

Assessment, Marking, Reporting and Recording Policy

Marking

Marking of children's work must be seen as an integral part of the learning process. As such, it is the purpose of our marking to encourage more and better work.

Marking is a means by which children can learn and assess their own progress. It is also a significant part of the 'informal' teacher assessment process. It is an aid for the teacher to plan future work and to set targets i.e. the children's marked work informs future planning.

For marking to be meaningful, where possible it should be done in the presence of the child and with the child participating in the process. All marking should be neat, legible and the child should easily understand comments.

Below are the marking symbols that must be used when marking pupil's work. These symbols must be displayed prominently in each classroom and discussed with pupils at the beginning of each school year.

Marking Symbols

Marking Symbols - Early Years Foundation Stage

- pink highlighted work – correct (Literacy)
- green highlighted work = incorrect (Literacy)
- VF verbal feedback
- Indep independent work

Marking Symbols - Key Stage 1

- pink highlighted work – correct (Literacy)
- green highlighted work = incorrect (Literacy)
- √ correct indep independent work
 - incorrect
- p punctuation
- 0 (circle letter) - wrong letter case
-  finger space

x incorrect

√ correct

sp (underline word - correct this spelling mistake

^ insert a word (e.g. an adjective)

[paragraphing

p punctuation

g grammar

0 (circle letter)- incorrect letter case

© Correct this please

VF verbal feedback

W/S with support

For all written work in specific writing lessons, the following system is used

1. There must be a clear **learning objective** that is explained to the children in age-appropriate language.
2. The **success criteria** that are needed to fulfil the Learning Objective must be communicated to the children. (The number of Success Criteria will tend on the age of the child and the piece of work)
3. The marking system applies only to **written** work whether this is lessons with a substantial writing focus whether this is in Literacy, Science or Foundation Subjects.
4. When marking work, between 1 and 3 sections of the work that best fulfil the success criteria are highlighted.
5. In addition, the teacher (using the above agreed marking symbols), indicates one area where the pupil might improve his/her work according the success criteria.
6. When the work is handed back, pupils are given some time to look at the marking and to improve his/her work as suggested by the teacher. This work is completed with a green pen and is therefore known as "Green Pen Work". This improvement of work can be either independently or supported by the teacher depending on the age and ability of the child.
7. It is valuable to give verbal feedback as a marking method. If verbal feedback is given, it is not necessary to mark the work other than by the code **VF**.

There may be times when children are asked to self-mark work under the guidance of the teacher. This is acceptable when it is used as an opportunity for misconceptions to be addressed.

In the EYFS, marking is only meaningful if the child is present and plenty of verbal feedback is essential at this phase.

It is not necessary for the teacher to indicate *all* errors in a piece of work if there are many of them as this can be demoralising. Instead s/he should **concentrate on errors relating to the learning outcome**.

The overriding factor with regard to marking is that it should be to encourage children to improve their work, to inform planning and to involve children fully in the process. The Head Teacher is always delighted to see excellent work which is also regularly celebrated in celebration assemblies and class-led assemblies.

Assessment

AIMS

Through effective and planned assessment for learning, recording and reporting this school aims:

To improve pupils' ability to learn and therefore raise their rate of progress and their attainment and to provide a focus for communication with pupils, parents, teachers and others by:

- Identifying successes and future needs and building a full picture of a pupil's progress.
- Motivating pupils by informing them about their progress and encouraging them to recognise success.
- Ensuring that the outcomes of assessment are integrated into future planning of the curriculum and delivery.
- Personalising learning programmes to individual needs through, for example, differentiation.
- Helping pupils to take increasing responsibility for their own learning.
- Supporting the transition of pupils between classes, phases and schools.

ENTITLEMENT

Pupils are entitled to:

- A recognition of their achievements in every aspect of their development.
- Have their previous attainments recognised so that the next steps planned are appropriate to their stage of learning.
- Be involved in the assessment process and to have opportunities to participate in the recording of their progress.
- Be supported in recognising their own achievements and areas where some improvement is necessary to attain new skills and knowledge.
- Be supported to become independent learners and to plan their own next steps in the learning process.
- Have a comprehensive, accurate and up to date record of their progress and achievements.
- Summative reports which are objective and based on evidence which encourage and motivate.

