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Assessment Policy

Including marking and feedback policy as an appendix.

The staff at Edleston Primary School reviewed and adapted the Assessment curriculum in light of the changes to the National curriculum in September 2014.

The main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B have been removed.
- Edleston Primary will use a selection of assessment tools to assess what progress the children have made in the academic year.

“As part of our reforms to the National Curriculum, the current system of ‘levels’ used to report children’s attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil’s current level, rather than consider more broadly what the pupil can actually do.” (Department For Education Website)

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists staff in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At Edleston we ensure that the targets set for pupils are both realistic and challenging.

Principles of Assessment followed at Edleston

Assessment for learning or formative assessment

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. The goal is to monitor student learning to provide ongoing feedback that can be used by teachers to improve teaching and learning.

- **Assessment for learning should be part of effective planning of teaching and learning.**

All lessons should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. Assessment for learning is also used throughout the school via the Assertive Mentoring system and NFER where each pupil is regularly assessed on progress against NC Year Group targets in English, Maths and Science. Teaching has to be flexible to respond to initial and emerging ideas and skills. Feedback [written and verbal] is done in accordance with the school's Marking and feedback policy.

- **Assessment should take account of the importance of learner motivation**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting

- **Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed**

For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it.

- **Learners should receive constructive guidance about how to improve**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

- **Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.**

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment.

Formal Assessment

At Edlestone Primary , we use the following tools to support our judgements:

	Reading	Writing	Maths	Science
Rec	Baseline –e-profile AM maths termly test [starting December] e-profile used throughout the year against development matters. RWI half termly assessment			
Y1	RWI half termly assessment TA at end of Autumn and Spring term. Y1 Phonics screening Summer term NFER reading assessment.	Termly moderation [from December] – highlight Edlestone’s Interim Assessment Framework [kept in Extended Writing book] further exemplification found in The Literacy Company document. Fortnightly AM Grammar Hammer Test. CEW termly assessment	Fortnightly AM Skills Test AM half termly tests against year group objectives which inform end of term TA. Summer term NFER maths assessments. Place Value termly data KIRF half termly tracking Times tables termly tracking	AM termly Science test
Y2	RWI half termly assessment until off. Autumn term NFER reading assessment. Spring term KS1 past SATs tests Summer term – SATs. Y1 Phonics screening [termly re-test until pass]	Termly moderation – highlight STA’s Interim Teacher Assessment Framework [kept in Extended Writing book] further exemplification found in The Literacy Company document. Fortnightly AM Grammar Hammer Test. CEW termly assessment	Fortnightly AM Skills Test Autumn term NFER maths assessment. Spring term KS1 past SATs tests Summer term – SATs. Place Value termly data KIRF half termly tracking Times tables termly tracking	AM termly Science test
Y3	Termly NFER reading assessments.	Termly in-school moderation – highlight Edlestone’s Interim Teacher Assessment Framework [kept in Proud Piece book] further exemplification found in The Literacy Company document.	Fortnightly AM Skills Test Termly NFER maths assessments. KIRF half	AM termly Science test
Y4				AM termly Science test

Y5		Fortnightly AM Grammar Hammer Test. CEW termly assessment	termly tracking Times tables termly tracking	AM termly Science test
Y6	Termly – past reading papers	Termly moderation – minimum highlight ITAF sticker once each month in Proud Piece. Fortnightly AM Grammar Hammer Test. CEW termly assessment Cluster group moderation with local schools. In-school moderation KS2 SATs past papers and SPaG online.	Fortnightly AM Skills Test KS2 SATs past maths tests. White Rose termly tests against year group objectives. KIRF half termly tracking Times tables termly tracking	AM termly Science test

- NOTE - If a child is on a EHCP, or on SFP's the teacher will make a judgement as to whether it would be beneficial to sit the test, and use teacher assessment if not.
- From Y1-Y6 SPaG Grammar Hammer assessments and Maths weekly skills are used on a weekly basis [assertive mentoring]. These are used to teach the children skills in maths and spelling, grammar and punctuation and then used the following week as an assessment tool.
- At the end of each term data is collected on the number of CEW [common exception words] each child can spell, X tables that they know, and place value knowledge in KS1 [and Y3 if appropriate]. Progress against the KIRFs [key instant recall facts] is collected each half term.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are most able, is the responsibility of the class teacher in conjunction with the SENCo.

