

Policy established: *Spring 2016*

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Signed Chair: Clare Banks

Next Review Date: Spring 2018

Purpose of the Policy

This policy acts as a guide to marking and assessment, setting out the key principles behind our assessment system and providing a clear overview of why, how and what we assess as a school.

The policy ensures a consistency of approach to the monitoring of a child's progress throughout the whole school and informs decisions about future curriculum developments for that child. It also ensures that information and reports provided are accurate and meaningful, fulfilling all statutory requirements.

Rationale

At The Vaynor First School assessment lies at the heart of the process of promoting children's learning and underpins the whole of our curriculum. It is a continuous process, providing a framework within which learning objectives and outcomes can be set. These build upon prior learning, explore what the children understand and acknowledge what they have already achieved, whilst providing appropriately challenging next steps to support pupil progress. We use WALT (We Are Learning To) with our children to describe the learning objective and WILF (What I'm Looking For) to describe the learning outcomes.

As a school we have defined what we understand both a **learning objective** and **progress** to be:

*A **learning objective** is an aim that develops and advances **essential** knowledge, skills, understanding and behaviours over time.*

***Progress** is the widening and deepening of **essential** knowledge, skills, understanding and behaviours over time.*

Our use of assessment ensures that our children receive their **4 Curriculum Rights**. These are defined as:

1. the **right material**
2. at the **right time**
3. with the **right amount of deliberate practice** (of knowledge, skills, understanding or behaviours)
4. and with the **right amount of effort** inspired by the feedback they receive to believe that through hard work and practice, more can be achieved.

Therefore, assessment opportunities are varied and form an essential part of the learning process to allow children to make use of their knowledge, understanding, skills and behaviours across a range of learning opportunities, range of subjects and contexts appropriate to the demands of the revised National Curriculum 2014.

We firmly believe that our children are at the heart of their own learning and that their opinion of their work, in partnership with feedback from adults or peers, is vital for progress. Effective assessment provides each teacher with the information they need to continually develop and guide teaching and learning and celebrate learning as an ongoing journey and not a race over hurdles to the finishing line.

Aims of Assessment:

- ✓ **Motivate** all pupils to develop a growth mindset and high self-esteem.
- ✓ **Engage** parents in their child's progress.
- ✓ **Set** high expectations for all learners.
- ✓ **Identify** what all children know and what they need to learn next.
- ✓ **Inform** planning and target setting at all levels.
- ✓ **Measure** individual and all groups' progress.
- ✓ **Evaluate** effectiveness of provision, teaching methods and interventions.
- ✓ **Share** meaningful and understandable information with all stakeholders
- ✓ **Comply** with statutory requirements; align our school's achievement in context against nationally standardised criteria and expected standards.

Types of Assessment:

Assessment for Learning (AfL) – Self and Peer Assessment

A range of methods will be used to provide opportunities on a regular basis to encourage children to actively assess their own work and that of their peers. Effective peer and self-assessment enables pupils to fully understand and review their learning, giving them the opportunity to take ownership of their own progress, identifying the next steps in their learning.

The purpose of peer and self-assessment is to:

- ✓ Inspire an increased level of self-motivation and pupil engagement.
- ✓ Empower children to take responsibility for their own learning and relate this to their personal targets.
- ✓ Encourage children to reflect on what they have learned and what they need to do in order to improve.
- ✓ Provide instant feedback that they can apply to their own learning.
- ✓ Ensure children know what is expected of them, raising levels of attainment and standards achieved.

Formative Assessment

This is the on-going assessment that informs the planning of learning opportunities on a day to day basis.

What this looks like in Practice

1. Learning objectives are shared with pupils at the appropriate point within the lesson. Learning outcomes are also shared or elicited from the children. We use WALT (We Are Learning To) and WILF (What I'm Looking For) across the school for consistency with this.

This develops the learning culture as children start to use the language of learning and places the children in an automatically self-evaluative position. It also enables clear reflection against the learning intentions.

The focus on WALT and WILF enables the children to take on a greater level of responsibility for their own learning, monitor their own development & provide them with a greater level of independence.

2. Evaluations of children's knowledge, understanding, skills and behaviours are made by the teacher on a daily basis. This includes all of the following techniques:
 - Learning talks (teacher led discussions with pupils)
 - Learning walks (observations of pupils behaviours and learning discussions within the classroom)
 - Learning pokes (tasks created to determine the depth of learning and the cognitive domain in which they are operating)

The purpose of these are to:

- Identify strengths, achievements and difficulties
 - Measure the effectiveness of the teaching methods deployed
 - Support, develop and challenge children's knowledge, skills and understanding and learning behaviours.
 - Inform future learning activities
3. 'Marking' and 'Distance Marking' follows our **feedback guidance**, which can be found in Appendix 1.
 4. Teachers will also keep records of observations, digital evidence of children's ongoing learning to support the assessment of all subjects.

