



Collingwood Primary School

Assessment, Feedback Marking, Recording and Reporting Policy

Reviewed by staff: November 2019

Assessment, Feedback Marking, Recording and Reporting Policy

This policy is based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) *"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."*
Assessment reform Group 2002

The purpose of this policy is to develop effective, efficient, consistent methods through which pupils' attainment and progress is monitored and next steps for learning are planned and shared regularly with parents and pupils. The policy will also ensure that statutory requirements are fulfilled.

Links with School aims

This policy pays full regard to the aims of the school:

- to provide within the framework of the National Curriculum a broad and balanced education ensuring continuity and progression through on going assessment.
- to provide equal opportunities of learning and experience for girls and boys.
- that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. (School Equality Policy)

The principles and aims of assessment

- assessment for learning forms an integral part of the teaching and learning process, which is based on best practice, is free from bias and is clear and reliable.
- consistency, continuity and progression is maintained throughout the school.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment' and 'Nationally Standardised Summative Assessment.'
- assessments are used to provide information about each child's attainment, progress and development.
- high quality, in depth teaching, is supported and informed by high quality formative assessment. (ongoing assessment).
- the school's ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment supports informative and productive conversations with pupils, parents and governors.
- children's active involvement in their learning is promoted so that they take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- reporting contributes to positive relationships with parents.
- statutory requirements are fulfilled.

At Collingwood Primary School, we use three broad overarching forms of assessment:

1. Day-to-day in-school formative assessment
2. In-school summative assessment

3. Nationally standardised summative assessments

Purposes of assessment

1. Day-to-day in-school formative assessment

This is an integral part of teaching and learning and is used at Collingwood to:

Help pupils measure their knowledge and understanding against learning objectives and where they need to improve: Tickled pink is used for areas of success and green for growth is used to identify areas for development. Pupils use purple polishing pens to show improvements in their work and to respond to feedback within the lesson.

Provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve: This is reported during Termly Learning Conferences (TLCs) with pupil participation where they share their "Personal Best" and "Work to improve". Any additional meetings deemed necessary by parents/carers/teachers can be arranged for a later date. Sharing the expected outcomes with parents/carers reinforces the partnership between home and schools in supporting their child's education.

Allow teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling and decide on the intervention appropriate; when they have consolidated learning and when they are ready to progress and deepen their knowledge.

It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. Teachers complete day-to-day assessments in a variety of ways such as:

- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with pupils
- Pupil self and peer to peer assessment

2. In-School Summative Assessment

In-school summative assessments inform teachers, pupils and parents about achievement, progress and wider outcomes and forms the basis for feedback to pupils. Teachers use in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). This information is used to inform planning for subsequent teaching and learning.

Governors and the Senior Leadership Team (SLT) use this information to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. Venn diagrams clearly demonstrate children who are identified as working at or who are on track for age related expectations and those who are not. This forms regular discussion between the Subject Leader and individual teachers at least termly as part of pupil progress meetings.

In-School Summative Assessments may include:

- Cold tasks (start of a unit of work) which are compared to Hot tasks (end of unit of work)

- Discussions with pupils
- SATs assessments Y2 and Y6
- phonics screening
- Termly NFER tests for Y3-5 in maths, reading and GPS
- End of block assessments across the school (White Rose)
- Words per minute
- Common Exception words
- Reviews for pupils with SEN
- Twice yearly reading test (Suffolk Reading Test) and spelling tests (Single Word Spelling Test)
- Data is collected on Compass monitoring system using NAHT Aspire Achievement Statements (Foundation and Conceptual).
- Baseline and progress Assessments in EYFS

3. Nationally standardised summative assessment

Nationally standardised summative assessments provide information for staff and parents on how pupils are performing in comparison to children and schools nationally. This is used at Collingwood to:

- help teachers have a clear understanding of national expectations and assess their own performance in the broader national context.
- enables the school leadership team and Governors to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The Local Authority and Ofsted will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

The current range of nationally standardised summative assessments used includes:

- Phonics Screener in Year 1 and retakes for pupils in Year 2 who did not meet the expected standard in Year 1.
- National Curriculum tests at the end of Key Stage 1 in reading, maths and Key Stage 2 in reading, maths, grammar, punctuation and spelling.
- Teacher assessment for Writing at the end of Key Stage 1 and Key Stage 2 which is moderated in house, across schools and by the Local Authority if requested.

