



Fingringhoe C of E
(VA) Primary School

Assessment Policy

Approved: May 2017
Review: May 2018

What is Assessment?

Assessment is a continuous daily process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.



Principles of Assessment

- to gather information about the performance of pupils, groups and classes in order to set targets at different levels
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and stakeholders, such as Governors and other interested parties, of children's progress
- to complete a critical self evaluation of the school

Types of Assessment:

1. Assessment for Learning or Formative Assessment

Assessment **for** learning is not the same as assessment **of** learning.

Assessment **for** learning is **formative** and takes place all the time in the classroom.

AfL has been defined as 'the process of seeking and interpreting evidence for use by learners and their teachers to decide where their learners are in their learning, where they need to go and how best to get there' (Assessment Reform Group 2002)

AfL gets straight to the heart of good teaching by:

- helping teachers help children to take the next steps in their learning
- helping children to help each other to take the next steps in their learning
- helping children themselves to take the next steps in their learning

2. Assessment of Learning or Summative Assessment

Assessment **of** learning tends to be **summative** and is carried out periodically e.g. at the end of a unit, term or year or key stage. The teacher undertakes this kind of assessment to judge how well a child is performing. Conclusions are reported in terms of marks or levels.

By sharing expectations and targets with children, assessment **of** learning can contribute to assessment **for** learning. For example children can be given, where appropriate, the opportunity to:

- mark, moderate and review test papers
- review their performance against test criteria and set personal targets
- devise test questions

Summative Assessments and Formative Assessments are systematic parts of our school's work which will be used to track each pupil and cohort in the school using the Target Tracker program. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class and, in turn, set appropriate learning objectives. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

To achieve this at Fingringhoe Primary School we will:

- follow the Fingringhoe Summative and Formative Assessment Cycles and update the data on a regular basis into Target Tracker
- use information to identify percentages of children working at each STEP WITHIN A BAND within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who need more challenge and those with special educational needs
- set cohort targets for numeracy and literacy and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors
- work with colleagues to moderate and assess every term
- analyse data at the end of academic year to track 'value added' progress made
- pass cohort data and analysis to next teacher

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Fingringhoe we will:

- Use **Target Tracker Statements** to benchmark and moderate pupils in accordance with the interim frameworks
- Hold termly moderation meetings and feedback of Reading, Writing and Maths by SLT and Subject Co-ordinators and termly moderation meetings with Class Teachers
- Collate enough evidence to back up teacher assessments in all areas of the curriculum
- Participate in moderation schemes in the Local authority for EYFS and KS1 and 2, and with local schools.

Reporting to Parents

At Fingringhoe School we:

- Provide opportunities for two parent consultation evenings in the Autumn and Spring Terms so that parents can discuss how well their child has settled and be involved in the target setting process, and to discuss their child's progress mid-year.
- Provide copies of targets set in school so children are supported at home to achieve them
- Provide an end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Implement an 'Open door policy' where teachers and parents can discuss their children's progress and targets on a regular basis

The assessment co-ordinator will:

- Formulate the school's assessment policy in consultation with the headteacher, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with RISING STAR tests and update assessment cycle
- Maintain TARGET TRACKER and consult with all staff about the targets set
- Highlight pupils who have made no progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background
- Oversee actions to close gaps
- Report to governors regarding the policy, statutory test results and cohort targets

Early Years Foundation Stage (see Early Years Foundation Stage Policy)

- Throughout the Early Years Foundation Stage, the children are assessed in relation to the Development Matters points and early learning goals that form part of the Early Years Foundation Stage guidance.
- These assessments are made on the basis of the practitioner's accumulating observations and knowledge of the whole child.
- A baseline assessment is made in September to assess children against Development Matters, EYFS Profile.

SEN/ EAL/ EMA Intervention Tracking

- Pre and post assessments are used to track the impact of each intervention a child receives.
- Reading and Spelling age tests will be completed throughout the year if appropriate.
- Use of group tracking grid to monitor children on track
- Diagnostic case studies are completed by the SENCO each term to track children's progress in terms of SMEH and well-being and compared against progress data.

Information to be passed onto next teacher

- End of year class hand over to next teacher meetings takes place mid-July.
- Teachers pass on Pupil Progress Reviews, groupings, Literacy and Maths books, medical and dietary information.

Exercise books

- At the end of each year old Topic books may be sent home with children.
- At the beginning of the following year, Literacy and Maths books are to be sent home.
- A sample of all the books of an above average, below average and average child should be marked as such, dated and retained.

How will Fingringhoe Primary School assess pupils?

The DfE advise that schools implement arrangements for assessing pupils' progress against their school curriculum; the Government will **not** impose a single system for ongoing assessment. Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress, to keep parents informed, to enable governors to make judgements about the school's effectiveness, and to inform Ofsted inspections.

