

South Otterington Church of England VC Primary School Assessment and Marking Policy

Rationale

Assessment is an essential and informative tool for driving learning forward.

Assessment enables:

- Pupils: to know which steps to take to move their learning forward; fulfilling their full potential.
- Teachers: to evaluate the effectiveness of their planning and delivery and to review the next steps to take.
- Senior managers: to track performance against potential and to evaluate and inform the School Development Plan.
- Parents: to support their child's development.
- Governors; the Local Authority and Ofsted: to formally evaluate the effectiveness of the school.

Responsibilities and expectations

We are committed to the importance of effective assessment for learning. It is the responsibility of the Headteacher, supported by all staff to ensure the implementation of this policy and guidance.

Teachers are expected to:

- Share learning objectives and expectations (success criteria) with learners and reflect these expectations in the feedback given.
- Provide oral and/or written feedback to children to encourage self assessment skills and to provide them with guidance on the next step for their learning; ensuring that all work is marked in green pen.
- Give pupils an opportunity to respond to written feedback in purple pen.
- Highlight statements achieved on Target Tracker in EYFS, Reading, Writing, Maths and science throughout the year.
- Assess children at the end of every term in reading, writing, maths and science and award a 'step' (using their professional judgement and the Essex Target Tracker statements as a guideline). Year 1 children are also given a baseline in the early Autumn term.
- Give Pre School children a baseline - paper proforma.
- Give Reception children a baseline using Target tracker and then assess them termly.
- Rising Stars Grammar tests; Maths and Reading tests are used as an assessment for learning at the end of each term.

Pupils are expected to:

- Respond to the feedback given either orally or in writing in purple pen.
- Strive to implement any guidance given in their next learning opportunity.

Assessment Procedures

Foundation

For preschool and Reception children, observations are completed on Tapestry whilst observing children, oral feedback and next steps and learning interests are considered. Summative assessments are made on entry (on paper) for preschool children and are updated on Tapestry at least termly thereafter. For Reception children, summative assessments are made on Target tracker on entry and at least termly thereafter.

KS1

Maths assessments are recorded in a shared teacher record book and then transferred to Essex Target Tracker termly or at the end of each topic. Writing books are used to inform the termly assessments. Reading assessments are recorded using the Target Tracker record sheets for each group and used to inform the termly assessments. Science evidence is collected in 'Big Books' and the information transferred to Essex Target Tracker termly or at the end of each topic.

KS2

Assessment will be used daily in response to individual learning objectives for any subject taught. This will include guidance on the next steps for the pupil (see Written Feedback Guidance for KS2 Appendix 1).

- This daily assessment will be used to inform the next steps for learning for individual pupils and class teachers' planning.
- In writing two pieces of independent writing (one fiction and one non-fiction) are assessed every term using the Target Tracker assessment criteria and spelling is assessed using Vernon's Spelling Assessment.
- In reading assessment data is gathered during guided reading sessions and transferred from marking to Essex Target Tracker termly. Reading assessments are recorded using the North Yorkshire Guided reading record sheets for each group and used to inform the termly assessments.

Individual pupil records are updated termly in writing, reading, maths and science when a step is awarded. Computing statements are also updated termly.

Targets

- EYFS children have individual targets shared in the classroom.
- Each guided reading group have targets on their guided reading sheet.

- Each child will have two individual targets for writing. This is a transferable card. Targets are ticked and dated when they are achieved.
- Each child has an individual target tracker for mental maths targets - Journey into Space.

All data is entered on to Target Tracker by class teachers and used to create year group progress grids. Those pupils assessed as underachieving will require further scrutiny and action as defined on the underachievement pro forma (see Appendix 2b). Progress reports will be given to parents orally in the autumn and spring terms during parent consultations.

Annual Assessment

Profile levels are reported to county at the end of Foundation stage. Year 1 National Phonics screening takes place in June and includes Year 2 pupils who did not meet the expected standard in Year 1. Teacher assessments for Y2 and Y6 will be recorded online in the summer term as set out in the statutory requirements.

Summative assessments will be reported to parents in the latter part of the summer term and will include assessments for reading, writing, maths and science and overall achievement in the foundation subjects based on National Curriculum descriptions.

Appendix 1 – Symbols and guidelines to be used when marking.

