



# HERNE VIEW CHURCH OF ENGLAND PRIMARY SCHOOL

*including Apple Orchard Pre-School*

## Assessment Policy (inc Recording, Reporting, Editing, Feedback, Marking and Presentation)

Review Date	Version No	Date of previous Review
February 2023	2	July 2022

Date approved by the Board	Chair	Signature
9 February 2023	Guy Adams	

### *Our Vision*

Building for tomorrow, we share knowledge and foster aspirations through acceptance and welcome. We strive to strengthen our connection to the whole community through dignity and respect. Children are the heart of Herne View Primary and we celebrate the worth and uniqueness of all.

'...let your light shine.' Matthew 5:16

Care

Friendship

Respect



# Herne View Church of England Primary School

## Assessment Policy

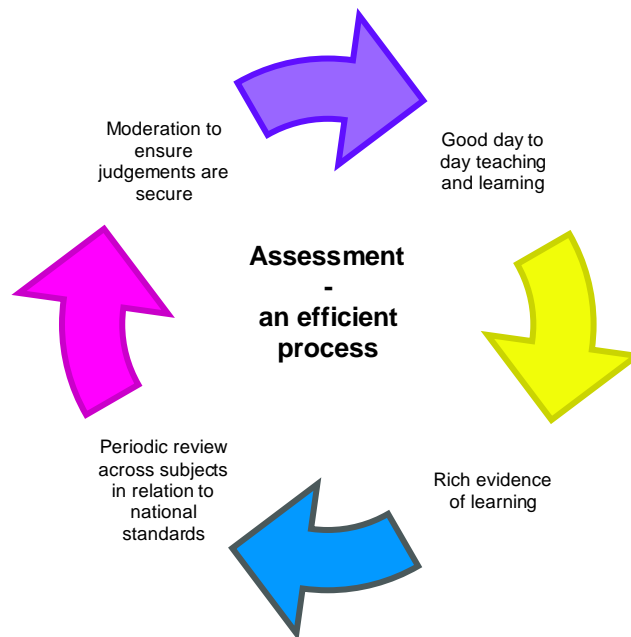
(inc Recording, Reporting, Editing, Feedback, Marking and Presentation)

At Herne View Church of England Primary School, all staff believe that assessment is an integral part of the teaching and learning process. The main purpose of assessment is to improve the quality of children's learning and standards of achievement.

Assessment is, therefore, an important tool for teachers in supporting children in their learning and planning to meet their needs. Information gathered from assessment is recorded and is used to monitor children's progress and attainment throughout an academic year and over time. The information is also used as a basis for reporting to parents and producing individual and school-based targets for achievement.

### Assessment at Herne View Church of England Primary School aims to:

- Actively involve all learners by engaging children in discussion of their learning and associated work;
- Be central to the learning process and help plan the next steps;
- Be based on information that is both relevant and manageable through formal and informal assessment;
- Identify needs, motivate learners and celebrate achievement through regular marking/assessment of pupils' work, with feedback that celebrates and specifies how to improve;
- Gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform strategic planning;
- Inform parents and carers about their child's current achievement and the progress they are making.



From Rebecca Cosgrove, Babcock Education 2015

### **What is Assessment?**

- Assessment should be diagnostic and enable teachers to plan next steps and adapt future teaching to meet needs.
- Assessment is about drawing together information to build a picture and make an overall judgement.
- Progress is evidenced by children becoming more consistent, independent and confident.

### **Good Day to Day Teaching and Learning:**

- Assessment forms a key part in every teaching sequence in school.
- At the start of a task, elicitation tasks may be used to give an indication of any gaps/misconceptions the pupils may have so that these can become a focus in the main part of the teaching sequence, as well as providing a reference for assessment at the end of the sequence.
- Teaching and learning tasks need to give children the opportunity to explain their thinking and demonstrate understanding in different representations e.g.
  - Concrete materials
  - Pictures
  - Language
  - Symbols
  - Context
- Teachers need to ensure that children have clear success criteria for these tasks for assessment to be effective.

### **Rich Evidence**

We gather evidence for assessment in a variety of ways. Having this multiplicity of options allows us to respond to children's varying needs and have evidence appropriate and connected to the learning task being undertaken.

- Observation of child during child and adult initiated activities
- Questioning to probe understanding
- Cross curricular work
- Evidence collected from teachers, other adults in class, pupils and parents
- Talking to a child
- Self-assessment

Work in books is not enough. Teachers must know the rest of the story about the child's development e.g. how they did the learning task (VAK).