The SENCo, and where appropriate any outside agencies, are there to support the class teacher in

providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedures supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential.

Records and Information passed on from one year group to the next at the end of the Summer Term

- End of year assessments in reading, writing and maths
- SATs results
- For children on SEN provision data sheet/parent/carers' views, one-page profile, provision map

- SPaG data [assertive mentoring Grammar Hammer latest scores]
- Assertive mentoring science tests
- Safeguarding reports
- Foundation subjects assessments for individuals in terms of emerging, expected, exceeding.

Reports

- Parents receive a written record of their child's achievement in the second half of the summer term each year. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum as well as recognising personal and social development and achievements. Reports identify how each child is achieving compared with national expectations, ie Y5 exceeding expectations. We hold 2 Parents' Evenings and 1 open afternoon [Summer] to enable parents to discuss their child's attainment and progress.

Tracking pupil progress and attainment

- Every term, class teachers submit Teacher assessments in Writing, Reading and Maths. They work in teams to moderate samples of work in addition to the work scrutinies carried out by the Leadership Team and Subject Leaders.
- We use the following scales for assessment to show attainment and progress;

ES

Children are assessed against development matters / Early Learning Goals. Children's progress is recorded using a system which shows how many steps progress each child has made in each area of learning.

Y1

Baseline / autumn and Spring term- Expected progress is 1 point each term. If a child is at expected at the end of the autumn term they are on 10 points. If expected at the end of the spring term 11 points. At the end of the summer term writing is assessed in the same way, so expected attainment would be 12 points. In maths and reading NFER scores are used to calculate a standardised score for each child.

Y2

At the end of the autumn term the SS score will be used for reading and maths taken from the NFER tests. In writing expected is 13 points. At the end of the spring term previous SATs papers will be used to generate a SS, along with expected at writing being 14 points. At the end of the summer term KS1 SATs will generate a SS, alongside the TA in writing, where expected is 15 points.

Y3

At the end of all three terms the NFER tests for reading and maths will generate a SS for each child. In writing, where TA is used, expected will be 16 at the end of the autumn term, 17 at the end of the spring term and 18 at the end of the summer term.

Y4

At the end of all three terms the NFER tests for reading and maths will generate a SS for each child. In writing, where TA is used, expected will be 19 at the end of the autumn term, 20 at the end of the spring term and 21 at the end of the summer term.

Y5

At the end of all three terms the NFER tests for reading and maths will generate a SS for each child. In writing, where TA is used, expected will be 22 at the end of the autumn term, 23 at the end of the spring term and 24 at the end of the summer term.

Y6

At the end of the autumn and spring term the SS score will be used for reading and maths taken from previous SATs tests. Teacher assessments will be used in writing at the end of the autumn and spring term and expected is 25 [autumn] and 26 [spring]. At the end of the summer term KS2 SATs will generate a SS, alongside the TA in writing, where expected is 27 points.

We have decided to continue to use point scores in writing so that we can measure progress and it gives a clear indication of where a child is attaining [ie if they are 15, they are working at Y2 regardless of which year group they are in].

- Teachers will be teaching the curriculum of their year group. We are committed to ensuring that children have the depth of knowledge in their year group to enable them to fully understand the concepts they have been taught and so that they are able to use these skills and knowledge in different contexts. We will be teaching mastery and aim for 85% of all our children to have reached the expected mastery stage in each year group
- Assessments carried out [as detailed in the table on the previous 2 pages under – Formal assessments] are used as a diagnostic tool to move learning forward too. All assessments are analysed by teachers [on a question by question basis for each child] and target curricular targets which can be personalised for classes, groups or individuals. These are then used to inform provision and interventions.
- Assessments will inform the termly Teacher Assessments for core subjects [Reading, Writing, Maths]. This data is discussed each term, when the Leadership Team meet with teachers for a 'Pupil Progress meeting'. Prior to these meetings, the data is rigorously analysed and individuals and groups of pupils progress and attainment are on track. At the meeting, any child[ren] or groups of children who are not on track for either progress or attainment are discussed in detail. The outcomes from these meetings then inform the interventions and TA provision for the next term.
- Foundation Subjects are assessments submitted at the end of each academic year and given to Subject Leaders.

