



**ASSESSMENT POLICY**

**Introduction**

We believe that effective assessment provides information to improve learning and teaching. We give learners regular feedback on their learning, both through minimal marking and maximum verbal feedback, so that they understand what it is that they need to do better. All lessons are therefore based on a detailed knowledge of each pupil. We give parents verbal and written reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

**Aims and Objectives**

The principles of assessment in our school are that:

- Assessment is at the heart of teaching and learning
- Assessment is ambitious and sets high expectations for learners. It embodies, through objective criteria, a pathway of progress and development for every child
- Assessment provides evidence to guide teaching and learning
- Assessment provides the opportunity for students to demonstrate and review their progress
- Assessment is fair, honest and is inclusive of all abilities
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
- Assessment outcomes are shared regularly with parents, at Parent Consultation evenings and in reports.
- Assessment judgements are discussed at Pupil Performance meetings half termly.
- Year 3 assessment judgements are moderated by experienced professionals to ensure their accuracy
- Assessment places achievement in context against national standardised criteria and expected standards
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address
- Assessment outcomes are used in ways that minimise undesirable effects

**Through these principles, assessment should:**

- Enable our children to demonstrate what they know, understand and can do in their learning
- Help our children understand what they need to do next to improve their learning
- Allow teachers to plan work that accurately reflects the needs of each child
- Provide regular information for parents that enables them to support their child's learning
- Provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning.

There are two distinct types of assessment used by the school: **Assessment for Learning** and **Assessment of Learning**.

---

## **ASSESSMENT FOR LEARNING**

**Assessment for Learning** (formative) helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses.

### **The purpose of Assessment for Learning is to:**

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Enable continuous reflection on what pupils know now and what they need to know next (feedback and next steps)
- Promote immediate intervention based on judgements of understanding of the lesson objective..
- Promote immediate intervention based on progression of differentiated WILFs to ensure learning is moved on (or back) quickly enough.

### **Implications for teaching**

#### **The teacher will:**

- Provide continuous verbal and written feedback which identifies strengths and the next steps for improvement (see marking below)
- Promote pupil involvement in self-assessment through a range of Assessment for Learning strategies/techniques at an age appropriate level
- Act on insights gained to inform next step targets
- Plan against what children know/can do/understand and annotate planning to show adjustments made during the lessons
- Provide opportunities for all pupils to demonstrate their achievements (use of visualiser to highlight positives and to create discussion points regarding areas for development).
- Make standards and objectives explicit to pupils
- Engage Teaching Assistants in assessment of the child/children that they are working with
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in HOQ questioning with thinking/discussion time
- Impact on learning and the learner.
- Ask children to demonstrate their confidence regularly and intervene accordingly.

#### **The pupil will:**

- Know what to do to improve
  - Know what standards are required
  - Know what has been achieved against known and shared success criteria and what to do next
  - Gain confidence, motivation and self-esteem as a learner
  - Improve their own self-evaluation skills to enable them to make progress and be ambitious for themselves
- 

## **ASSESSMENT OF LEARNING**

**Assessment of Learning** (summative) is more associated with judgements based on grades and ranks and with public accountability.

### **The purpose of Assessment of Learning is to:**

- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to public account

## **Implications for teaching**

### **The teacher will:**

- Provide a termly summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding and clearly communicate these with all pupils
- Personalise learning so that every child has any barriers to learning removed, through next step planning and identification of need for intervention groups
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations
- Mark and measure against expectations outlined in the National Curriculum
- Moderate their judgements regularly both within their year group and across the school.
- Be given the appropriate training/CPD opportunities in order to assess accurately.
- Share their assessment judgements with parents in order to inform parents of pupils' development and progress, foster an effective home-school link and promote home learning.
- Analyse data for key groups such as SEN and Pupil Premium children.
- Set home learning tasks regularly that consolidate learning.

### **The pupil will:**

- Know what they need to do to improve their learning
- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required
- Ask questions about what they want to know or do not yet understand

---

We use formal Assessment of Learning procedures to measure outcomes against all schools nationally.