### **Periodic Review Across Subjects in Relation to National Standards:**

- Every term our pupils are assessed in all subjects against age expectations in the National Curriculum.
- These are especially key in English and Mathematics where assessments help us to monitor the progress of individuals, key groups (e.g. Pupil Premium children) and use this data to organize effective early intervention.
- Early years pupils are assessed at the start of the year and throughout the year against the expectations in the Early Years Profile.
- Children who receive teaching for the phases in phonics development are also assessed termly and pupils in Year 1 sit the Government Phonics Screener in the Summer term. Those who do not meet the required standard will re-sit this in Year 2. These results are shared with parents.
- Children in Year 2 will sit the national SATs tests in their Summer term. These are currently based on teacher assessments and we aim to make these part of normal teaching and learning so that

the children are not put under any undue pressure and are encouraged to perform their best. These results are also shared with parents along with data about National expectations.

- Children in Year 4 will sit the multiplication screener.
- Children in Year 6 will sit the nations SATs tests in their Summer term.

### **Moderation to Ensure Judgements are Secure**

As a school we moderate our judgements in the following ways:

- Within key stage teams during PPA (planning, preparation and assessment time);
- Termly within our school with staff undertaking professional dialogue about the evidence to show progress and attainment;
- Termly with other local primary schools;
- Looking at exemplar materials available from County and subject specific teacher groups;
- Through termly moderation and work scrutiny by our School Advisor.

### **Assessment Records**

Records about each child are kept for a variety of reasons. They should be accessible and informative and should be easy to maintain. They should aim:

- to describe a child's attainment;
- to indicate a child's future needs;
- to show a child's progress over a period of time;
- to help teachers plan suitable activities for individuals / groups;
- to provide the basis of reports for parents and other interested bodies.

At Herne View Church of England Primary School, we have decided to have detailed records for the core subjects with particular emphasis on Maths and English.

### **The Keeping of Records**

We keep ongoing paper and electronic pupil records that include:

- entry information, age, family, etc.;
- EYFS profile;
- copies of annual reports to parents;
- SATs and other test results;
- records of progress and attainment in the National Curriculum;
- reports and assessments carried out by outside agencies.

Where these are kept electronically, we follow appropriate data protection guidance.

### **Reporting**

Reporting not only fulfills legal requirements but is a vital part of our relationship with parents and the wider community, serving to support and promote children's learning. Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences. As well as the day-to-day informal contact with teachers, parents are invited into school to have formal meetings and reports.

- A parents' evening is held in the Autumn and Spring terms.
- Parents are offered an opportunity once a term to see their child's work either through My Learning Week books or during parents' evenings.
- In the Summer term parents are sent a written report with the opportunity to discuss it with the class teacher if required. Reports balance an assessment against age expectations for each subject with a report of the pupils' effort and enthusiasm for learning.

- Parents of children with special needs are invited in to discuss their children's progress and their learning plan with the teacher and SENCO as appropriate.
- Year 2 children will have their teacher assessment results from the End of Key Stage 1 assessments included in their Summer term reports.
- Year 1 children will have their phonics screener results included in their Summer term report (and Year 2 children if they have undertaken a re-sit).
- Reception children will have the results of their EYFS profile included in their Summer term report.
- Year 6 children will have their end of Key Stage 2 SATs results included in their Summer term report.

### **Marking and Feedback**

At Herne View Church of England Primary School, marking is underpinned by the evidence of best practice and has a number of core principles. It should:

- redirect or focus the teacher's or learner's actions to achieve the goal;
- be specific, clear and accurate;
- encourage and support further effort;
- put the onus on students to correct their own mistakes rather than just provide the correct answers;
- alert the teachers to misconceptions that can be addressed in a timely manner.

It is vital that the teachers evaluate the work that the children undertake in lessons and use the information obtained from this to allow them to adjust their teaching.

Feedback can occur;

- immediately at the point of teaching
- at the end of a lesson or task
- summatively – i.e. where specific tasks are given to check if a child has securely mastered the material.

### **How Do We Mark Children's Work?**

Children's work needs to be marked in pink to denote progress/success and green to indicate an area for development.

The school makes use of a variety of forms of marking/feedback.

### **Verbal Feedback**

This is the preferred and more meaningful method of feedback. Children should receive regular verbal feedback. This may be to correct a child's understanding or to extend the child's learning. The work will then be marked using the code shown at Appendix 1.

