



GREENFYLDE CHURCH OF ENGLAND FIRST SCHOOL
including Sunny Ile and Cygnets Pre-School



Policy: Assessment Policy

(inc Recording, Reporting, Editing, Feedback, Marking and Presentation)

Date of review: December 2021

Version number: 8

Date of last review: December 2020

Changes from last review:

Extension with no changes until 31.08.22 for the life of Greenfylde C of E First School

Print Name: Guy Adams

Position: Chair of Governors

Date: 9.12.21

Our Vision

Our doors are open – everyone is welcome in Greenfylde C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.

'...life in all its fullness' John 10:10

Caring

Friendly

Thank



Greenfylde Church of England First School

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School Ethos

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning of faith and promotes Christian values through the experience it offers pupils. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child. We strive for a safe, secure and positive learning environment, in which all learners can thrive.

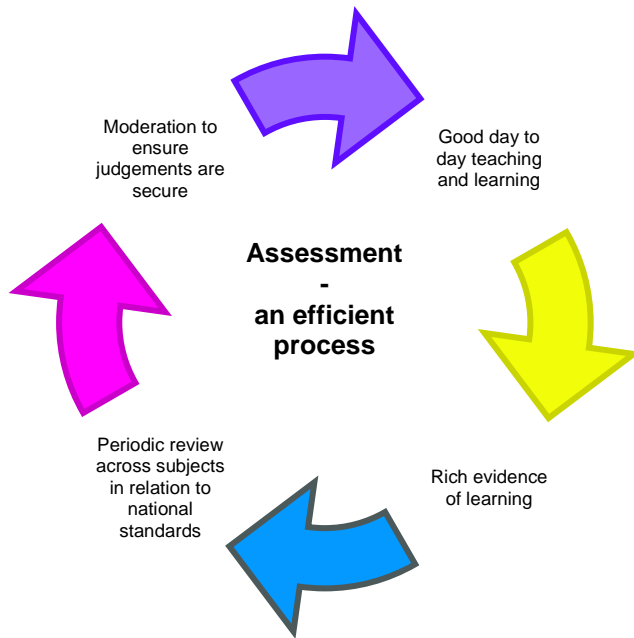
At Greenfylde School all staff believe that assessment is an integral part of the teaching and learning process. The main purpose of assessment is to improve the quality of children’s learning and standards of achievement.

Assessment is, therefore, an important tool for teachers in supporting children in their learning. Information gathered from assessment is recorded and is used to monitor children’s progress and attainment throughout an academic year and also from year to year. The information is also used as a basis for reporting to parents and producing individual and school based targets for achievement.

Assessment at Greenfylde aims to:

- ❖ Actively involve all learners by engaging children in discussion of their learning and associated work.
- ❖ Be central to the learning process and help plan the next steps.
- ❖ Be based on information that is both relevant and manageable through formal and informal assessment.
- ❖ Identify needs, motivate learners and celebrate achievement through regular marking/assessment of pupils’ work, with feedback of celebratory comments and constructive feedback.
- ❖ Gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform strategic planning.
- ❖ Inform Parents and Carers about their child’s current achievement and the progress they are making.

Please note that during this academic year with Covid 19 some small adaptations may be required to ensure we comply with Government safety guidance.



From Rebecca Cosgrove, Babcock Education 2015

What is Assessment?

- ❖ Assessment should be diagnostic and enable teachers to plan next steps and adapt future teaching to meet needs.
- ❖ Assessment is about drawing together information to build a picture and make an overall judgement.
- ❖ Progress is evidenced by children becoming more consistent, independent and confident.

Good day to day teaching and learning

- ❖ Assessment forms a key part in every teaching sequence in school.
- ❖ At the start of a task, elicitation tasks may be used to give an indication of any gaps/misconceptions the pupils may have so that these can become a focus in the main part of the teaching sequence, as well as providing a reference for assessment at the end of the sequence.
- ❖ Teaching and learning tasks need to give children the opportunity to explain their thinking and demonstrate understanding in different representations e.g.
 - Concrete materials
 - Pictures
 - Language
 - Symbols
 - Context
- ❖ Teachers need to ensure that children have clear success criteria for these tasks in order for assessment to be effective.

Rich evidence

We gather evidence for assessment in a variety of ways. Having this multiplicity of options allows us to respond to children's varying needs and have evidence appropriate and connected to the learning task being undertaken.