Governance, management and evaluation of assessment

The Assessment Leader is responsible for maintaining the assessment policy and reviewing or updating it as necessary. Regular monitoring in the form of 'blinks', Lesson visits and learning conversations ensure that the policy is being adhered to by all staff.

Regular reviews by the Senior Leadership Team and governors ensure that the policy is effective and has been amended in the light of local and national changes and is a "live document" which provides the flexibility to adapt and amend our assessment practice to allow for continuous improvement.

Data collection for core subjects is made on Compass. Core subject data is constantly updated and the current assessment timetable is in the school handbook. Foundation subjects are assessed throughout the year on Knowledge Organisers and a final end of year judgement is recorded on Compass. Assessments are analysed during the final week of each term, ready to inform the next term's teaching and learning.

Reporting to parents/carers:

Reporting takes place at least termly.

- During the Autumn and Spring Termly Learning Conferences take place, where children share their work and inform their parents and teacher of their strengths and next steps. Pupil's targets are derived from a combination of sources including:
- Individual "green for growth" marking comments
- Issues arising from Termly Learning Conferences or Summative and Formative assessments.
- The end of year Annual Report is sent out during July which highlights achievement, attainment and progress and includes indications of future developments and conforms to statutory regulations. There are opportunities for parents/carers to discuss their child's progress with the class teacher at any time convenient to both parties. This policy is made clear in the school prospectus and Staff Handbook.

Monitoring the quality of assessments:

- The Subject Leaders carry out regular moderation activities to ensure that all assessments are accurate and relevant. This can include:
- Working with pupils
- Work scrutiny with class teachers.
 - Unannounced "blinks" in lessons, pupils' work, Compass data etc
 - Cross phase moderation
 - Consortium cross school moderation
 - External moderation eg by the Local Authority or external advisors

Regular updates are shared with staff and CPD is planned to increase expertise. Additional adults are required to feedback to teachers on pupils' learning. Further details may be found in 'Appendix A'

Child-led marking should ALWAYS:

- relate to the learning objectives;
- be acted upon at the point of feedback using purple pen
- Involve all pupils leading to an increase in self-esteem, motivation and achievement/progress.
- Weaknesses should be regarded as problems to be addressed rather than failure.
- praise achievement **and** give clear strategies for improvement;
- be accessible to children and be age appropriate;
- be individual but include all pupils
- inform future planning and target setting;
- be consistent
- Children self-assess independent work using a pink or green I or WW
 - Adult marking highlight Learning Objective in either pink or green for assessment purposes.
 - Learning Objective to be written as: "I A L T..." (I am learning to) and pupils should be able to articulate this.
 - Success criteria may be used for pupils to self-assess, and whenever possible developed with them.
 - Work is marked with "VF" where verbal feedback has been given with a brief comment, which is written by older pupils.

Planning:

Collaborative planning for assessment takes place amongst staff in year groups and with subject leaders. Carefully planned assessments will provide a summative picture of each child's progress and may also be used as a diagnostic tool to address children's learning needs. Some PPA time should also be used to assess by working with children.

Collingwood's Marking Strategies

Summative Marking

This is a summary of how well the pupil has achieved and is an assessment of their learning. It can consist of a mark or a grading eg NFER. Wherever possible, children should revisit marked assessments and purple polish.

It is not practical to mark every piece of work within each lesson. Teachers should use their own professional judgement but as a general rule all children should have at least one detailed verbal child-led opportunity with their teacher for English and one for Maths each week, more if an LSA is working alongside the teacher. Our agreed marking codes should be clearly displayed and regularly discussed with pupils. (See Appendix B)

Secretarial Marking:

Spelling, punctuation and grammar etc. will not necessarily be a main focus in every piece of work. Children should be taught how to proof read and then self-correct.