During lessons, the teacher and support staff may sit with different groups and give feedback throughout the session to the children. This may be marked with pink and green pen/highlighters to give immediate visual prompts for the child.

During the lesson the teacher may give feedback to other children and annotate the side of the work where the feedback was given so they can later identify where the child was working independently and when they had support/prompts.

In Early Years, the children work mostly in small groups. The teacher will always discuss the work with the child and give feedback orally, therefore, aspects of the marking code are not appropriate, and work may be neither ticked nor initialed. Written comments are not routinely used as feedback for the child but may in exceptional circumstances:

- Provide an explanation of what the child has produced (e.g. a description of a picture; a comment made by the child about the picture; the writing decoded for others to read).
- Highlight an objective that the child has met or comment on progress that has been made.

Appendix 1 shows the marking symbols used across our school.

Teachers employ differentiation of feedback in a manageable way and at the same time ensure that children know how they can move forward. This can be achieved by modifying the comments made to suit the ability and age of the children.

### ***Summative Feedback / Marking***

This usually consists of ticks and dots and is associated with closed tasks or exercises where the answer is either right or wrong. This can also be marked by the children as a result of discussion. Where the work has seen significant adult input/support, it should be indicated using the agreed codes shown at Appendix 1.

### ***Formative Feedback / Marking***

A few pieces, but not routinely, will be marked in greater detail and should always relate to the learning objective and any success criteria formulated as part of the lesson or unit of work. Marking should provide a focused comment which should help the child to understand what they need to do to improve their work next time. The agreed symbols for marking are shown at Appendix 1.

### ***Improvement Prompts / Next Steps***

- Reminder prompt: linked to the learning in that lesson e.g., Say more about..... Explain this for me....
- Scaffolded prompt: A sentence given by teacher with missing words or an open-ended question e.g., Could you try and make the ending more interesting? Describe the...
- Example prompt: giving two or more alternatives or asking the child for an idea of their own.

These structures can also be used in verbal feedback.

### ***Shared Feedback***

Teachers sometimes use a piece of work from a child (with their agreement) to mark as a class/group, on the whiteboard. This enables the teacher to model the marking process and teaches particular points at the same time.

### ***Acknowledgement Marking***

Work is simply ticked to show that the teacher has seen the work. A stamp, sticker or encouragement comment such as 'well done' or 'an excellent piece of work' may be added as appropriate.

This type of marking is suitable where there has been whole-class oral feedback that has achieved a satisfactory level of understanding. It may also be appropriate when other groups in the class are being marked in a more detailed way, on a rotation basis.

### ***Spellings and Grammar***

Children will be encouraged to use correct spelling rules and grammar.

As part of the editing process children will be allowed time to edit and proof-read their work.

### ***Editing***

Proof-reading and editing skills will be taught from EYFS through to Year 6.

- Editing is allowing the children to change and improve the content and structure of their work.
- Proof-reading is checking that spelling and punctuation are correct.

The children may edit work individually or collaboratively. They may follow a list or use editing stations.

Appropriate resources for the year group should be easily accessible. A list of non-negotiables agreed for each year group should be on display in the classrooms including the correct use of capital letters, full-stops and other punctuation as well as the correct formation / joined formation of handwriting (in accordance with our handwriting scheme), spacing and key words as appropriate to the age group.

Until the children have proof-read their work, had a chance to edit it and are happy that they have completely finished, the work is still considered to be independent. After the work has been edited, the adult will mark the work appropriately.

The spelling of Subject-specific vocabulary will be corrected, as will words at an appropriate level for the child. For example, in a science lesson, technical scientific vocabulary such as 'opaque' and 'classification' will be corrected. Teachers will use their professional judgement to avoid 'over-marking' grammatical or spelling errors. The corrected word will be recorded in the piece of work by the teacher and the child will be encouraged to practise writing the word.

### ***Polishing Pens***

Polishing pens will be used by the children to make corrections and improvements to their work in response to final teacher marking.

Where teachers have identified grammar and punctuation errors, these will be highlighted as shown at Appendix 1 so that the children can see clearly where the alterations need to be made.

### ***The Role of Marking in Celebrating Achievement***

Self-esteem is a significant factor in being a successful learner and high expectations can only be fulfilled if self-esteem is also being developed.

All achievements are linked, as each builds further confidence in future goals; links should be made explicit to children.

Children should see learning as a continuum, in which they gradually progress.

Some pupils may prefer to celebrate achievements privately, rather than publicly. Usually, achievements will be celebrated through whole school and classroom-based reward.