Summative Assessment

These are the periodic assessments that sum up a child's achievements at the end of an extended period of time. At The Vaynor First School we use:

- The Foundation Stage Profile (until the end of academic year 2016-17)
- Early Excellence Reception Baseline
- 'SATs' at the end of KS1
- Year 1 Formal Phonics Screening Check (and re-assessment at Year 2)
- KS1 Termly Phonics Screening Check and data capture of progress on tracking system
- Reading, Writing and Mathematics Depth of Learning (DoL) Tracking System
- Non-Core subject tracking system
- 'Scorching Hot' Written tasks to demonstrate independent application of skills in a new concept.
- Half termly maths quizzes based on skills covered
- Interim Assessment Frameworks for writing in years 1 - 4

Target Setting

End of Year Targets for each child are set in Reading, Writing and Mathematics at the beginning of each academic year and progress towards these are assessed half termly. Children's progress towards these are the basis of our Pupil Progress Meetings. To support the children in achieving these, individualised child friendly short term targets are set as part of an ongoing cycle.

Our Method of Assessment:

“Study fewer things in greater depth, so a deeper understanding of central concepts and ideas can be developed. Assessment should focus on that.”

Tim Oates (Chair of the expert panel responsible for the review of the National Curriculum).

Our curriculum approach is underpinned by our assessment philosophy that understanding is temporary if it is not revisited in different ways that requires increasing levels of cognitive demand. This will secure learning which persists, rather than relentless, over-rapid progression which leads to surface level learning where gaps in understanding can arise.

Depth & Mastery is about knowing the curriculum, making inter-connections between the subjects and not moving on until children have fully understood, building firm and solid foundations for the next Key Stage.

The National Curriculum

The new National Curriculum has set out clear expectations for what children should achieve by the end of each Key Stage. For English, Maths and Science it provides guidance as to when, in each Key Stage, the skills, knowledge and understanding should be covered. At The Vaynor First School, we have developed a tracking system to monitor our children’s progress from Reception to Year 4, which complies with the age related expectations for each year group and the revised 2014 National Curriculum. This is outlined for you below:

Foundation Stage (Reception EYFS)

All children are assessed on entry using teacher assessments and also ‘Language Link’, these results are used to inform planning, set targets and aid early identification of specific needs. Ongoing assessment ensures that the next steps in learning are appropriately planned to ensure that children make progress.

In EYFS children are assessed against the foundation Stage Profile and the 17 Early Learning Goals (ELG). At the end of the year children are reported as to whether they are ‘emerging’, ‘expected’ or ‘exceeding’ for each Early Learning Goal and whether they have achieved a good level of development (GLD).

Key Stage 1 & 2

As a First school the Key Stage 1 curriculum is milestone 1 and our Year 3 & 4 curriculum is milestone 2. We assess children’s learning against assessment criteria, known as Key Milestone Indicators, which describe what a child is expected to know, understand and be able to do in a range of contexts at the end of Year 2 and Year 4. These indicators are derived from the revised National Curriculum 2014.

Across a Milestone the child’s Depth of Learning (DoL) is assessed across the cognitive domains: Basic (low-level cognitive demand), Advancing (higher level of cognitive demand) and Deep (cognitive demands are complex and abstract).

Expectation is that the vast majority of children should reach Advancing 2 (4 points) by the end of Milestone 1 (Year 2). Please see the table below.

The DfE recommends that children stay within the expectations for their year group and **do not** venture beyond this. For children operating at a deep cognition level they are given the opportunity to apply their understanding in a range of challenging, real life contexts, and to demonstrate their

mastery of a particular skill at a deep and thorough level before moving on to the next set of expectations.

However, it must be noted that children who are not working within their year groups expectations will be tracked in other year groups if this is more appropriate to their stage of learning. This will help them develop the skills, knowledge and understanding needed at this stage in their education. Interventions and extra support may be identified for these children. Children identified with SEND may be assessed using P-Scales or using steps from other year groups as mentioned above.

Tracking Progress

This progression in learning ensures that:

A child who was assessed as '**Emerging**' at the end of EYFS (Reception) will show some aspects of the National Standard (Advancing 1) by the end of Year 6, but there may only be **isolated examples**.

