

Rhodes Avenue School
Planning, Assessment and Marking Policy
Autumn 2019

Introduction

This policy sets out a framework within which accurate and consistent assessments of each child's progress across the curriculum can be monitored; the outcome of which informs future planning, teaching and learning.

Aims

- To maintain accurate levels of attainment of individual children
- To enhance appropriate educational provision for individual children
- To follow the assessment cycle: observe – assess - plan
- To ensure that the processes of planning, assessment, marking and record keeping are manageable;
- To facilitate the identification of achievable and challenging targets for each child;
- To enhance consistency in assessing achievement and setting targets;
- To provide diagnostic verbal/written feedback;
- To support children to correct/improve their work against a success criteria.

Rationale

Our school's assessment of pupil's progress celebrates success and it lies at the heart of the process of promoting children's learning. It provides a framework for setting educational objectives and monitoring and communicating children's progress.

Assessment is an essential part of all teaching strategies to help identify areas for development and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgement. In line with our Equalities Policy, our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Early Years Foundation Stage Planning, Assessment and Reporting

Assessment in the Early Years Foundation Stage is constructive and always used to inform planning. The cycle of observe, assess, then plan is continuously followed. Assessment is carried out through observations - both informal and planned. The majority of assessments (at least 80% as recommended by the NAA/QCA) are made whilst the child is involved in child-initiated experiences. A planned observation is made for each child on a rota basis. All practitioners focus on a particular number of children (3 per week in Nursery, 3 per week in each Reception class). The names of the 'observation' and 'focus' children are recorded on the weekly planning sheets as well as on display in the classroom and in the Reception Activity Street. The staff will discuss the observations made and next steps and areas of interest are noted and added to subsequent planning.

A question sheet (available in multiple languages) is also sent to the parent/carer of the 'observation' child. This helps practitioners find out about the child's interests at home. Their parent/carer's comments along with teachers/nursery nurses observations can help to set up activities that motivate the child and help towards their development. The question sheet and discussions with parents also help practitioners to collect evidence towards the Early Learning Goals. In addition spontaneous observations of all children are collated on the online learning journal Tapestry.

Teacher knowledge, observations and evidence collated from Tapestry can be used to make an

overall judgment on attainment on the school's assessment system, Target Tracker. In both Nursery and Reception children's experiences at school are shared with parents/carers via Tapestry. Tapestry acts as a child's 'special book'. Tapestry is then used by the subsequent Reception class teacher in transition to the Reception Year for children who have attended the school nursery.

The Reception practitioners use the statutory EYFS Profile to monitor children's progress in the 17 Early Learning Goals. Rhodes Avenue Primary School uses the Target Tracker assessment software to enable the assessment data of all children to be explored for trends, aiding in the planning process. The practitioners monitor the progress of individuals and cohorts of children in order to identify areas of strength and of those they want to develop further. Assessments in Reception are quality assured by the Reception Year Leader on a half-termly basis and externally by the Local Authority's Early Years Advisors on a three-year cycle. In the Reception class evidence is used to complete the Early Years Foundation Stage Profile for each child and data from this is passed to the Borough at the end of the Reception year. It is also passed onto and discussed with the receiving Year 1 teachers in order to aid transition into and plan for the Year 1 curriculum.

In Reception, work samples are kept to pass on to the receiving teacher. These may include a running record for reading, letters and sounds assessment, key word assessment, writing sample and a Mathematics assessment.

Parents/carers receive one written report at the end of the Nursery and Reception year. For Reception this includes the assessment level, as emerging, expected or exceeding, for each of the 17 Early Learning Goals and general statements about the child.

KS1 and KS2 Planning, Assessment and Reporting

Key Stage 1 and 2 teachers are legally required to follow the National curriculum 2014 which sets out the programmes of study, on the basis of key stages, subject content for core and other foundation subjects that should be taught to all pupils. Teachers plan a broad and balanced curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of our pupils;
- prepares pupils for the opportunities, responsibilities and experiences of later life;

through the following documents:

Curriculum Overviews

- identify the National Curriculum areas covered each term;

Medium Term plans

- outline the skills, knowledge and processes that will be taught;

English Planning

English medium term planning starts with a quality core text. These core texts are used to plan units of work which often link closely with the topic. Medium term plans show a

grammar focus, spelling focus and which genres will be covered The plans break down the lessons into detailed daily planning of what learning intentions will be covered and what activities the children will complete to achieve this learning. Differentiation, key questions, misconceptions and information for Teaching Assistants will be found on the plan.

