



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 Dales Academies Trust 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. Staff will use pink highlighters for positive work and green highlighters for areas where the child could improve through 'growth'.
- 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 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 on Tapestry.
- Give Reception children a baseline using Target tracker and then assess them termly.
- PUMA and PIRA tests are used as an assessment for learning at the end of each term.
- Staff will use maths intervention time daily to support children who were unsure of LO - they will be re-taught during a 20 minute session. This will be noted in books as a * (Same Day Star)
- Pupils are expected to:

Respond to the feedback given either orally or in writing in purple pen.
Must be given time to respond and 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 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 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 taught from curriculum objectives and the information transferred to 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
- In reading assessment data is gathered during guided reading sessions and transferred from marking to Target Tracker termly. Guided reading record sheets for each group are 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.
- 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. Teachers will meet termly with HT to discuss pupils underachieving.

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 labelled to indicate the level of support given e.g. 1:1/ GW (Group work).
- For a closed piece of work (including mathematics) a tick 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.
- 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. Pupil Premium books will be given priority when marking.
- Children will add/rewrite sentences/paragraphs rather than redo whole pieces of work.
- The majority of marked work will include a positive constructive comment.
- Quality 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. This will not be a 'next steps' target for the child. More challenging words are corrected.



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

Month	Tasks
Termly	Completion of underachievement proformas and update SEN and GT.
September	FS Baseline assessments Y1 Baseline: Reading, Writing, Maths and Science
October	Parent Evenings
December	FS assessments Y1-6 Reading, Writing, Maths and Science Steps Y1-6 Rising Stars: Reading, Maths and Grammar tests PUMA/PIRA
January	Y6 SATs Extra Time Assessment
February	
March	Parents Evening FS assessments

	PUMA / PIRA
April	
May	Year 2 and Year 6 SATs
June	Year 1/2 Phonics Screening Foundation Stage Profiles
July	PUMA/PIRA Annual report to parents Transitional Reviews Foundation subject step assessments