- In the Foundation Stage, the majority of feedback is verbal but all work is marked.
- When feedback has been given verbally to a child VF/stamp is recorded in books next to the work.
- Work is labeled to indicate the level of support given e.g. 1:1/ GW (Group work).
- For a closed piece of work (including mathematics) a tick or cross is sufficient. Teacher discretion is used in the case of multiple errors e.g. a child may be encouraged to work with the teacher to address misconceptions. A c is used to indicate that a correction is expected.
- Children will be given time to look at and respond to marking.
- Targets will be updated when achieved.
- Work will be marked first and foremost to the learning objective making this clear to the children.
- Children will add/rewrite sentences/paragraphs rather than redo whole pieces of work.
- The majority of marked work will include a positive comment.
- The majority of marked work will include 'next steps'.
- Children are encouraged to check punctuation and spelling. Children are asked to copy out words that they are expected to know as sp x 3. More challenging words are corrected.

The following symbols will be used in marking children's work:

Symbol	Meaning
Smiley face	Well done
1MP in a circle	1 Merit point
LO met and tick	Learning objective achieved
N with up arrow	Improve presentation
'Word' X3	Correct spelling error by writing 3 times on a line
CL	Capital letter missing or used incorrectly
/	Finger space
//	Start a new line
Wiggly line followed by ?	Does not make sense
Steps symbol	Next step for learning
vf	Verbal feedback

A child friendly version is displayed in each classroom.

Appendix 2a - Arrangements for Summative Assessment throughout the school.

Month	Tasks
September	Completion of underachievement proformas and update SEN and GT.
October	FS Baseline assessments Y1 Baseline: Reading, Writing, Maths and Science Y3-6 Vernon Spelling
November	Parent consultations
December	FS assessments Y1-6 Reading, Writing, Maths and Science Steps Y1-6 Rising Stars: Reading, Maths and Grammar tests
January	Y6 SATs Extra Time Assessment
February	
March	Parent consultations FS assessments Y1-6 Reading, Writing, Maths and Science Steps Y1-6 Rising Stars: Reading, Maths and Grammar tests
April	
May	Year 6 SATs
June	Year 1/2 Phonics Screening Year 2 SATS Foundation Stage Profiles
July	Y1-6 Reading, Writing, Maths and Science Steps Y1-6 Rising Stars: Reading, Maths and Grammar tests Annual report to parents Transitional Reviews Foundation subject step assessments

Appendix 2b



South Otterington CE Primary School - Analysis of Pupil Tracking

Providing for children who are in danger of underachievement

Date of analysis:

Teacher:

Please record the names of any children who are in danger of underachievement. By definition, the term refers to any child whose current attainment step is **in excess** of 1 step below their end of year target.

1:	Reading		Writing		Mathematics	
	Current Step	Target Step	Current Step	Target Step	Current Step	Target Step
Area(s) of concern, additional data and strategies to avoid underachievement:						

2:	Reading		Writing		Mathematics	
	Current Step	Target Step	Current Step	Target Step	Current Step	Target Step
Area(s) of concern, additional data and strategies to avoid underachievement:						

3:	Reading		Writing		Mathematics	
	Current Step	Target Step	Current Step	Target Step	Current Step	Target Step
Area(s) of concern, additional data and strategies to avoid underachievement:						

4:	Reading		Writing		Mathematics	
	Current Step	Target Step	Current Step	Target Step	Current Step	Target Step
Area(s) of concern, additional data and strategies to avoid underachievement:						

5:	Reading		Writing		Mathematics	
	Current Step	Target Step	Current Step	Target Step	Current Step	Target Step
Area(s) of concern, additional data and strategies to avoid underachievement:						

6:	Reading		Writing		Mathematics	
	Current Step	Target Step	Current Step	Target Step	Current Step	Target Step
Area(s) of concern, additional data and strategies to avoid underachievement:						

7:	Reading		Writing		Mathematics	
	Current Step	Target Step	Current Step	Target Step	Current Step	Target Step
Area(s) of concern, additional data and strategies to avoid underachievement:						

8:	Reading		Writing		Mathematics	
	Current Step	Target Step	Current Step	Target Step	Current Step	Target Step
Area(s) of concern, additional data and strategies to avoid underachievement:						