Maths Planning

Maths medium term planning comes from the NCTEM and White Rose Maths teaching sequences which order the statements from the National Curriculum. From 2018 Rhodes Avenue has been using the White Rose Small Steps which break it down further. Weekly plans break down the medium terms plans by showing specific skills and learning intentions and the activities that will accomplish these. Detailed Smart Notebooks form part of this with key questions and the flow and differentiation mapped out.

Mastery

Mastery methods will be incorporated into planning based on the NCTEM documents for each year group and the White Rose mastery documents.

Marking

Practice

To promote enriching feedback and marking teachers will:

- use child friendly learning intentions;
- provide success criteria that children can assess themselves against;
- make available opportunities for pupils to self assess their learning;
- grant time for improvement, in order to act on marking prompts, next steps or guidance;
- mark pupils' work promptly to ensure that it feeds into planning.

English Marking

Spelling, punctuation and handwriting will be corrected more fully when it is appropriate to the task. Corrections will be words that are useful to a specific context and/or are high frequency words lists or misspellings that indicate a common error in a particular word pattern.

Independent Writing

Guiding principles

- for each piece of independent writing there will be three feedback options (in rotation of 10 pupils at a time):
 1. Written teacher marking: Independent marking will be marked by staff in clear handwriting using a purple pen. Children will respond to this marking independently within one week. Children are encouraged to make their own improvements and additions to their writing once they have finished the teacher's suggestions. Books will be coded 'T'.
 2. Peer marking: Pupils will work in mixed ability pairs. The pupil who wrote the piece will

read it aloud to their partner and they will make the corrections in blue pen in their own book. The partner will make suggestions. Books will be coded 'P'.

3. Oral feedback: Pupils will each have 5 minutes with the teacher for a focussed feedback session. Books will be coded 'O'.

- the feedback lesson should come as soon as possible after the independent writing so that the work is fresh in children's minds;
- successful parts of the writing will be highlighted in yellow and annotated where appropriate;
- all independent writing tasks will have the success criteria available for reference, marking and pupil assessment;
- areas that need to be improved will be highlighted in green;
- marking will be focused with diagnostic comments that provide the next steps in learning.
- improvement prompts, for example:

Reminder prompts

A reiteration of the learning intention or reference to the success criteria (e.g. 'How could you make the story flow better?');

Scaffolded prompts

Teacher deciding what she/he would like the child to write with a degree of support/examples;

Example prompts

A choice of possible improvements (e.g. Choose one of these, or your own: 'He growled so loudly that the birds fell off the tree').

- next steps for learning will focus on grammar, the structure and the content
- of the writing;
- high frequency words and spelling rules will be the focus for any spelling corrections;
- children will be given time to respond to marking and to do their improvements;
- children will make their improvements in blue pen;
- pupils will be given a target for improvement and it will be written on top of the following page;
- pupils will complete a minimum of 6 pieces of extended writing per term.

Other English work

All work will be acknowledged. Teachers may choose to use marking code symbols so that children can edit and improve the accuracy of their writing. Teachers will use the *Traffic Lights System* when appropriate to assess children's attainment against the Learning Intention, e.g. sentence level work, word level work etc.

Maths Marking

The most preferential practice is marking with the children during a lesson, this will provide the conditions for immediate enriching feedback and opportunities for reinforcement and challenge. Outside of this is assessed with the *Traffic Lights System*. Work that has met the expectations is stamped green, amber for almost achieving expectations but where the errors may be arithmetical rather than conceptual and red for where a direct intervention may be needed. In line with the guidelines set out by the NCETM, teachers will endeavour to intervene on the same day or if it is a large group of pupils the errors will be addressed in the next lesson. In KS2, especially in 5 and 6 pupils mark their own learning as evidence shows this responsibility assists them in clarifying their facts, strategies and concepts.

Guiding principles

- when marking calculations, a tick will affirm success and a dot or cross will signify an error;
- children will be given opportunities to reflect on their work and feedback;
- In the junior years, children will begin to mark their own and their peers' learning regularly.