- ❖ Observation of child during child and adult initiated activities
- ❖ Questioning to probe understanding
- ❖ Cross curricular work

- ❖ Evidence collected from teachers, other adults in class, pupils and parents
- ❖ Talking to a child
- ❖ Self-assessment

Work in books is not enough, teachers must know the rest of the story about the child's development e.g. how they did the learning task (VAK).

Periodic review across subjects in relation to national standards

- ❖ Every term our pupils are assessed in all subjects against age expectations in the National Curriculum.
- ❖ These are especially key in English and Mathematics where assessments help us to monitor the progress of individuals, key groups e.g. Pupil Premium children and use this data to organize effective early intervention.
- ❖ Early years pupils are assessed at the start of the year and throughout the year against the expectations in the Early Years Profile.
- ❖ Children who receive teaching for the phases in Phonics development are also assessed termly and pupils in Year 1 sit the Government Phonics Screener in the Summer term. Those who do not meet the required standard will re-sit this in Year 2. These results are shared with parents. This year Year 2 will sit an additional test in the Autumn term for the one missed due to Covid 19.
- ❖ Children in Year 2 will sit the national SATs tests in their Summer term. These are currently based on teacher assessments and we aim to make these part of normal teaching and learning so that the children are not put under any undue pressure and are encouraged to perform their best. These results are also shared with parents along with data about National expectations.
- ❖ Children in Year 4 will sit the multiplication screener for the first time in the Summer term of 2021.

Moderation to ensure judgements are secure

As a school we moderate our judgements in the following ways:

- ❖ Within key stage teams during PPA (Planning, preparation and assessment time).
- ❖ Termly within our school with staff undertaking professional dialogue about the evidence to show progress and attainment.
- ❖ Termly with other local First Schools and across key stage 2 with our local Middle School.
- ❖ Looking at exemplar materials available from County and subject specific teacher groups.
- ❖ Through termly moderation and work scrutiny by our County based School Advisor.

Assessment records

Records about each child are kept for a variety of reasons. They should be accessible and informative and should be easy to maintain. They should aim:

- ❖ to describe a child's attainment
- ❖ to indicate a child's future needs
- ❖ to show a child's progress over a period of time
- ❖ to help teachers plan suitable activities for individuals / groups
- ❖ to provide the basis of reports for parents and other interested bodies

At Greenfyld we have decided to have detailed records for the core subjects with particular emphasis on Maths and English.

The Keeping of Records

We keep ongoing pupil records that include:

- ❖ entry information, age, family, etc.
- ❖ Foundation Stage profile
- ❖ copies of annual reports to parents
- ❖ SATs and other test results
- ❖ records of progress and attainment in the national curriculum
- ❖ reports and assessments carried out by outside agencies.

Where these are kept electronically we follow appropriate data protection guidance.

Reporting

Reporting not only fulfills legal requirements but also is a vital part of our relationship with parents and the wider community, serving to support and promote the child's learning. Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences. As well as the day to day informal contact with teachers, parents are invited into school to have formal meetings and reports.

- ❖ A parents' evening is held in the Autumn and Spring terms.
- ❖ Parents are offered an opportunity once a term to see their child's work either through My Learning Week books or during Parents' Evenings.
- ❖ In the Summer Term parents are sent a written report with the opportunity to discuss it with the class teacher if required. Reports balance an assessment against age expectations for each subject with a report of the pupils' effort and enthusiasm for learning.
- ❖ Parents of children with special needs are invited in to discuss their children's progress and their learning plan with the teacher and SENCO as appropriate.
- ❖ Year 2 children will have their teacher assessment results from the End of Key Stage 1 assessments included in their reports in the summer term reports.
- ❖ Year 1 children will have their phonics screener results included in their summer term report and Year 2 children if they have undertaken a re-sit.
- ❖ Reception children will have the results of their EYFS Profile included in their summer term report.
- ❖ Year 4 children will have the results of their multiplication screener included in their summer term report.

Marking and feedback

At Greenfyld marking is underpinned by the evidence of best practice and has a number of core principles:

- ❖ It should redirect or focus the teacher's or learners actions to achieve the goal.
- ❖ Be specific, clear and accurate
- ❖ Encourage and support further effort
- ❖ Put the onus on students to correct their own mistakes rather than just provide the correct answers.
- ❖ Alert the teachers to misconceptions that can be immediately addressed or addressed in the next session.

