

Assessment and Marking	
Responsible Post	Headteacher
Responsible Committee	C&S
Review Schedule	3 Years
Review Date	October 2017
Changed	Yes



This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>

Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- high quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment).
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- we achieve our assessment without adding unnecessarily to teacher workload.
- assessment is inclusive of all abilities.
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment.'

Delivery

At Manor CE Infant School, we use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment' and 'Nationally Standardised Summative Assessments'. Teachers, Learning Support Assistants and pupils are all actively involved in the assessment process and this information is shared regularly with parents, carers and governors.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It is a continuous Assessment for Learning e.g. questioning, observations, feedback and marking, pupil conferencing. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide

appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly. Through 'Day-to Day In-School Formative Assessment', we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example,

- Wherever possible, marking of pupils' work should take place alongside the child to enable dialogue about the work to take place. Within a group activity, the adult can build in time for discussion with the children. Teachers should also ensure that they circulate children who are working independently to give feedback on their work and provide support, if necessary, to enable all children to make progress in every session.

Underperforming children will be targeted in a lesson in order for them to work towards the intended learning outcome.

When marking cold tasks, teachers should identify 'Two stars and a wish'; aspects of the work that have met the criteria (stars) and a target for development (wish). Marking checklists are used across the school by pupils and teachers to assess intended learning outcomes.

Symbols to be used in marking are:

- I: to indicate that work was completed independently
- G: to indicate that work was undertaken as part of a guided session led by a teacher or LSA. If a child completes a piece of work independently this will be annotated
- CI: child initiated work
- √: to indicate a correct answer
- ∴ to indicate incorrect answer
- : next to an incorrect response to enable children to record another attempt at the answer (usually used in Maths)
- ___: omission or error.

- Observational assessments
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. self-marking against agreed success-criteria
- Peer marking

'In-School Summative Assessment'

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). In literacy we use hot and cold task. Cold tasks are used to assess pupils ability before a unit begins. Cold tasks will support teachers in

planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example.

- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities
- Phased assessments in December, March and May using the Hampshire Assessment Model (HAM) which relate to the National Curriculum age related expectations
 - End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.
 - In EYFS the Foundation Stage profile.

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of 'Nationally standardised summative assessments' will be used:

- A phonics test in Year 1
- National Curriculum teacher assessments at the end of Key Stage 1

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

Monitoring and Evaluation

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Curriculum and Assessment Committee.