OUTCOMES

Effective assessment for learning will enable pupils to achieve greater success by:

- Having a better understanding of their learning achievements.
- Developing a clear view of their next steps and the skills and ability to plan for them.
- Being a 'partner' in the process of assessing and recording their achievements and learning to take responsibility for their own development.
- Having an understanding of the need to plan for life-long learning.

Guidelines

Introduction

Headteachers and Governing Bodies are responsible for ensuring that their school is able to implement a programme of Marking, Assessment, Recording and Reporting. It is good practice to develop the arrangements in the context of a comprehensive policy on Marking, Assessment, Recording and Reporting linked to curriculum policies. Thus, within individual curricular policies there may be more specific information on the assessment of specific subject areas.

It is motivating for children to be involved in their own learning. Motivated children learn more effectively since they understand the Learning Objective of each lesson; why they are learning a new skill or piece of knowledge as well as having quality feedback on how they have performed in any lesson and what the next step is.

At Gainford C of E Primary we understand the value of this philosophy which is called 'Assessment for Learning'. Pupils are involved in the Assessment and Reporting processes. This will be outlined in more detail within this document.

Marking is a vital part of the assessment process.

Assessment

Assessment has two main purposes.

1. To provide information to assist with planning the next step in a child's education. (*Formative Assessment*)
2. To assess the progress of an individual and indicate the knowledge and skills have been acquired. (*Summative Assessment*)

Assessment is the measurement of the child's performance against agreed objectives. Quality marking is paramount in the assessment process. However, the teacher will use a repertoire of assessment methods to decide where a child is working in relation to a specific skill or concept. Teachers must be clear within their curriculum planning how they plan to assess how pupils perform in relation to particular Learning Objectives.

Some of the key Assessment methods used at this school are outlined below:

Assessment without Levels

- Our school has adopted 'assessment without levels'
- In each year group children will start as Emerging (E), and can progress to Developing (D) and then to Secure (S) within their year group programme of work
- If a child reaches Secure, they can then progress to Mastery (M), showing they exhibit skills with confidence and independence
- Emerging, Developing and Secure are split into 2 stages so a child can be on Emerging 1 and progress to Emerging 2; Developing 1 progressing to Developing 2 or Secure 1 developing to Secure 2
- In our school children may work on a programme above or below their chronological age, so for example a child in Year 4 might be working at Y3 D1 (Year 3 Developing) or a child at Year 5 might be working at Y6 E1 (Year 6 Emerging)
- Ideally, a child should end the year working at Secure for their year group

Assessment Methods that are used more frequently

1. Through **marking** according to Learning Objectives that have been shared with pupils. The Marking Policy (see above) must be read for more detail of this process. In order to help teachers know where a child is working in relation to a specific skill or concept. There are regular work scrutinies during which samples of work are moderated.
2. High quality **verbal feedback** in relation to Learning Objectives is an essential assessment tool, particularly with younger pupils. If verbal feedback is to be most effective it should be immediate ie during the lesson. The Marking Policy explains that the code 'VF' can be used on the books of younger pupils as an indication that Verbal Feedback has been given.
3. Through the **observation** of practical activities, investigation, problem solving, games, drama or group discussion. This is the predominant assessment tool at EYFS.
4. Through **discussions** with pupils regarding their attainment in relation to learning objectives. This includes discussion and can relate to the completion of stranded sheets in the children's exercise books

Assessment Methods that are used less frequently

1. Early Years Foundation Stage Profile

Initial assessments for reception pupils are carried out during the first half term of the Early Years Foundation Stage to give an indication of the starting point or baseline for children at the start of their Primary School Education.

Early Excellence is the assessment provider used at Gainford C E Primary School.

Children are assessed by a series of focussed observations and activities in the following Areas of Learning:

- Communication and Language
- Literacy
- Mathematical Development
- Understanding of the World
- Personal, Social and Emotional Development
- Physical Development
- Expressive Arts and Design

End of Early Years Foundation Stage assessments are carried out throughout the EYFS and at the end of the Early Years Foundation Stage as a measure of progress during the child's first year at school. The end of Foundation Stage Profile is used as an indication of attainment towards the end of the Early Years Foundation Stage. Children are seen to have a Good Level of Development if they achieve Expected progress in Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy and Maths.