Foundation Stage

- FS assess every term against Development matters and follow the same rigorous analysis of data and discuss of progress and attainment at the Pupil Progress meetings as the other Key Stages.
- FS have a Learning basket for children to put their physical learning in. Staff add this to the online learning journey against Development Matters.
- Other evidence is also collected via videos and photographs and again added to the online learning journey against Development Matters.

- Parents can add comments and evidence to the online Learning Journey.
- Evidence in books / displays / play etc is referenced to Development Matters.

Scrutiny

- Work scrutinies are routinely carried out by the LT, by year group teams which include support staff, by key stage teams and by the whole school.

Moderation

- Moderation meetings are regularly carried out within school, across key stages and with other schools.

Target Setting

- Teachers in KS1 and KS2 set targets for the end of term in reading, writing and maths. Teachers in Y1, Y5, Y2 and Y6 also set end of key stage targets. These are based on knowledge of the pupils, NFER data plus PAG targets.

Evidence

- Marking comments in exercise books
- Pupil tracking data
- SATs results
- Summer reports
- Pupil tracker data (Reading, writing, maths, English and science)
- Assertive mentoring data
- Foundation subject assessments
- Tapestry online Learning journey
- NFER data

Data Storage

Assessment information is stored in:

- Class planning files
- Year group assessment files – including full historical data of each class.

Reviewed and Updated January 2018

Marking and Feedback Policy

'The most powerful single moderator that enhances achievement is feedback'

John Hattie

'...the impact of feedback is 124 times more cost effective than reducing class sizes'

Higgins/Sutton Trust Report

At Edleston, we see the greatest impact when we agree, adopt and maintain a consistent approach which is age and ability appropriate. At Edleston Primary School, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy which all pupils and staff follow on a day to day basis.

Quality feedback includes:

- Verbal feedback
- Teacher Assessment
- Self-Assessment
- Peer Assessment

Self and Peer Assessment may be interchangeable across the course of a week dependent on the sessions taught.

Verbal Feedback

Verbal feedback and dialogue happens every day in every classroom. It should be specific to the success criteria and should identify both positives and next steps so that the child has a clear understanding of how to move their learning forward. This will be indicated by VF on the work.

We use signs and symbols which allow staff to quickly and effectively mark pupils' work during the school day. Written feedback is now only given by staff if they have worked with that child in the lesson and they do so there and then. Our marking system ultimately ensures that feedback to children is instant and has impact.

The teacher and TA will compile a summary [for English and maths] highlighting specific actions they will take in future lessons [such as interventions, changing a group, providing more challenging work]. This can be a tick list, or in any format the teacher wishes to use.

The pupils are allocated Dedicated Improvement Time (DIT) built in during the day / week to take on board feedback and respond to it. This may be through editing their work or by answering a teacher question. Staff will use this time to check pupils work and understanding. Pupils will use a purple response pen to show their corrections.

Marking is to advance pupil progress and outcomes. Pupils will be taught and encouraged to check their own work by understanding the TLLI [todays lessons learning is], which will be presented in an age appropriate way so each pupil can complete their work to the highest standard.

Teacher Assessment

MATHEMATICS

FS

All maths will be marked by a member of staff with either a pink tick if it is correct or a green dot to indicate that the answer is incorrect. If a child has a clear understanding and knowledge of a mathematical concept the "got it" stamp will be used.

KS1 and KS2

For those children working below Y2 expectations a weekly overview of the TLLI's will be recorded by the staff.

Pupils working at Y2 expectations and above will record the TLLI [todays lessons learning is].