Science and Foundation Subjects Marking

Every piece of work should be acknowledged. Teachers will use the *Traffic Lights System* to assess children's attainment against the Learning Intention;

- Green – pupils have met the Learning Intention;
- Orange – pupils are making progress towards meeting the Learning Intention or have partially met it;
- Red – pupils need further support to meet the Learning Intention.

Marking will be specific to the objective of the lesson (subject knowledge focus) or the 'Working Scientifically' skills. Focused marking and/or feedback will be related to objectives of the lesson and not necessarily based upon punctuation and spelling. However spelling, punctuation and handwriting errors can be identified where appropriate. Spelling corrections will be words that are useful to a specific context and/or are high frequency words.

Investigation marking

At least one investigation per half term should be marked in detail with feedback provided to children on their successes and the opportunity given to make improvements to their work. For example; explaining 'why' (KS1) or adding scientific knowledge to predictions (KS2).

Deeper Learning

There should be evidence of deeper learning questions in books while also ensuring pupils are being given time to respond to these questions using blue pen. These do not need to be evident in every piece of work or every book but there should be a selection of these questions particularly for those who are being encouraged to work at the "Greater Depth" standard.

Foundation Subject Marking

Teachers will use the *Traffic Lights System* to assess children's attainment against the Learning Intention:

- Green – pupils have met the Learning Intention;
- Orange – pupils are making progress towards meeting the Learning Intention or have partially met it;
- Red – pupils need further support to meet the Learning Intention.

Learning Intentions should match closely with the skills from the Skills Ladder matrixes as these form the basis of the end of year assessments for Foundation Subjects.

Where appropriate, teachers should use a comment or question – in purple pen – to encourage deeper thinking or extended understanding and allow pupils time to respond using their blue pens. The 'blue pen' questions do not have to be for all pupils in a group or for every piece of work but should encourage 'Greater Depth' thinking where relevant.

Early Years Foundation Stage Marking

In the Early Years Foundation Stage verbal feedback to all pupils is continuous. Feedback is seen as a positive reinforcement strategy, to provide motivation and develop self-esteem. In Reception, work is mostly marked with the child present to allow dialogue and interaction. Teachers use a yellow highlighter to demonstrate success and a green highlighter supported by visual clues (e.g. use of marking stamps) to outline the next steps in their learning. Children's written work in 'Mark Making Books' is marked by staff in clear handwriting using a purple pen.

Support staff and supply teacher Marking

All work that is marked by a teaching assistant will be initialed 'TA'. If a child receives support with a piece of work, support staff will record that assistance was given to complete work. For some children a code may also be used on a piece of work to signal the level of independence when completing a task. Supply teachers or covering in-house staff will mark the work set and write their initials to signify their feedback.

KS1 and KS2 Assessment

Teachers Notes record other important information about children in the class.

Class Tests show how children are progressing.

Standardised Tests show the level children are achieving compared with other children in the country.

Assessment Folders contain hard copies of relevant assessment evidence. These folders are monitored by the Assessment Leader.

Target Tracker Software Program is the school's assessment system and tracks pupil progress throughout the school.

Monitoring of planning, teaching and assessment ensures progression and high standards across the school.

The SEN/D Register and SEN Support Plans ensure that children are supported appropriately and their needs assessed regularly.

Cumulative Annual Reports show targets, coverage and assessment in all subjects and are discussed with parents each term.

Pupil progress meetings with class teachers, the Inclusion Manager and the Headteacher are held each term.

English Assessment (See Appendix)

Maths Assessment (See Appendix)

NOTE

Maths SATs have an arithmetic paper and two reasoning papers, with scores combined to produce a summative score. This will be assessed against a standard score.

Moderation/Standardisation

The process of moderation is an essential part of the assessment system. Teachers are involved in the process to make sure that they agree the criteria for each level. They are involved in the following ways:

- with colleagues in school (and sometimes with colleagues from other schools within the LA)
- by attending LA/CPD sessions to ensure that their judgments are in line with other schools
- by using the QCA, APP and SATs exemplification materials

Links to other policies

- Teaching and Learning Policy
- Curriculum Policy
- Core subject Policies
- EYFS Policy
- Transition Policy
- SEN/D Policy

Reports to Parents

Reporting is both verbal and written, three Parents' Meetings (Autumn, Spring, Summer) provide the opportunity for teachers to discuss pupil attainment and progress with parents/carers. In KS1 and KS2, teachers prepare a written assessment report in the Autumn and Spring terms and this provides an overview of pupil performance in English and Maths. In the summer term, the core and the foundation subjects are written for the *Annual Report to Parents* and an overall statement of attainment is provided by the class teacher.