It is vital that the teachers evaluate the work that the children undertake in lessons and use the information obtained from this to allow them to adjust their teaching.

Feedback occurs

- ❖ Immediately at the point of teaching
- ❖ At the end of a lesson or task
- ❖ Summatively – where specific tasks are given to check if a child has securely mastered the material.

How do we mark children's work?

Children's work needs to be marked in a colour that can be clearly seen.

The school makes use of a variety of forms of marking/feedback:

Oral Feedback

Children should receive regular oral feedback. This may be to correct a child's understanding or to extend the child's learning. The work will then be marked using the code in appendix 1.

During lessons, the teacher and LSA will sit with different groups and be giving feedback throughout the session to the children. This may be marked with pink and green highlighters to give immediate visual prompts for the child.

During the lesson the teacher may give feedback to other children and annotate the side of the work where the feedback was given so they can later identify where the child was working independently and when they had support/prompts. In Early Years, the children work mostly in small groups. The teacher will always discuss the work with the child and give feedback orally, therefore, aspects of the marking code are not appropriate, and work may be neither ticked nor initialed. Written comments are not usually used as feedback for the child but may:

- Provide an explanation of what the child has produced (e.g. A description of a picture; a comment made by the child about the picture; the writing decoded for others to read.)
- Highlight an objective that the child has met or on progress that has been made.

Appendix 1 shows the codes used in Early Years .

Teachers employ differentiation of feedback in a manageable way and at the same time ensure that pupils know they can move forward. This can be achieved by modifying the comments made to suit the ability and age of the pupils.

Summative Feedback / Marking

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children as a result of discussion. Where the work has seen significant adult input/support, it should be indicated using the agreed codes.

Formative Feedback / Marking

Some pieces will be marked in greater detail and should always relate to the learning objective and any success criteria formulated as part of the lesson or unit of work. Marking should provide a focused comment which should help the child to understand what they need to do to improve their work next time. The WALT should be starred to show that the objective has been achieved.

Improvement Prompts /Next steps

- Reminder prompt: linked to success criteria and L.O. e.g, Say more about..... Explain this for me....
- Scaffolded prompt : A sentence given by teacher with missing words or an open ended question e.g, Could you try and make the ending more interesting? Describe the...
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.

Shared feedback

Teachers sometimes use a piece of work from a child (with their agreement) to mark as a class/group, on the white board. This enables the teacher to model the marking process and teaches particular points at the same time.

Acknowledgement marking

Work is simply ticked to show that the teacher has seen the work. A stamp, sticker or encouragement comment such as 'well done' or 'an excellent piece of work' may be added as appropriate.

This type of marking is suitable where there has been whole-class oral feedback that has achieved a satisfactory level of understanding. It may also be appropriate when other groups in the class are being marked in a more detailed way, on a rotation basis.

Spellings and Grammar

Children will be encouraged to use correct spelling rules and grammar.

As part of the editing process children will be allowed time to edit and proof read their work.

Editing

Proof reading and editing skills will be taught from EYFS through to Yr 4

Editing is allowing the children to change and improve the content and structure of their work.

Proof reading is checking that spelling and punctuation are correct.

The children may work individually or as part of a pair or small group. They may follow a list or use editing stations. (see appendix 3)

Appropriate resources for the year group should be easily accessible. A list of non-negotiables agreed for each year group should be on display in the classrooms including Capital letters, full stops and other punctuation. Correct formation /joined formation, spacing, key words as appropriate to the age group.

Until the children have proof read their work and had a chance to edit it and are happy that they have completely finished, the work is still considered to be independent.

After the work has been edited then the adult will mark the work appropriately.

Subject-specific vocabulary spelling will be corrected, as will words at an appropriate level for the child. For example, in a science lesson, scientific vocabulary will be corrected alongside words appropriate to the child's ability. Teachers will use their professional judgement to avoid 'over-marking' grammatical or spelling errors. The corrected word will be recorded in the piece of work by the teacher.

Polishing Pens

Polishing pens will be used by the children to make corrections and improvements to their work in response to final teacher marking.

Where teachers have identified grammar and punctuation errors, these will be highlighted as in appendix 1 so that the children can see clearly where the alterations need to be made.

Marking of Homework

When marking homework, teachers will ensure that individual efforts are acknowledged and praised. Comments will refer specifically to the content of the homework. Marking of homework will also serve to inform parents about a teacher's expectations. All other aspects of the marking and feedback policy also apply to homework.

