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**ST ALBAN’S CE (AIDED) PRIMARY SCHOOL**

 ***"Inspired to make a difference in God's world with excellence and love"***

**ASSESSMENT POLICY**

**(including Marking and Target Setting expectations)**

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| **DOCUMENT INFORMATION** |
| **Reviewed by:** | Standards committee |
| **Last Review:** | Summer 2022 | **Next Review:** | Summer 2024 |
| **Review Cycle:** | 2 yearly |  |  |

**Our approach to assessment**

* Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate to the needs of all pupils and that learners are making expected progress. Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan next steps in learning.
* All staff are regularly trained in our approach to assessment.
* A leader responsible for assessment co-ordinates the work of subject leaders.
* Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools both locally and nationally. We also use the outcomes of assessment to check and support our teaching standards and help us improve.

**Our method of assessment**

* We assess pupils against assessment criteria (derived from the National Curriculum), which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do at the end of each year. We call these ‘year group expectations’. These are broken down further to form precise learning objectives for individual lessons.
* We assess both formatively (on-going, day to day assessment of progress towards learning objectives to inform intervention within lessons and to inform planning of subsequent lessons) and summatively (at the end of each term and key stage). Statutory assessment criteria are used to make judgements at the end of the EYFS, KS1 and KS2 and include the Phonics check in KS1.
* Each pupil is assessed at the end of each term as either:

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| **Judgement** | Data entry code |
| **P level (1 -8)**  (Pupils with significant SEND) | P |
| **Working towards** the curriculum (With the appropriate year group selected; some pupils with SEND who are working below year group expectations) | WT |
| **Emerging (within year group expectations)**(This is the minimum expectation for the end of Autumn term to be ‘on track’ for secure at the end of the year) | E |
| **Developing** **(within year group expectations)**(This is the minimum expectation for the end of Spring term to be ‘on track’ for secure at the end of the year) | D |
| **Secure (within year group expectations)**(This is the minimum expectation for the end of Summer term) | S |
| **Greater Depth** **(within year group expectations)** | M |

* For those pupils meeting and exceeding the expected standards, we provide more challenging work. This will take the form of learning opportunities that allow children to apply learnt skills in a range of more challenging contexts and opportunities to develop greater depth of learning within the curriculum for their year group.
* Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing. (Tests chosen in Reading and Maths will produce a standardised score for pupils to inform end of term teacher judgements).
* Assessment judgements are moderated by colleagues in school and by colleagues in other schools to ensure our assessments are fair, reliable and valid. External moderation in the EYFS, Year 2 and Year 6 will take place according to the Local Authority’s timetable.
* Termly judgements are recorded using the SIMS management information system. In addition to the overall judgement recorded for subjects in the autumn and spring term, in the summer term teachers record judgements against ke*y* descriptors for each subject to provide a detailed overview of each pupil’s achievement. This is incorporated into the annual report to parents.

**Our use of assessment**

* Teachers and leaders use the outcomes of assessment to summarise and analyse attainment and progress for all pupils and classes to ensure that pupils are making appropriate progress and that all pupils are suitably stretched and supported.
* Teachers use formative and summative assessment information to plan the learning for every pupil to ensure they meet or exceed expectations by the end of the year/key stage.
* The information from assessment is communicated to parents and pupils on a termly basis through a parents’ evening in the autumn and spring terms and a written report in the summer term. Parents and pupils will receive indications of what they need to do next each term (autumn, spring) and a qualitative written profile of what has been achieved (summer term)
* Our ‘marking and feedback guidelines’ detail how pupils will receive regular assessment feedback from their teachers, including how they will be set short-term targets for improvement.
* We recognise and celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development. Our assessments will help us to ensure that our curriculum is broad and balanced, giving children opportunities to demonstrate what they can do.
* Subject leaders analyse assessment outcomes to inform their subject specific improvement plans and leaders analyse outcomes across the school to ensure that the school improvement plan each year selects the most important aspects for development.

Appendix 1: Marking and target setting expectations

**Marking and target setting expectations**

Effective feedback and target setting ensures that children know what they have improved and what they need to do to improve further. Feedback comes in a variety of forms and is a regular part of every lesson. The best feedback, whether written or verbal, will give pupils a clear sense of how they can improve, with pupils responding and making progress as a result.

**Verbal feedback** will be the most frequent form of feedback as it has immediacy and relevance and leads to direct and timely pupil action. Verbal feedback may be directed to individuals or groups of pupils. It may or may not be planned for, but will be based on an accurate and strategic assessment for learning. Verbal feedback will not be recorded unless considered necessary by the teacher.

**Written feedback** comments will only be used when the teacher determines that it is the most effective and relevant type of feedback in the context. In most contexts it will be the least frequently used form of feedback. All work will however be acknowledged in some way by a pupil’s teacher. Written comments will not be used every time, with these used only when necessary to make a particular learning point and as part of developing the relationship between pupil and teacher (e.g. acknowledging effort when a LO has not been met).

Pupils may mark their own and other’s work at the discretion of their teacher (e.g. spelling or times table test). More in depth peer marking and review of work is also encouraged and pupils will be trained to do this from Year 1 onwards (summer term) so that by the time they reach upper Key Stage 2 they are able to provide constructive feedback to others.

Where pupils are asked to do something through a marking comment, time will be given for this to be done (and teachers will check that pupils have done this).

A pupil’s achievement will be reviewed in detail every term as a minimum (summative assessment) and this information will be used to inform planning.

The effectiveness of a teacher’s feedback will be judged according to the progress a pupil makes over time, not by the number or length of written marking comments.