All work will be marked with either a pink tick or, if incorrect, a green dot. If all the work is correct a tick at the end indicates that all the calculations are correct. The member of staff will indicate if the child needed high, medium support or worked independently. This will be shown by an H, M or I. If a child needs H support initially, then M support, this will be shown by using the appropriate letters. Next steps will not be used in mathematics as this will be clear in the management plans. If a child needs to have an intervention, "Int" will be written in the margin in green and will be ticked in pink when the intervention has taken place.

At Y2 and KS2 pupils are given opportunities to peer and self mark, where closed tasks are used.

All Maths work should be marked right or wrong (using ticks in pink and dots in green) but without correcting the answers. Pupils should then go back and check their work and correct it. In the case where pupils have got numerous questions wrong, the feedback should reflect where they are going wrong and suggest a way forward. This is usually through an intervention.

ENGLISH

FS

RWI books; spellings will be marked with a pink pen if correct and corrected in green at the staff's discretion depending upon the attainment of the child [ie if an individual child should be able to spell a word this will be corrected]

KS1

RWI

For those children working on RWI, spellings will be marked with a pink pen and individual errors will be addressed in green at the staffs' discretion depending upon the attainment of the child. Work will be marked HMI as indicated above. Next steps will not be recorded as this is clear in the RWI scheme. The TLLI will not be recorded.

English

Written feedback will be given only if a member of staff have worked with that group. This will be done with the children, for instant feedback. Next steps will be given, where appropriate to move the learning on and will relate to the Y1 and Y2 curriculum and where the child is in terms of emerging, expected, exceeding, ie an expected Y1 child would have a green next step of using a Capital letter for the pronoun I in the summer term when it is taught. Spellings can also be given as next steps, ie in Y1 they will have been taught the "ee" phoneme in the autumn term, so if the child is at expected this would be picked up if incorrect.

Extended Writing

Written feedback with next steps will be recorded by the member of staff with the children she / he has been working with. They will be given the opportunity to correct their errors at the end of the lesson. This is an important part of the lesson as feedback to children is then instant and can be explained. If children have been working independently then next steps will be added after the lesson and children will be supported to address these when they are next working with an adult [if at expected in Y1] or independently in the next EW lesson if working at Y2 expectations.

KS2

English

For those children working below Y2 expectations the TLLI will not be recorded.

Every pupil who is working at Y2 expectations and above will record the TLLI.

At KS2 English work leads up to a proud piece of work over a period of one, two or three weeks. This proud piece is recorded in their extended writing books. Errors need to be addressed so that the children can redraft their work to improve. Errors are identified by using S [spelling error] P [for missing punctuation] and G for incorrect grammar. The number of SPG's picked up in any piece of work will depend upon each individual child and if they are emerging, expected or exceeding. Children in will be expected to correct these errors using their purple response pen. Children will be using the response pens by the January of year 3. Staff will tick off the S,P or G in the margin when it has been corrected. In Y6 general S, P, G feedback will be given at the end of the piece.

Extended writing/proud piece

This will not be marked, but initialled by a member of staff.

In Y6 staff will highlight what a child has achieved on the expectation sheet, which will inform the next steps. This will be done with the teaching focus groups [ie children who have been working with a member of staff].

Opportunities for peer and self-assessment will be used when appropriate.

Marking in other subject areas

For those children working below Y2 expectations the TLLI will be recorded by staff on a half termly summary for science and on a weekly basis for topic work.

Every pupil who is working at Y2 expectations and above will record the TLLI.

Marking in other subject areas will usually be addressed in the lesson through verbal feedback. Written feedback is given by staff if they have worked with that child in the lesson and they do so there and then. This will either relate to the TLLI, or more than likely relate to either literacy or numeracy objectives. Other work will be initialled by a member of staff.

Presentation Checklist

Expectations of presentation need to be consistent and a priority across the school. At the beginning of the school year [or when a child arrives at school] each child will sign their presentation promise.

If a child does not adhere to their presentation promise, staff need to address this quickly and the child will be expected to re write some of the work in their own time.

Individual needs will be taken account and staff will use their knowledge of the child to identify when this will happen [ie if a child is putting 100% effort into his work, he/she will not be required to write a piece out again].

The presentation policy is stuck in the front of the book, and transferred when a child has a new book.