1. **Give reliable information to parents about how their child, and their child's school, is performing**
2. **Help drive improvement for pupils and teachers**
3. **Make sure the school is keeping up with external best practice and innovation**

The 2014 National Curriculum set out clear expectations for what children should achieve by the end of each key stage and end of year expectations. At Fingringhoe Primary School we are using Target Tracker to track children's attainment and progress against the New National Curriculum. Each year group is seen as a 'BAND'

Year Group	End of EYFS	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6
Expectation at the end of the year	40-60 S months	BAND 1S	BAND 2S	BAND 3S	BAND 4S	BAND 5S	BAND 6S

Each **year band** has been broken down into six steps:

BANDS	STEPS
BEGINNING Beginning – Pupil learning is chiefly focussed on the criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in	B
	B+
WORKING WITHIN Working Within – Pupil learning is fully focussed on the criteria for the band. Up to around 70% of the statements are confidently achieved	W
	W+
SECURE Secure – Confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met	S
SECURE + Mastering – not all pupils are expected to pass through this stage	S+

Expected by the end of half term:	Years 1 - 6	Expected Progress	EYFS
Previous Summer	S of the YG previous band		GLD (equivalent to 40-60S)
Autumn 1	S+	1 step	40-60B (baseline)
Autumn 2	B	1/2 steps	40-60B+
Spring 1	B+	2/3 steps	40-60W
Spring 2	W	3/4 steps	40-60W+
Summer 1	W+	4/5 steps	40-60S
Summer 2	W+/S	5 steps	ELG achieved (Early

		(EYFS 6 steps)	Learning Goal)
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Expected progress is 5 steps over a year.

Children's attainment will be reported using the DfE Interim Framework language:

Working towards the expected standard

Working at the expected standard

Working at greater depth within the expected standard

Challenging high achieving pupils:

If a pupil is achieving above ARE (age related expectations) then before the end of the year they will be working at the S+ step. This step means that pupils need challenge through broadening and deepening activities where they are asked to apply their knowledge and skills already learnt. This gives them opportunities to master those skills.

Moving onto the next band: if a child is achieving above ARE, and has spent time within the S+ step, the class teacher and SLT will assess whether or not the pupil has been offered enough opportunities to master skills and knowledge within their year group band before moving onto the next year group band.

It is important that all pupils have been given the opportunity to practice and master their skills in their current year band before moving onto the next year band through broadening and deepening activities. These often involve problem solving type tasks. This is an area for the school to develop over the coming year.

For the majority of pupils, they are expected to achieve S by the end of the year. At the beginning of the new year, pupils will be working for a short period within the S+ stage, whereby the teacher will promote mastery of skills and knowledge from the previous year using broadening and deepening activities. By Autumn half term pupils are expected to be at the B step of their current year group.

Teachers will be able to show how they are challenging pupils through planning and the use of 'AUTHOR AT WORK' and 'MATHEMATICIAN AT WORK' stickers to label work.

Marking and Feedback

Aims

- It is important that pupils feel their work and contributions are valued. We can show this through good quality marking and feedback. Good quality feedback contributes positively to behaviour management. Evidence strongly suggests that it leads to increased motivation and engagement and is worth the time and effort involved.
- **Marking should celebrate what has been done well and point the way forward to improvement clearly.** It should provide the pupil with clear guidance on what they have done well and what they need to do to improve.
- It is essential to be specific about what is good or not so good when providing feedback. Statements such as 'Well done', 'See to your punctuation' are vague

and unhelpful. Praise with a reason is important – if learners are to feel that they are making progress and succeeding they need to know what they have done well.

- Praise needs to be offered quickly and linked to the action which has been observed or the work undertaken. Pupils are critical of comments that just say “keep up the good work” or “good” or “more of the same” as this gives no indication of what has been successful or how to improve.
- If too much is expected of pupils, marking comments can become overwhelming and go unheeded. Feedback needs to be appropriate for the level of each pupil: Marking is not copy editing. It is unproductive and impossible to provide help on everything that could be improved. There is a good deal of evidence to suggest that most pupils can only cope with a maximum of two or three points for improvement at a time.