At this school end of term assessments are made and entered in the Pupil Progress Without Level Files on the Durham Learning Gateway Assessment (see later for more information)

Much more information about assessments in Reception can be found in the Early Years Foundation Stage File.

2. Year 1 Phonics Screening

In June, All Year 1 pupils (and any Year 2 pupils who did not attain the desired mark in Year 1) undergo Phonic Screening. Pupils are required to read correctly a number of real words and pseudo-words using their phonic decoding skills.

3. KS1 Supported Teacher Assessment

KS1 has Supported Teacher Assessment in Reading, Spelling Punctuation and Grammar and Maths. These assessments consist of the teacher's own assessments of a pupil's work supported by KS1 SATs papers. These assessments are carried out in May

4. Non –Statutory Formal Assessments

Y3, Y4 and Y5 pupils complete non-statutory assessments in Reading and Maths, normally during the week in which the Y6 pupils sit their Statutory Y6 SATs papers. This timing is to ensure that noise levels are low to benefit all pupils who are sitting exams. Non-Statutory assessments are both summative (in that they give a clear end of year picture regarding a child's attainment) and also formative (in that teachers can then highlight areas of work that needs further reinforcement for individuals or a larger group. Assessments used are published by Rising Stars.

4. Statutory Y6 SATs

Y6 pupils complete the statutory Y6 SATs IN English and Maths as directed by NCA guidance. This normally takes place during a week in May and is essentially summative.

Pupils take statutory tests in Reading , English Grammar Punctuation and Spelling , Arithmetic and Mathematical Reasoning ; these assess whether pupils achieve national expectations. Teacher assessment is also carried out in the aforementioned areas .Writing is purely based on teacher assessment .We also assess pupils' progress over the key stage.

5. Other Standard Assessment Tools

Other standard diagnostic tests like Salford Reading Test , Read Write Inc phonics assessments and Lexi Reading Programme assessments may be used in order to get a clear picture of how a child is achieving in a particular subject area, for example as part of an assessment for pupils who are experiencing learning difficulties.

Recording

Core subjects

Stranded sheets for English Mathematics and Science for each individual child are kept in each teacher's assessment file. The Stranded Sheets should be referred to so that pupils are aware of the next stage in their learning and what they need to achieve to progress to the next stage in their learning. As part of the Assessment for Learning philosophy, wherever possible these stranded sheets should be filled in as part of a discussion with the child.

At the end of a school year, stranded sheets should be passed on to the child's new teacher. Master Copies of all stranded sheets are kept in 'School Documents' Assessing Pupil Progress Without Levels within the Durham Learning Gateway.

Foundation Subjects

Learning Ladders sheets are used for the majority of foundation subjects (Art and Design, History Geography, Design Technology, Music, RE and MFL). These set out key objectives which need to be met for each year group from Y1-Y6.

For each unit of PE covered, teachers complete a core skills assessment sheet to show who is working above, below and in line with expectations. PE progression of skills for each year group are available in School Documents -

At this school, Hamilton Trust Units are used to assist planning for the majority of Foundation Subjects. These units are indicated in the Long Term Planning and can be found on the Hamilton Trust website. The majority of these are also available in the Staff Shared area on the school's own network. Teachers should highlight and annotate the overview sheet for each unit and on the completion of each unit a copy should be passed to the Curriculum Co-ordinator (DHT) and a copy retained for the teaching file. This is in order to monitor curriculum coverage so any shortfalls in coverage can be addressed.

Pupil Tracking Sheets in Excel Format on School Documents on Durham Learning Gateway

These records provide a summary of how individual pupils progress during the Primary Phase and are used as a tool for target setting. Targets and assessments are set in terms of Point Scores Equivalent of the stage where a pupil is working (Emerging, Developing, Secure or Mastery). (See appendix).

A record of all pupils levels for of attainment for the Core Subjects are kept in the Pupil Progress folder in School Documents on the Durham Learning Gateway. A copy of the recording sheet is found in the appendix. The recording sheet includes information on expected levels of attainments for each child. Targets are set in the Autumn term and pupil attainment levels are entered on to the system towards the end of each term.

