriate to the learning stage and needs of the children.

At St John's the summative assessment process will be carried out as follows:

EYFS

- EYFS Baseline - Within the first four weeks of entry into EYFS pupils will be baselined. As part of their everyday practice practitioners will build their knowledge of each child through their observations, interactions and everyday activities. They use this professional knowledge to make a series of judgements about each child based on a clear set of assessment criteria. Practitioners will make an assessment of what matters most using 47 assessment statements that cover the Characteristics of Effective Learning, all three Prime Areas (PSED, C&L, PD) and the Specific Areas of Literacy and Maths. School profile of the pupil will start in the summer term of transition when settings/and or home visits take place, information from parents/carers collected and EYFS profile formats completed
- Development Matters will be referred to across the year and progress towards achieving the Early Learning Goals will be formalised each half term. The EYFS profile will be completed for June in the final term

KS1 and KS2

- Teacher assessments in core subjects will be carried out regularly to monitor progress, and ensure that pupils are on track to meet their targets. Pupil achievement in reading, writing and maths will be assessed in December, March and June. Results of the assessments will be recorded in the MIS system; data will be analysed termly in order to identify underachievement and plan appropriate interventions
- Outcomes of assessments and tracking data will be scrutinized and discussed in pupil progress meetings which take place at least once a term. The class teacher, inclusion manager and assessment manager will contribute to the pupil progress meetings.
- Vulnerable pupils (for example Pupil Premium, SEN, FSM) who have been identified as being at risk of underachieving will be assessed half-termly, in order that this can be addressed promptly
- Accuracy of assessments is crucial to measuring progress. The school will organise moderating sessions both internal and external. External will involve working alongside neighbouring schools and having access to the LA moderation meetings. In the summer term the current class teacher will agree end of year assessment judgements with the receiving teacher for September. These moderated and agreed assessments will form the baseline for the next academic year
- INSET for staff on assessing and agreeing judgements on children's achievements will be built into the CPD programme, and the school will build up a portfolio of assessed work to provide benchmarks for teacher assessment
- National tests: Statutory tests will be administered at the end of Key Stage 2. Teacher assessments in reading, writing and maths will be carried out at the end of KS1. The phonics

screening check will be carried out at the end of year 1. This will be carried out by the class teachers

- At the end of a term teachers will use the Chris Quigley Milestones to make assessments against ARE
- The assessment governor will hold a half termly meeting with the Headteacher to be updated with changes to assessment, targets, whole school, year group, class and vulnerable group data. The appropriate governor committee will have access to termly and end of year depersonalised data to enable them to ask challenging questions. The Headteacher report to Governors will have a data section at each Full Governing Body meeting.

It is recognised that summative assessment often provides a 'snapshot' view of a child's performance, and should be seen within the broader context of their achievements. It is crucial that the assessment test or task is designed to give all children the opportunity to demonstrate their learning and that the curriculum is rich to provide children with many opportunities to excel in all areas. Assessments will be adapted for pupils with special educational needs or with English as an additional language. Similarly, pupils who find it difficult to record their learning and understanding in writing will be assessed through other methods e.g. computer, audio, observation.

Assessment outcomes will be shared with parents through consultations and reports.

Tracking progress

The rigorous tracking of pupil progress will be enabled by an electronic target tracking program on the school's MIS. This program tracks progress of all pupils individually, collectively and in groups. A sophisticated filtering system enables all groups of children to be tracked, e.g. gender, date of birth, FSM, EAL etc. If analysis shows that certain groups or individuals are underachieving, early interventions will be put in place to meet the needs of the group more successfully.

Data is stored on a whole school cloud and can be accessed from anywhere. This facilitates sharing of data with parents and governors, and crucially means that class teachers can easily and regularly access the data for their class, and have ownership of it. It also enables easy transfer of data between schools at the end of Key Stage 2.

The MIS will provide data tracking tools from EYFS through the primary years.

There will be an assessment file for each cohort which will be passed to the receiving class teacher at the end of the year. June assessments will be moderated with the receiving class teacher to ensure that assessments are agreed to be accurate, and they will then form a secure baseline for progress in the following year.