### **End of KS2**

- % of pupils meeting the expected standard in reading, writing, GPS and maths.
- % of pupils making expected progress from KS1/Baseline starting point in reading, writing and maths

### **Good assessment practice will:**

- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
  - Promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
  - Guide and support the teacher as planner, facilitator and evaluator
  - Enable the teacher to adjust teaching to take account of assessment information, to focus on how pupils learn, and draw upon as wide a range of evidence as possible using a variety of assessment activities
  - Raise standards of attainment and behaviour, and improve pupil attitudes and response
  - Track pupil performance and in particular identify those pupils at risk of underachievement and use this information to identify intervention groups
  - Provide information which can be used by teachers and leaders as they plan for individual pupils and cohorts
  - Provide information which can be used by parents or carers to understand their child's strengths, weaknesses and progress
  - Provide information which can be used by other interested parties
  - Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards
-

## **Marking**

After extensive research from a number of sources (Edison Learning – ‘Ofsted’s Latest Guidance to Inspectors about Marking and Feedback’, EEF – ‘A Marked Improvement’) and paying consideration to the workload of Carbeile staff (and in line with the DfE ‘Teacher Workload Group Reports’), Carbeile Junior School has developed a marking strategy that has pupil performance and progress as its sole focus.

Due to the outstanding Assessment for Learning that takes place in every lesson, there is considerable verbal feedback given to all pupils by teachers and teaching assistants that progress learning far more than written marking after the learning has finished. Therefore, we do not place an emphasis on quantity of marking. All written marking at Carbeile should be **meaningful, manageable** and **motivating**.

### **Meaningful Marking:**

- Marking varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and are trusted to incorporate the outcomes into subsequent planning and teaching.
- Marking should serve a single purpose – to advance pupil performance and outcomes.
- Consistency across the school is still important, with consistent high standards.

### **Manageable Marking:**

- Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.
- Time taken to mark does not necessarily correlate with successful pupil outcomes.
- Senior leaders and governors must take into account the hours teachers spend on marking and have regard to the work-life balance of their staff.
- Teachers will be better able to exercise professional judgement if the marking load is manageable.
- Other forms of feedback can take the form of verbal or written marking, peer marking and self-assessment.

### **Motivating Marking:**

- Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments. Short challenging comments are often effective, with verbal feedback providing even better, instant advice on improvement of learning.
- An important element of marking is to acknowledge the work the pupil has done, to value their efforts and achievements, and to celebrate progress.
- Pupils should take responsibility for their own learning by being taught and encouraged to check their own learning by understanding the success criteria, presented in an age appropriate way.

For the purposes of the following marking expectations, **S - WILF ✓** refers to what WILF (differentiated Age Related success criteria) the pupil has achieved in that piece of learning. The **S** is an example of the ‘Silver’ WILF being achieved. Silver is in line with Age Related Expectations, Bronze is below and Gold is above. There is also a Challenge to extend the pupils further and, in individual circumstances, there are WILFs that are personal to the learning of an individual pupil. Alongside test scores, these WILF achievements and judgements directly correlate with the judgement that is placed on the data tracker.

In all English books there will be the following types of marking across a week:

- Two days - **S - WILF ✓** (this directly correlates to our Point in Time assessment because the WILFs relate directly to Age Related Expectations)
- There will be green brackets for those spellings that need practicing.
- One day Verbal Feedback to whole class regarding the strengths and areas for development from previous learning – there might be a starter activity related to these.
- **Redrafting and editing time will be planned into pupil learning time. This is called DIRT (Dedicated Improvement and Reflection Time).** Children action all green marking using purple pen.

Throughout the ‘INVENT’ phase (the final phase of the ‘Talk 4 Writing process), Verbal Feedback will be given to pupils regarding the elements of their writing. There will also be opportunities for pupils to edit and improve their learning based on features identified by teachers using green brackets. Teachers might also compile a list of features that need improvement throughout the class.

At the end of the 'INVENT' the pupils' learning will be assessed against the success criteria by the teacher for that unit. Children will then be given two stars (positive comments in pink) and a wish (development comment in green). Teachers will also complete a checklist of Age Related Expectations for the Year Group and add those achieved to the data tracker. Teachers should reference the green comment made during the elicitation task (the first phase of the 'Talk 4 Writing process).