Foundation Subjects

From Year 1 to Year 6, teachers assess pupil attainment termly in terms of emerging, developing and secure and allocate points accordingly (see appendix) This is recorded in the Pupil Progress File in School Documents on the DLG.

Reading records

Careful records need to be kept by teachers of how they are reading. In terms of fluency, accuracy and comprehension

The agreed contents for this file at KS1 and KS2 are:-

Reading - Key Stage 1 and Key Stage 2

- Reading – highlighted stranded sheets (in reading file or general assessment file)
- Guided /Group Reading sheets
- Individual Reading Records (where applicable)
- Phonic assessments were applicable

In order to promote pupils' involvement in their reading, reading diaries should be kept by *all* pupils.

As well as the reading records, teachers must maintain any other records that can be used to enable them to teach more effectively, for example, results of tables or spelling tests for older pupils or a record of phonic knowledge, letters, sounds or key vocabulary that younger pupils can read or write.

Reporting

At Gainford C of E we report to parents through:

1. formal termly Parents Evenings
2. additional meetings and communications where this is appropriate
3. a brief report at the end of the Autumn and the Spring Term
4. a longer report at the end of the Summer Term

Parents' Evenings

A Parents' Evening once every term is an opportunity to report on a pupil's progress as well as on pastoral matters. It is most useful if teachers are well prepared for parents' evenings and remain focussed on the child. This enables time-tables to be adhered to as closely as possible so that other parents are not kept waiting. If it is apparent that a parent needs a longer meeting, this should be arranged for another occasion.

Normally there is a formal Parents' evening in the Autumn and Spring terms for the parents/guardians of all pupils with a third meeting in the Summer term aimed at parents who have specific concerns or those who wish to discuss the school report.

Annual School Report

Each child receives a brief school report towards the end of the Autumn and Spring term. A longer more comprehensive report is produced towards the end of the Summer Term. Copies of these reports are found in the appendix. A school report should celebrate the achievements of pupils as well as indicating some targets for future improvement.

The school report at the end of the Autumn and Spring term contains:

- A grade A, B or C for Attainment and Application across a range of school subjects or areas for learning.
- An overall grade A,B or C for Behaviour
- The terms A, B and C are defined in the report.
- A target for literacy and numeracy
- A general comment from the class teacher.
- The rate of attendance for the term and how it relates to what is considered as acceptable attendance.

The school report at the end of the Summer term contains:

- sections on all school subjects
- a general comment from the class teacher
- a comment from the headteacher
- information on level of attendance
- results of Y2 supported teacher assessment, non-statutory SATs and Y6 SATs with an explanation of how these compare to national expectations.

- A self-assessment section from each child.
- Targets for English, Mathematics and Science (mathematical development at EYFS).

Assessment Without Levels – ‘Age Expected’ Attainment

P Levels	Point Score	Reception 40-60 months	Expected at this time	E,D,S,M	Expected at this time	Points Equivalent
P1-2	There is no longer a point score equivalent to P-levels	PRE ELG 40-60 months D or S	Autumn Reception	Y1 E1	Autumn Y1	1
P3		PRE ELG 40-60 months S or ELG 40-60 months E	Spring Reception	Y1 E2		2
P4-		ELG 40-60 months D or S	Summer Reception	Y1 D1	Spring Y1	3
P4				Y1 D2		4
P4+				Y1 S1	Summer Y1	5
P5-				Y1 S2		6
P5				Y1 Mastery		No point equivalent – record as ‘Y1M’
P5+				Y2 E1	Autumn Y2	7
P6-				Y2 E2		8
P6				Y2 D1	Spring Y2	9
P6+				Y2 D2		10
P7-				Y2 S1	Summer Y2	11
P7+				Y2 S2		12
P7				Y2 Mastery		No point equivalent – record as ‘Y2M’
P8-				Y3 E1	Autumn Y3	13
P8				Y3 E2		14
P8+				Y3 D1	Spring Y3	15
				Y3 D2		16
				Y3 S1	Summer Y3	17
				Y3 S2		18
			Y3 Mastery		No point equivalent – record as ‘Y3M’	
			Y4 E1	Autumn Y4	19	
			Y4 E2		20	
			Y4 D1	Spring Y4	21	
			Y4 D2		22	
			Y4 S1	Summer Y4	23	
			Y4 S2		24	
			Y4 Mastery		No point equivalent – record as ‘Y4M’	
			Y5 E1	Autumn Y5	25	
			Y5 E2		26	
			Y5 D1	Spring Y5	27	
			Y5 D2		28	
			Y5 S1	Summer Y5	29	
			Y5 S2		30	
			Y5 Mastery		No point equivalent – record as ‘Y5M’	
			Y6 E1	Autumn Y6	31	
			Y6 E2		32	
			Y6 D1	Spring Y6	33	
			Y6 D2		34	
			Y6 S1	Summer Y6	35	
			Y6 S2		36	
			Y6 Mastery		No point equivalent – record as ‘Y6M’	