Pupil Achievement Data System MIS

- The HfL Assessment system will be implemented for Y1 to Y6 for English and Maths
- Foundation Subjects – Chris Quigley milestones will be used for teachers to teach for and assess ARE. These judgements will be made from teacher observations and evidence in books
- This target setting and tracking of the data will be an integral part of the MIS
- The Headteacher and office manager will have complete control of the whole management of the system
- Class teachers will input the data
- The MIS will have all historic and live data for every pupil. This will be available for every new teacher
- The information will be shared with teachers, SLT, TA, Senco, LSA, Learning Mentor, parents, HIP, Governors (anonymous as required)

St John's will follow the key principles of Herts for Learning Assessment.

Assessment Criteria

This will be used by teachers in a formative way and be referred to frequently throughout the year. This summative assessment tool will be for reflecting on the 'big picture' of where a child is on their learning journey – once per term. These summative assessments will not be used in dialogue with pupils or parents about learning to avoid a fixed mindset approach. They will be used for recording attainment in the tracking system as a management tool.

This 'Big Picture' criteria will be used for teachers to consider a pupil's next steps and giving feedback; however the success criteria for a specific focus of learning will be the prime feedback to pupils.

We believe that teacher assessment, based on a wide range of good quality learning experiences, is a better way to track progress than administering lots of tests throughout a child's school career.

Key Aims of this System

The system is simple so to be understood at a glance by internal and external users of the data. It provides key performance indicators about the attainment and progress of our children, which we will use to inform self-evaluation and form a good starting point for demonstrating progress to Ofsted

Details of the System

There are key phases, within which there are several steps.

- Phase A relates to the typical expectations of children working in KS1 (Years 1 and 2).
- Phase B relates to the typical expectations of children working in lower KS2 (Y3/4).
- Phase C relates to the typical expectations of children working in upper KS2 (Y5/6).

Expected progress is one step per term.

To determine the phase/step which best describes a child's attainment:

- Teachers will use assessment criteria in the core subjects across KS1 and KS2. Their summative judgements will be based upon the extent to which a pupil is showing a secure grasp of those skills, using a 'best fit' approach
- Teachers will consider: the 'NOFAN' approach (which stands for Never, Occasionally, Frequently, Always, Naturally) – which represents the process of becoming secure in a new skill the overall proportion of the criteria in which a child is showing a secure grasp

A Year 1 teacher would then decide which of the following four descriptors is the best fit judgement for criteria in a particular subject area:

Entering	Developing	Securing	Mastering
Evidence of a few aspects of the criteria – up to about 25% of the criteria (may be occasional but not yet frequent) Secure	Secure in many aspects of the criteria – up to about 60%	Secure in most of the criteria – more than 60% and up to about 80%	Secure in all or almost all, of the criteria (and most likely showing 'glimmers' of the Y2 criteria)

N.B. Percentage figures shown are a guide only – a 'best fit' approach needs to be taken.

From Year 2 onwards, it is assumed that Entering in that year group's criteria overlaps with Mastering the previous year's criteria.

Children working below their chronological phase (except Phase A) will be assessed using the previous phase e.g. a child in Year 3 might be working at A5. We feel this language is preferable to saying they are 'working at the level of a typical Year 2 child'.

Children working below Phase A could be assessed using either:

- EYFS Outcomes statements (e.g. 40-60 month statements)
- P-scales (SEND pupils only)
- working below A0 due to having English as an additional language

System Abbreviations (SUGGESTED HEADER?)

Year 1:

A0 Y1 Entering

A1 Y1 Developing

A2 Y1 Securing

A3 Y1 Mastering/Y2 Entering

A4 Y2 Developing

A5 Y2 Securing

A6 Y2 Mastering/Y3 Entering

A+ Taking learning deeper and wider, exploring higher level thinking but within domain of the phase

B1 Y3 Developing

...and onwards to Phase C for years 5/6.

A child working at ARE will track as follows at the end of year:

Y1 A2 - Y2 A5 - Y3 B2 - Y4 B5 - Y5 C2 - Y6 C5

The National Interim Teacher Assessment Framework has just been launched and the HfL criteria expectations are changing to be in line. St John's will carefully monitor as the expectations alter over the coming academic years as the new curriculum is embedded and the assessment frames change to model this.