The Role of Marking in Celebrating Achievement

Self-esteem is a significant factor in being a successful learner and high expectations can only be fulfilled if self-esteem is also being developed.

All achievements are linked, as each builds further confidence in future goals; links should be made explicit to children.

Children should see learning as a continuum, in which they gradually progress.

Some pupils may prefer to celebrate achievements privately, rather than publicly.

Achievements will be celebrated through whole school and classroom based reward.

Appendix 1 – Agreed Marking Symbols

Verbal feedback given as the lesson progresses and who by.

* Objective met (star placed by objective on work)

vV Indicate something very good

// new paragraph / new line

/ finger space required

ns next steps (KS2)



next steps (KS1)

Spellings:

KS1 – underline word spelt incorrectly and write out whole word

KS1 (when ready) & KS2 – underline word spelt incorrectly, put sp in the margin, children to find word spelt incorrectly and correct.

Indicates letter case is wrong/numeral reversed

Indicates punctuation errors or area of error in maths

In Maths:

√ calculation or problem is correct

. calculation needs correcting

Volunteer support for task

Completed individually

Paired work

Adult Initiated Child Initiated EYFS ONLY

Self-assessment:

😊 means I understood this learning and I've achieved my WALT.

😐 means I achieved some aspects of the WALT but I'm not sure about some of this learning.

😞 means I don't feel confident with this learning. I'd like the chance to have another go.

Or traffic lights where green, amber and red reflect the statements above

Highlighter pens for Literacy:

Pink - this is good work – tickled pink

Green - please perfect it – green for growth

Appendix 2 – presentation

Philosophy and Purpose

At Greenfylde Church of England First School we believe it is important that children:

- Take pride in their work.
- Present work in a manner appropriate to the subject, the purpose and the audience for which it is intended.
- Be taught presentation skills in a planned way, with progression and continuity across all key stages.
- Have high quality materials appropriate to age and need.
- Are encouraged to appreciate their materials and look after them.
- Are made aware of the expectations which should be appropriate to age and ability.
- Are positively encouraged to consistently achieve the standards set.

The following sets out the guidelines for setting out and presentation for all key stages:

- Work will usually be dated using the short date. Long date in English at KS2 (unless a continuous piece of work extended over a number of days).
- The date will be underlined in Key Stage 2
- The WALT (We are learning to) or title will be underlined if written by the pupils. Generally this will be from Year 3 onwards or as appropriate to children’s developmental level.
- A line will be missed after the date.
- A line will be missed after the title.
- Before a new paragraph is started a line will be missed.
- Where speech marks are used every new speaker has a new line.
- Work will be aligned to the left hand margin (no gap at the edge).
- The last piece of work will be ruled off and another line will be missed before beginning new work.
- In Maths books, where squared paper is used, one square will be used for one digit/symbol.
- Circle around question numbers.
- Foundation to Y2/3 pupils will write in pencil; crayons and felt tipped pens will not be used for formal written work.
- Pupils may use pen for written work from Y3, initially for display and handwriting work. The teacher will decide when work will be written in pen.
- All diagrams will be in pencil.
- Errors should have a single line through them.
- Erasers will be used sparingly at the teacher’s discretion.

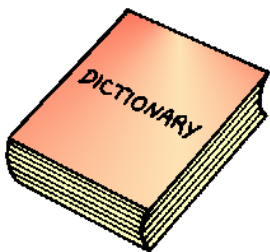
Appendix 3

Editor checklist 1

- What do you like about the writing?
- What has the writer done well?



- Does it all make sense?
- Are there interesting words?



Proof Reading

- Punctuation?
- Are words spelt correctly

EDITING PUZZLE.

When you have finished your writing, check through and see how many piece of the jigsaw you can complete to improve your work. Ask a partner to check it for you.



Spelling checker

Check tricky spellings using a dictionary or word mat.

Punctuation checker

Check capital letters and full stops.

Word checker

Change two words for more interesting ones.

Sense Checker

Read your writing to a partner, change anything that doesn't make sense.

Positives

What do you like about the work?
What has been done well?

Adjective checker

Add two adjectives to describe.

Aa Bc Cc

. , ? !

Verb checker

Change two doing words for more powerful ones.

spelling ✓

Sentence Checker

Add an adverbial, -ing word, simile or conjunction to open a sentence.

Conjunction checker

Check you have different conjunctions joining parts of a sentence.