Transition of Assessment Data (refer to Transition Policy)

At the end of the academic year there are two staff meetings available for teachers to discuss the transition of their pupils to the next class. Pupils' individual assessment data is passed-on to the next class teacher at these meetings. Year 6 teachers send on all their assessment data plus any hard copy files to their pupils' secondary schools.

Procedures for policy monitoring and dissemination

The policy statement will be reviewed according to the Curriculum Committee's Schedule of Policies. All members of staff and governors will receive a copy of this policy. Copies are available to parents on request.

Staff responsible:

Headteacher
Assistant Head
EYFS Leader
English Subject Leaders
Maths Subject Leader
Science Subject Leader

1.) Assessment and Records Cycle

Assessment and Records Cycle		
Autumn Term	Folder	Events
	EYFS Baseline Assessments on Target Tracker	Baseline Assessment
	English	Core curriculum and Assessment Subject Leaders analyse SATs results
	Running Records (Year 1 and where needed in years 2 – 6 where children are not able to access year group test. Confirm/Review/Set new targets	Extended Writing Book Scrutiny Pupil Progress Meetings
	Maths	English and Maths Report for parents with targets Numeracy Book Scrutiny Parents' Meeting
	Year 1 – 6 White Rose Arithmetic and Reasoning papers, adapted by teachers. Data entered into Spreadsheets. Roughly between 40% and 80% expected standard. Above Greater depth, below Working towards.	Monitoring of assessment, purple and guided reading folders End of Autumn assessments on Target Tracker
	Science	
	KS1 and KS2- Rising Stars end of topic summative assessment KS1 and KS2- Working Scientifically skills recorded at the end of each half term using Target Tracker grid in books	
	Foundation Subjects	
	Highlight skills covered in yellow TA using tracking sheets in Red folder	
	SEN/EAL SEN Evaluation SEN Support Plans reviewed Annual Language Survey (EAL pupils)	

Assessment and Records Cycle		
Spring Term	Folder	Events
	<p>English</p> <p>Running Records (Year 1, and where needed in years 2 – 6 where children are not able to access year group test.</p> <p>Confirm/Review/Set new targets</p>	<p>Extended Writing Book Scrutiny Pupil Progress Meetings English and Maths Report for parents with targets Numeracy Book Scrutiny Parents' Meeting Monitoring of assessment, purple and guided reading folders</p> <p>End of Spring Term assessments on Target Tracker</p>
	<p>Maths</p> <p>As Autumn Term</p>	
	<p>Science</p> <p>KS1 and KS2- Rising Stars end of topic summative assessment KS1 and KS2- Working Scientifically skills recorded at the end of each half term using Target Tracker grid in books</p>	
	<p>Foundation Subjects</p> <p>Highlight skills covered in green TA using tracking sheets in Red folder</p>	
	<p>SEN/EAL</p> <p>IEP's reviewed</p>	

Assessment and Records Cycle		
Summer Term	Folder	Events
	English	Extended Writing Book Scrutiny Pupil Progress Meetings Numeracy Book Scrutiny Parents' Meeting Monitoring of assessment, purple and guided reading folders End of Year School Reports with attainment Targets for next academic year SATs result Transition Staff Meetings (Handing over of assessment data) Transition Meetings with secondary schools End of Summer Term assessments on Target Tracker
	Running Records (Year 1 and where needed in years 2 – 6 where children are not able to access year group test. Confirm/Review/Set new targets Optional SATs: Writing/Spelling/Reading in years 3,4 and 5.	
	Maths	
	As per Autumn and Spring Optional SATs in years 3,4 and 5.	
	Science	
	KS1 and KS2- Rising Stars end of topic summative assessment KS1 and KS2- Working Scientifically skills recorded at the end of each half term using Target Tracker grid in books KS1 and KS2 - Teacher assessment recorded on Target Tracker	
	Foundation Subjects	
	Highlight skills covered in pink TA using tracking sheets in Red folder	
	SEN/EAL	
	IEP's reviewed Annual reviews	