### ***Presentation***

At Herne View Church of England Primary School, children of all abilities are encouraged to present their work to their highest possible standard. We aim to give clear and consistent guidelines for the presentation of children's learning and ensure that children are encouraged to take pride in everything they do.

There should be consistency across the school in terms of the standard of presentation expected and understood by children and adults. A child's progression in presentation should be evident year on year.

The presentation policy can be found at Appendix 2.

Adults are the most important role models for presentation and high expectations in our school. Any resources available (e.g. letter joins, lines, grids) must be used to model good practise. All handwriting which is on display for the children – on IWBs, books, flip charts and displays - must comply with our handwriting scheme. The long and short dates should be written on the main whiteboard every day (left-aligned and underlined with a ruler) as an example for children to follow.

Displays must be changed as necessary to support learning in classrooms and a current working wall for English and Maths should be used in each classroom to display WAGOLLs (What A Good One Looks Like). Children's work on display should be mounted unless it is part of an on-going project/working wall.

When sticking dates, titles, challenges, labels and photos into books, adults will ensure they are straight and neatly cut to size. This will be scaffolded until children can do this independently. Any sheets/paper used within books will be neatly trimmed to fit inside the book.

The Senior Leadership Team and Subject Leaders will complete a 'book-look' to scrutinise examples of children's work on at least a termly basis to ensure that the policy is being implemented consistently. 'Drop-In' observations may also be used to assess standards of presentation throughout the school. This ensures that the policy leads to good practice in facilitating effective feedback, teaching and learning.



## Appendix 1 – Agreed Marking Symbols



Verbal feedback given as the lesson progresses and who by.

√√ Indicates something very good

// new paragraph / new line

/ finger space required





next steps


Spellings:

KS1 – underline word spelt incorrectly and write out whole word


KS2 – as above, moving towards put sp in the margin, children to write the word correctly 3 times.



 Indicates letter case is wrong/numeral reversed

 Indicates punctuation errors or area of error in maths

 Completed independently

 Paired work

 Supported by an adult (Adults will also do this to indicate work/sentences directly **copied**)

 – Adult Initiated     – Child Initiated    EYFS ONLY

In Maths:

√ calculation or problem is correct

\* calculation needs correcting

Self-assessment (see Appendix 3)



means I understood this learning.



means I am not sure.



means I don't feel confident with this learning yet.

## Appendix 2 – Presentation

### Philosophy and Purpose

At Herne View Church of England Primary School, we believe it is important that children:

- Take pride in their work.
- Present work in a manner appropriate to the subject, the purpose and the audience for which it is intended.
- Be taught presentation skills in a planned way, ensuring progression and continuity.
- Have high quality materials appropriate to age and need.
- Are encouraged to appreciate their materials and look after them.
- Are made aware of the expectations which should be appropriate to age and ability.
- Are positively encouraged to consistently achieve the standards set.

The following sets out the guidelines for setting out and presentation:

- The date will be written at the top, left-hand side of the page and must be underlined using a ruler. A short date will be used in Maths only, all other work will have a long date.
- A short title will be given to each piece of work. The title will be written underneath the date (after missing a line) at the top of each piece of work.
- In KS1 (where a child is not yet able to write neatly enough) the date and title may be printed and stuck into books,
- A line will be missed after the date.
- A line will be missed after the title.
- Before a new paragraph is started a line will be missed.
- Where speech marks are used, every new speaker has a new line.
- Work will be aligned to the left-hand margin (no gap at the edge).
- The last piece of work will be ruled off and another line will be missed before beginning new work.
- In Maths books, where squared paper is used, one square will be used for one digit/symbol.
- Decimal points sit on the junction between squares.
- Right bracket around question numbers.
- Reception to Y2 pupils will write in pencil; crayons and felt tipped pens will not be used for formal written work.
- KS2 pupils will write in pencil until it is decided by the teacher that they may use a pen for handwriting in English – subject to below.
  - A school handwriting pen can be given to a pupil when it is decided by the teacher that the pupil is consistently and correctly following the school's handwriting scheme.
  - Pupils will only use the handwriting pen provided by the school (black ink) when writing in books.
  - Permission to use a handwriting pen is entirely at the discretion of the teacher and as such can be withdrawn as and when necessary.
- At the teacher's discretion, any pupil may use pen for display work or handwriting practise from Y3.
- All diagrams will be in pencil.
- Errors should have a single line through them.
- Erasers will be used sparingly at the teacher's discretion.