Tracking System for a Reading, Writing, Maths and Computing

PROFORMA Tracking sheet without levels for whole school tracking system Nov 2015.xlsx - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW

Clipboard Font Alignment Number Styles Cells Editing

B2 : X ✓ fx Reading

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	Cohort																			
2	Subject	Reading																		
3																				
4		SEN	Ever FSM	End of	Aut	Spr	Su	End of	Aut	Spr	Su	End of	Aut	Spr	Su	End of	Aut	Spr	Su	End of
5				R	R	R	R	Y1	Y1	Y1	Y1	Y2	Y2	Y2	Y2	Y3	Y3	Y3	Y3	Y4
6				Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target	Target
7	Name of Teacher																			
8																				
9	Stage				PRE ELG 40-60 MONTHS D or S	PRE ELG 40-60 MONTHS S OR ELG 40-60 MONTHS E	ELG 40- 60 MONTHS D OR S		Y1 E1 or E2	Y1 D1 or D2	Y1 S1 or S2		Y2 E1 or E2	Y2 D1 or D2	YS1 or S2		Y3 E1 or E2	Y3 D1 or D2	Y3 S1 or S2	
10	Expected							2	4	6		8	10	12		14	16	18		
11																				
12																				
13																				
14																				

Reading Writing GPS Maths Computing Science

READY 100%

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Tracking System for DT, Geography, History, Foreign Language, Music, PE, Art and Design and RE

PROFORMA FOUND SUBJECTSDec 2015.xlsx - Excel

FILE HOME INSERT PAGE LAYOUT FORMULAS DATA REVIEW VIEW

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T10 : 35 or 36

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA
1	Cohort																										
2	Subject	Foundaton	Subjects																								
3																											
4	Name of Teacher		Auumn Y1	Spring Y1	Summer Y1	Autumn Y2	Spring Y2	Summer Y2	Autumn Y3	Spring Y3	Summer Y3	Autumn Y4	Spring Y4	Summer Y4	Autumn Y5	Spring Y5	Summer Y5	Autumn Y6	Spring Y6	Summer Y6							
7																											
8																											
9	Stage		Y1 E1 or E2	Y1 D1 or D2	Y1 S1 or S2	Y2 E1 or E2	Y2 D1 or D2	Y2 S1 or S2	Y3 E1 or E2	Y3 D1 or D2	Y3 S1 or S2	Y4 E1 or E2	Y4 D1 or D2	Y4 S1 or S2	Y5 E1 or E2	Y5 D1 or D2	Y5 S1 or S2	Y6 E1 or E2	Y6 D1 or D2	Y6 S1 or S2							
10			1 or 2	3 or 4	5 or 6	7 or 8	9 or 10	11 or 12	13 or 14	15 or 16	17 or 18	19 or 20	21 or 22	23 or 24	25 or 26	27 or 28	29 or 30	31 or 32	33 or 34	35 or 36							
11																											
12	Name																										
13		DT																									
14		Geog																									
15		History																									
16		FL																									
17		Music																									
18		PE																									
19		Art and D																									
20		RE																									
21	Name																										
22		DT																									
23		Geog																									
24		History																									
25		FL																									
26		Music																									

Foundation subjects

READY END MODE COUNT: 18 71%

14:42 02/12/2015