Self-Marking:

Children should self-evaluate regularly using success criteria. They should be taught to identify their own successes and improvement points. e.g. highlighting good in pink and improvement in green or adding new ideas and corrections in purple. Plenaries and times outside of the lesson are also suitable times for this process. Encourage self-marking including pupil's own use of the agreed marking code.

Shared Marking:

Use a child's own work to demonstrate "What a good one looks like" modelling the marking and teaching particular points at the same time. Other pieces of work with the same title can also be shared and their differences discussed.

Paired Marking:

Children work with a partner to mark their work. The following principles apply:

- paired marking will generally be introduced by KS2, children to underline using pink for 'tickled pink'; green for 'green to grow'.
- children need to be trained to do this, through modelling with the whole class
- ground rules should be decided and displayed (e.g. listening, interruptions, confidentiality etc.)
- children should identify successes and improvement needs relating comments to the learning objective and success criteria.
- pairings can be of mixed ability
- dialogue should be encouraged.

Appendix A

Discussion and Questioning are an integral part of classroom activity and are closely linked to the personal and social development of the child. For example, teachers will value the opportunities for children to report back to the class about their work, to explain to others what they are doing, to take turns and to be able to ask questions. Sometimes discussions will be at an individual or group level. Children should be given appropriate time to consider their answer and, on occasions, opportunities to discuss possible answers with 'talk partners'. A variety of opportunity is important for both child and teacher.

Different kinds of questions can be used. Using Blooms Taxonomy questions ensure that not only knowledge is assessed but higher level thinking skills are also developed.

1. KNOWLEDGE

- a) remembering;
- b) memorising;
- c) recognising;
- d) recalling identification and
- e) recall of information
 - i. Who, what, when, where, how ...?
 - ii. Describe

2. COMPREHENSION

- f) interpreting;
- g) translating from one medium to another;
- h) describing in one's own words;
- i) organization and selection of facts and ideas
 - i. Retell...

3. APPLICATION

- j) problem solving;
- k) applying information to produce some result;
- l) use of facts, rules and principles
 - i. How is...an example of...?
 - ii. How is...related to...?
 - iii. Why is...significant?

2. ANALYSIS

- a) subdividing something to show how it is put together;
- b) finding the underlying structure of a communication;
- c) identifying motives;
- d) separation of a whole into component parts
 - i. What are the parts or features of...?
 - ii. Classify...according to...
 - iii. Outline/diagram...
 - iv. How does...compare/contrast with...?
 - v. What evidence can you list for...?

3. SYNTHESIS

- a) creating a unique, original product that may be in verbal form or may be a physical object;
- b) combination of ideas to form a new whole
 - i. What would you predict/infer from...?
 - ii. What ideas can you add to...?

- iii. How would you create/design a new...?
- iv. What might happen if you combined...?
- v. What solutions would you suggest for...?

4. **EVALUATION**

- a) making value decisions about issues;
- b) resolving controversies or differences of opinion;
- c) development of opinions, judgements or decisions
 - i. Do you agree...?
 - ii. What do you think about...?
 - iii. What is the most important...?
 - iv. Place the following in order of priority...
 - v. How would you decide about...?
 - vi. What criteria would you use to assess...?



Collingwood's Marking Codes

Learning objective highlighted by adult **if met** or **not met**

This bit is really good.

My next challenge/step

Improvements to my work

Sp in margin → spelling to be corrected

P in margin → for punctuation

VF → An adult talked to me about my work and I purple polished.
(verbal feedback Add a brief comment about nature of feedback)

I → I worked independently on this. Child indicates in pink or green for self assessment

WW → I worked with a partner/group/adult today. (Add initials of adult/peer) Child indicates in pink or green for self assessment

SM → I self-marked this work.