ANOTHER HEADER REQUIRED HERE TO CLARIFY POINTS BELOW

Gathering Prior Attainment from other schools

- Records will be requested of tracking and any statutory results
- Moderation between different systems to attain interpretation of different levelling systems
- Evidence of school work in books
- Conversations with previous teacher
- SEN – all previous paperwork and liaise with involved agencies

Information the school will provide for other institutions when the pupil leaves the school:

- Records of tracking and any statutory results will be forwarded
- Evidence of school work in books will be forwarded
- Invitation for conversation with class teacher
- SEN – all previous paperwork and involvement with agencies

EYFS Profile and Year 1 phonics screening – next steps:

- EYFS Profile and the Year 1 phonics check will be analysed for cohort and individual achievements and compared in a historic setting, compared to similar schools, Herts and national data.
- Areas for improvement/support will be identified and fed into the SDP

Target setting:

- Targets will be set every year for every child for reading, writing and maths
- For SEN there will also be smaller step by step targets set on time scales appropriate to individuals (IEPS)

- The SLT and class teachers will work together taking into account historic data, high expectations, ARE and knowledge of the child to set challenging targets
- This will start to evolve late in the summer term and be finalised early in the autumn term

Pupils involvement with target setting:

- From day one pupils will be taught about learning and be involved in achieving challenges, with reasons for learning being made explicit
- As the pupils mature, the language will formalise and they will be involved in discussions about high expectations and targets to achieve within given time frames
- During parent evenings, pupils will be involved in celebrating their achievements and planning their next steps
- Target setting will be in a learning language for the pupils and not a numerical level

Termly assessments:

- English and Maths - The HfL Assessment Tracking System will be used in Years 1-6 to identify the progress of and next steps for the pupils. At the end of each term judgements are made by class teachers and summarised on the HfL sheets and tracked and analysed on the MIS
- Foundation Subjects – Chris Quigley milestones will be used for teachers to teach for and assess ARE. These judgements will be made from teacher observations and evidence in books
- In KS2, exemplar SATS style questions will be used to support learning and for assessment opportunities
- Years 5 and 6 will experience test type situations to prepare them for end of key stage tests
- These will be used as learning opportunities and to plan relevant next steps

How will classwork and homework be used as a means of assessing pupil achievement and attainment through classwork and home learning:

- The cycle of planning, teaching and assessment from National Curriculum based frameworks will enable teachers to assess for ARE on evidence from books and knowledge of the child
- Home learning will be a tool for a balance of pre learning, over learning, open ended activities, individual and collaborative learning. As appropriate, teachers will be able to use it as an assessment tool for depth of learning

Feedback & Marking

In striving for 'educational excellence' and 'development of the whole child' the feedback and marking within school will be part of the positive learning culture where all are striving to improve, take on new challenges and extend learning.

The purpose of marking work is to assess the depth of learning that has taken place and to identify misconceptions to inform future teaching.

Aims:

Marking should:

- Provide meaningful feedback to the child which has an impact on learning
- Marking should be purposeful and manageable
- Highlight areas for development/improvement/correction thereby enabling the child to identify clear 'next steps'
- Enable the teacher to record progress related to learning objectives
- Inform future planning of lessons
- Be relevant – sometimes marking is not necessary

St John's Approaches to Marking and Feedback

- **Marking** is the annotating of a piece of written work, using words and/or symbols. It is usually in a written form, but can be verbal, especially for the younger children. Children need acknowledgement that their work is valued, but 'in-depth feedback' is given when appropriate. Less detailed marking is often supported by verbal feedback
- **Feedback** may consist of a dialogue between teacher and child, a group or a class, and will provide pupils with information about how they performed in relation to the learning intention, and the next steps necessary to improve the work. It may also be written with precise steps of how to improve the piece of work
- Written 'next steps in learning' will be provided in Literacy, Maths and in writing across the curriculum to further embed and extend learning
- Where possible, verbal feedback will be given to children during the lesson. Verbal feedback may be individual, group based, or to the whole class and may involve questioning to challenge the children to think deeper
- 'Light touch' marking will indicate that the child's work has been seen and monitored
- 'Deep marking' may occur at the end of a lesson or unit of work and will provide more detailed feedback for assessment purposes. It may involve 'next step' comments to clarify the learning or take it deeper
- It may involve indicating success with a highlight in pink (Tickled Pink), and next steps required will be highlighted in green (Green for Growth) on allocated pieces of work
- It may also include marking of skills and concepts taught elsewhere, for example high frequency words, spellings, punctuation, handwriting, layout, etc.