Specific points:

1. Each piece of work will have a **Learning Objective** as the title and a date. The LO will be highlighted as pink or green, depending on if the pupil has met the objective or not. (Green - achieved, Pink - not yet achieved). Pupils will sometimes be involved in assessing the Learning Objective themselves. If this is the case, the teacher will ‘counter-sign’/check that they agree with the pupil’s self-assessment.
2. Longer writing pieces in English (the key texts taught as part of an English unit) will have **written** **success criteria** (traffic light system) that are assessed by both pupil and teacher. From this, areas for development will be identified.
3. Colours for marking will be consistent across the school and across subjects:

Adults: dark green pen for comments; green/pink highlighter for learning objectives.

**Adults marking work who are not a child’s normal class teacher will add their initials.**

Pupils: purple pen for marking, reviewing and improving their own and other’s work (initialling if they are marking someone else’s work). (Year 1 will be trained to be able to do this from the summer term).

1. **Spelling and secretarial features** (i.e. basic punctuation points and spelling): children will be taught the ‘non-negotiables’ for their year group and will be expected and trained to check their own work for these prior to handing it in to be marked. Teachers will use their professional judgement as to the quantity of errors to identify, depending on their knowledge of individual children.
2. Maths:
\*All calculations must be marked (either by pupils or teacher). Correct answers should be acknowledged with a tick ✓ Errors should be acknowledged with a dot When making corrections children will not rub out original answers.
\* Children will self-assess against the LO using traffic lights (red, orange, green). In KS2 children will be trained from Year 3 to write a brief sentence to support their choice of traffic light.
3. Where children have received a large amount of support in order to access a task, teachers will signal this with an ‘S’. (LOs may be assessed as pink in cases where children have completed a task correctly but with a high degree of support).
4. Where a LO has been assessed as not yet met (pink), there will be evidence in books that teachers have responded to this. For example, they may revisit the LO in the next lesson or during small group work, a written comment with actions for the child to complete, worked examples carried out during/after the lesson with teacher/TA, evidence of purple pen corrections carried out by the child etc).

**Early Years Foundation Stage (EYFS)**

Feedback expectations in the EYFS are adapted to suit the needs of our youngest learners:

* Verbal feedback and marking alongside pupils are key strategies in giving feedback in the EYFS.
* During the spring term, verbal feedback and ‘marking alongside’ will include opportunities for pupils to give their views as to whether they feel they have met the intended learning for that lesson (the learning objective is included on all pieces of written work/shared with pupils during lesson introductions). Staff will use questioning and begin to use the language of traffic lighting to help children begin to consider how they have done for themselves in preparation for self-assessment opportunities in Year 1 and beyond. (Green if the pupil feels they have achieved the objective, amber if they are nearly there, red if they were not able to achieve it).

**How are marking feedback and target setting linked?**

Effective feedback involves setting short term targets and goals for children that are systematically acted on by children and lead to improved progress; target setting, therefore, is an integral aspect of the marking and feedback process and is not undertaken as a separate activity.

Integrating target setting and regular feedback is particularly powerful as it allows pupils to give sufficient focus to the improvements they have to make on a daily basis which impacts powerfully on their learning progress over time (i.e. rather than trying to remember long term targets that may not be particularly related to all lessons). ‘Targets’ are also communicated clearly through individual lesson objectives and success criteria (‘steps to success’) so that children are absolutely clear in what they are trying to improve in every lesson.

**Feedback at St Alban’s CE Aided Primary School – all subjects (Pupil book copy)**

Effective feedback and target setting ensure that children know what they have improved and what they need to do to improve further.

* **Verbal feedback** will be the most frequent form of feedback as it has immediacy and relevance and leads to direct and timely pupil action. Verbal feedback will not be recorded unless considered necessary by the teacher.
* **Written feedback** comments will only be used when the teacher determines that it is the most effective and relevant type of feedback in the context. In most contexts it will be the least frequently used form of feedback.

In order to assess effectively, all lessons must have a precise learning objective. This is written as the title and the date is also always written.

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| **Adults marking my work** will mark in dark green, initial their marking (if they are not the class teacher) and use these codes: |
| Learning Objective | I have achieved the learning objective.  |
| Learning Objective | I have not yet achieved the learning objective. |
| There will be evidence in my book that my teacher has responded to this in some way. For example: * Revisiting the learning objective in the next lesson or during small group work
* A written comment with actions for me to complete
* Worked examples carried out with an adult
* Evidence of purple pen corrections I have carried out
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| S | I needed a lot of support. (If my work is correct, the learning objective may sometimes be pink if I needed a lot of support).  |
| VF | When I have spoken to an adult about my work, they will sometimes note this in my book. |
|  | In Maths all calculations will be marked with a tick or a dot, either by adults or children themselves. |
|  | In English **all** longer writing pieces (the key texts taught as part of an English unit) will have **written** **success criteria** (traffic light proforma) with key features that are assessed by me and my teacher.  From this, we will identify areas for my development. |
| Spelling and punctuation: I will be taught the ‘non-negotiables’ for my year group and will be expected to check my own work for these before handing it in. My teacher will use their judgement and knowledge of me as a learner when deciding how many errors to identify. |
| **When I am marking my work I will use:** |
|  | I have not understood this learning objective. |
|  | I am beginning to understand this learning objective but have made some mistakes. |
|  | I understand this learning objective. |
|  | I will use purple pen to edit and improve my work (and will be trained to begin to do this in the spring term of Year 1).In Maths I will not rub out my original answer. |