Guidance on Marking

- All recorded work should be marked.
- Marking should adhere to the Fingringhoe School *Feedback Symbols policy* (Refer to Appendix) which is displayed in every classroom.
 - **Marking should refer directly to the lesson objective/success criteria. This is very powerful. Therefore, setting the lesson objective and success criteria play an important part in marking and feedback.**
 - Children should be made aware of success criteria at the beginning of an activity.
 - A good level of presentation is expected across all curriculum areas.
 - Marking should not keep referring to ‘surface’ features such as handwriting, presentation, spelling unless the objective is one of those things. If this is the case, pupils will be side tracked to think about handwriting and spelling more often and the real lesson objective could be lost.
 - Correcting every spelling mistake could be disheartening to a child. Marking spelling should include about 3 high frequency/common words that the child has spelt incorrectly, appropriately chosen for the level of that child. The pupil should be asked to practise them using the look, say, cover, write, check method.
 - Any written comments should aim to conform to the school's handwriting policy.
 - Teachers and Teaching Assistants should initial their marking if they are not the regular person marking the children's work
 - Marking should assess children's levels of understanding.
 - Marking allows for self-assessment where the child can recognise their strengths/ areas for improvement and encourages them to accept help/ guidance from others.
 - Marking may take place during the lesson which allows immediate feedback
 - Most work will be marked before the next session of that subject. Pupils should be given time to respond to their feedback:

Build it into the timetable...

- Start of each lesson
- Before the plenary

- During the plenary
- As early work
- During a guided group session

Marking using tickled pink and green for growth:

- Teachers mark work using the Fingringhoe School 'Tickled pink and green for growth' system. Teachers use pink pens to highlight or comment on things the child has achieved according to the objective; green is used to show what the child can do to improve according to the objective.
 1. Highlight (in 'tickled pink') 2 or 3 aspects of the work which meet the learning intention/success criteria.
 2. Write a 'Close the Gap' prompt (in 'green for growth').
 3. **Allow time for children to respond.**

EXAMPLE OF MARKING:

Y6 Term 1 Classic fiction

WALT: write in the same style as the author to describe a setting.

Success Criteria:

- complex sentences
- powerful verbs

The child wrote:

Peering through a crack in the old rotten door, Gwendoline looked at the area around her. She found a secret handle which had climbing ivy all over it. She moved it out of the way. Gwendoline opened the door. Closing the door behind her, she found herself in a giant greenhouse. It was filled with rushing sweet peas.

An example of marking might be:

Peering through a crack in the old rotten door, Gwendoline looked at the area around her. She found a secret handle which had climbing ivy all over it. She moved it out of the way. Gwendoline opened the door. Closing the door behind her, she found herself in a giant greenhouse. It was filled with rushing sweet peas.

You have used an effective complex sentence. Well done.

Can you up-level these verbs to powerful verbs?

The pupil should be given time to respond and rewrite the sentences out using more adventurous verbs for found and moved. The teacher may give them examples to use or they may be displayed on the literacy display.

Should all recorded work be 'marked'?

- There are times when verbal feedback is appropriate, particularly in EYFS and Year One.
- Marking needs to be manageable and worthwhile.

- Sometimes the pupils will have been directed by the teacher to use the success criteria to 'mark' or reflect on their own work and then edit it immediately. In these instances, the teacher may use a code in line with the school's Feedback Symbols (see below) to show they have supported the pupil with the piece of work.
- If, during a lesson, a teacher has given verbal feedback to a child, then evidence will be in the editing that the pupil has managed to complete.
- Successful verbal feedback:
 - focuses on two or three places where the child's work meets the learning intention;
 - indicates where an improvement could be made;
 - is followed by time to complete the improvement.

In the following examples of lesson objectives and success criteria, the teacher will easily be able to mark the pupil's recorded work according to the clear success criteria set out at the start of the lesson. The pupil is also clear as to what they are learning to do and what the teacher is looking for in order to be successful:

To be able to use direct speech.

- Use speech marks before and after the first and last words spoken
- Start new speech on a new line
- Start speech with a capital letter every time
- Challenge: use a comma to separate the speech from the narrative

To write a persuasive letter

- A statement of your viewpoint
- A number of reasons for this, with evidence
- A number of reasons from an alternative standpoint
- Attempts at striking up empathy with the recipient
- Recommended alternative action
- A summary
- Reasoning connectives

We are using a number line to divide

- What do we need to remember?
- Draw a number line
- Start from 0 and jump in steps of the number you are dividing by
- Count how many jumps you did

WALT use connectives to explain why I can use:

Because
So that
In order to
Challenge: therefore, consequently

Feedback Symbols

The green shows you what to do to improve your work.

The pink shows you some of the things you have achieved.



In Margin		
↓	Next time try to sit writing on the line.	EYFS KS1
A	Go back and correct your capital letters.	KS2
	Put a line between words/ where you think finger spaces should have gone.	
FS	Go back and check your full stops are correct.	
Highlighted sentence/word in green	Can you up-level this word or sentence?	
Highlighted sentence/word in pink	This is what you have achieved according to the Lesson Objective.	
→P→	Check punctuation.	KS2
→sp	Correct this spelling <small>(tricky/common words only)</small>	
→//	Do you agree that you needed to start a new paragraph here?	
→/\	Can you spot the word(s) you have missed out here?	
I	I worked independently.	EYFS KS1
GW	This was guided group work.	KS2
S	I had some support from an adult.	