- Children should always be given time to read and respond to written marking, in order that the feedback provided has maximum impact on learning

Marking Guidelines

- Teachers will mark the work in black ink
- Children will edit their work using a different space, coloured pen/pencil
- Teaching Assistants should record the level of support given to the child in completing the work by annotating group/individual teaching plans

Marking Annotations (to be discussed with staff and amended accordingly to consensus)

✓	tick	Correct
✓✓		When a particular area is exceptional
•	dot	Incorrect / think again
~	squiggly line	Incorrect spelling
→	arrow	Next step comment
* / ✓	star / tick	Positive comment
○	Circle	Missing or incorrect capital letter or other punctuation
NP //	Double forward slash	Paragraphing
CH/S?		Check - does it make sense?
VF		Verbal feedback given

Self-Review and Peer Review

Sometimes children will mark their own work and that of their peers.

Children are encouraged to self-assess/reflect on their own learning with a choice of three faces:

:) I am proud this is my best work

:| I can do better, this can be improved

:(I have struggled and need further support

And/or brief comments depending on the context of the work:

- A positive about successful skills/outcomes and a suggestion for how to improve
- Peer assessment will be guided by the class teacher, given purpose and positive and constructive next step comments encouraged
- Peer feedback may be verbal or written
- Dialogue about learning is an important skill that we seek to develop throughout school and peer review will be part of the learning culture
- It is helpful if the child-reviewer initials any comments

Next Steps

Next step marking may be verbal or written.

Next step marking will address the need to further embed basic key skills, the learning objective or extension work.

Next step marking may be whole class, group or individual.

The teacher will decide according to the individual needs of the child.

Next step marking must respond to the outcomes during or after a lesson.

It must not be formulaic.

Subject Specific Vocabulary

When marking work in a subject such as science teachers may concentrate on correction of scientific vocabulary specifically, instead of correcting more general spelling errors. Where children attempt to use new terminology this should be noted and applauded. We seek to introduce technical and complex language from an early age to support the development of a language for learning.

Summative feedback

Comments should *avoid* feedback that implies innate ability e.g. 'You are really good at this!' Feedback should offer comments on effort and engagement with the process e.g.:

- 'I can see that challenging yourself has really helped you to think today'
- 'You have applied the embedded clause skills to improve the detail in your writing'

It is helpful to record if a child shows 'secure' understanding.

Formal Assessment

National Curriculum tests (SATs) are to be administered in accordance with statutory national policy for Year 2 and 6. The Year 1 phonic screening test will be administered in accordance with statutory national policy

Responsibility

- The Headteacher has overall responsibility for ensuring effective assessment procedures are having impact on improving teaching and learning
- Governors are responsible for challenging practices and ensuring accountability
- Class teachers will have responsibilities for ensuring their daily practice supports the school policies
- As the school grows an Assessment leader and/or Key Stage Leaders will work together to ensure procedures throughout whole school are robust and evaluate for further improvements

Monitoring and Evaluation

The Headteacher will currently be the assessment lead and will take responsibility for all systems and procedures. The Headteacher will report to Governors in Headteacher reports and will liaise closely with the Assessment Governor. Governors will have access to the Governor Dashboard and RAISEonline and there will be specific agenda items for the Governors to challenge on target setting and school data.

Signed and date	The policy document must be signed and dated by the head teacher and chair of governing body. A review date should also be stated.
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Legislation:

Academies Act 2010

Education Act (2005) Section 5

School Standards and Framework Act 1998

Education Act 1996

Learning and Skills Act 2002

Funding Agreement 2013

Websites

www.ofqual.gov.uk

www.ofsted.gov.uk

www.education.gov.uk

Statutory guidance

Statutory Framework for the Early Years Foundation Stage 2015

EYFS Profile 2016 Handbook

Ofsted School Inspections Handbook: Evaluation Schedule 2015

2016 Assessment and Reporting Arrangements (annually published) EYFS, KS1, KS2, (as appropriate to age of pupils on roll)