In all Maths books there will be the following types of marking across a week:

- Two days - **S - WILF ✓** (this directly correlates to our Point in Time assessment because the WILFs relate directly to Age Related Expectations).
- One day Verbal Feedback to whole class.
- Green brackets will highlight improvements required and link to the verbal feedback in some cases.

There is also an expectation that, through accurate Assessment for Learning, pupils' learning is progressed from foundational to conceptual.

In English and Maths, verbal feedback might be more effective than a written comment. Positive comments will be made regularly with Team Points and Merits awarded as appropriate.

The type of marking will be planned into the week during Year Group planning sessions so that optimum pupil learning and teacher workload can be managed well.

Targets will be monitored throughout the learning every day and should be acknowledged (by teacher or pupil) using T1, T2 etc in the margin where evidenced.

In all topic books there will be the following types of marking across a week:

- **S - WILF ✓** (this directly correlates to our Point in Time assessment because the WILFs relate directly to Age Related Expectations).

Extended writing will be taught in topic lessons at least twice over a half term period and marked in line with the English books (**S - WILF ✓** and green brackets to highlight areas for improvement to be actioned at the start of the next topic lesson). Success criteria will also be used to further aid assessment judgements.

---

## **TARGETS**

Individualised targets are an important element of assessment at Carbeile. All pupils have targets in the front of their English and Maths books, which they (along with the class teacher) are responsible for monitoring. These targets are personal and linked to the aspects of the pupils' learning that require improvement. They are regularly monitored by the class teacher and ticked off and dated as achieved. Pupils have to demonstrate that they have achieved the target 5 times to 'achieve it' and 10 times to consider it as being 'mastered', and then mastered targets entitle the pupils to graded badges made by the head teacher.

---

## **Records of Achievement**

A representation of all aspects of a child's development will be contained in a ROA. This will also provide a common format for transfer to other schools. Pupils have ownership of their Records of Achievement. The ROA's should be accessible to the pupils at all times. When collecting a merit, pupils must take their ROA to the Headteacher and sign/date the monitoring log. The pupils will then write their name on the merit board and collect a token for their team.

At the end of the key stage Teacher Assessment and SAT scores will be included in the ROA; the ROA will then be taken to the next school.

## **Assessment Files**

Each class teacher will be responsible for updating the class assessment file which will contain important information about the class:

1. Pupil Performance Forms
2. Class Provision Map
3. Individual child Provision Plan
4. Half termly assessment scores – maths (PUMA), reading (PIRA), SPAG, science

## **SEND Code of Practice**

All children will be assessed, as appropriate, throughout the key stage. However, children with Special Educational Needs may be further assessed by the SENCO (Special Education Needs Coordinator) in order to provide a suitable level of support. This will include additional reading, spelling and other diagnostic testing. The SENCO will keep records of all testing undertaken and co-ordinate, and liaise with, all staff involved.

## **Monitoring and Evaluating**

1. Assessments - The headteacher will collect, collate and analyse results for assessment. These will include Year 3 baseline judgements, Standardised Tests and KS2 SATs.
2. Standards - Ongoing standardisation within year group meetings through regular sampling of work produced by pupils.
3. Pupil Performance – The Senior Leadership Team will meet each teacher to discuss individual pupil performance to identify any barriers to learning, interventions and target groups.
4. Class files – headteacher to check class files once a year to ensure the system is operating efficiently.

## **Professional Development**

1. Headteacher to attend appropriate courses and keep up to date regarding assessment.
2. Headteacher to support teachers in assessment as appropriate
3. Headteacher to involve Curriculum Co-ordinators and teachers in assessment procedures.

## **Document Links**

Curriculum  
Teaching & Learning  
SEN

## **Policy Review**

Once approved by the Governing Body, the policy will be available to all staff and parents and stored as a hard copy by the Clerk and Headteacher.

Headteacher: Mr P Hamlyn

Chair of Governors: Mrs. S. Morton

Date: January 2021

Review Date: November 2022