A child who was '**Expected**' at the end of EYFS will show **widespread examples** of the National Standard (Advancing 2) by the end of Year 6

A child who was '**Exceeding**' at the end of EYFS will show **widespread examples** of mastery of the National Standard (Deep 2) by the end of Year 6

The table below outlines the expected age related developmental expectations:

Age Related Expectation at both Milestone 1 & 2					
First year in the milestone					
	Cognitive Domain	Children will be able to	Breadth	Level of support required	Points equivalent
BASIC (understanding)	Low level cognitive demand. Involves following instructions to complete a given task.	name, describe, follow instructions, or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Some isolated examples, leading to widespread examples of key knowledge, skills and understanding indicators	The predominant teaching style will be at an instructional level with much teacher modelling and explaining	Basic 1 Some Examples 1 Point
					Basic 2 Widespread examples 2 Points
Second year in the milestone					
ADVANCING (Application)	Higher level of cognitive demand. Involves mental processing beyond recall. Requires a degree of decision making.	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Some examples, leading to widespread examples of key: Knowledge skills understanding Children demonstrate ability to apply skills with greater independence in some other subjects	The predominant teaching style will be to remind and guide	Advancing 1 Some Examples 3 Points
					Advancing 2 Widespread examples 4 Points

This model of progression against the standards is then repeated at each Milestone, and in Milestone 2 (Years 3 & 4) this according to the higher level Key Stage and year group expectations, in line with the Revised 2014 curriculum.

Some children will be operating deeply within national expectations within milestones, demonstrated by their ability to apply their understanding in a range of challenging, real life contexts. These children are provided with opportunities to master particular skills at a deep and thorough level before moving on to the next year groups set of expectations.

For these children the provision and expectations are outlined in table below:

Cognitive Domain		Children will be able to	Breadth	Level of support required	Points equivalent
DEEP (Fluency)	<i>Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.</i>	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Some examples, leading to widespread examples of key: Knowledge skills understanding Children demonstrate ability to apply skills fluently and independently across a range of subjects making clear links.	The predominant teaching style will be to coach and mentor. At this level the learner will be generating their own success criteria and generating their learning opportunities in conjunction with the teacher.	Deep 1 Some Examples 5 Points
					Deep 2 Widespread examples 6 Points

The points system allows subject leaders and the Senior Leadership Team to consider attainment in terms of average points scores as well as the percentage of pupils working at above or below Age Related Expectation (ARE). It also supports leaders to identify strengths and or areas for development and enables progress to be tracked across Year Groups and Key Stages. This is true of all pupils whatever their starting points, meaning we can show accelerated or exceeded progress.

Recording

Assessment records are meaningful, relevant and diagnostic. They are used to inform future teaching and learning, raise achievement and motivation. End of year assessment records are passed on from one year to the next, during transition meetings and when children transfer to another school.

Reporting to Parents

At The Vaynor First School we offer three opportunities for parents to reflect on their child's achievements and work. The first, in the Autumn term, takes place during a consultation day where the child's progress towards settling into a new academic year and end of year targets are discussed. In the Spring term, during parents evening meetings, the child's progress is discussed and work shared. In the Summer term the meeting is in the form of an Open Afternoon where children show their year's work to parents in a celebration of their achievement. This is an informal event.

A written report for each academic year is completed for every child at the end of the Summer term and sent to all parents. This report can be discussed by appointment with the teacher in the Summer term and may also be discussed with the new teacher at the Autumn Term Parents Evening. In addition to this a shorter, interim report for each child is sent to parents during the Spring term.

During the year there are opportunities for parents and friends to reflect on children's learning in the assembly each class leads. The contents of these assemblies are based on the work undertaken in class. Work is also displayed around the school for viewing.

Occasional parent's events and information workshops are held to inform parents about curriculum development.

Marking & Feedback Guidance (Responding to Children's Work)

Through marking and feedback staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

Aims:

- To aid future planning.
- To improve motivation, self-esteem and develop growth mind-sets.
- To provide additional opportunities for self-evaluation.
- To improve and assess.
- To evaluate teaching effectiveness.
- To support, extend and challenge.
- To model expectations and address misconceptions.

Objectives:

- Children will be able to explain what teacher's marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Children are involved in setting their own realistic targets.
- Children can review achievement of their targets.
- Teachers will use assessment derived from marking to inform future planning.
- Teacher marking will provide clear support, challenge or next steps in learning.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

When a child works with a teacher as part of a guided session:

- Marking takes place alongside the child during the session
- Black pen is used by the teacher to draw a 'stick person' at the top of the child's work in the left hand corner
- Teachers annotate and correct pupils work using a black pen during the guided session
- Blue highlighting is used to mark exceptional achievement in the work
- Pink highlighting is used to mark where improvements could be made and the child given time to address this within the session
- Black pen is used by the adult to initial pupils work at the bottom on completion

When a child works independently, in a pair or as part of a group:

- Marking takes place after the lesson
- Red pen is used by the child to draw a 'stick person' at the top of their work in the left hand corner
- All independent work is checked by the class teacher and stamped using coloured stamps
- Where a child has met the learning objective, a blue stamp is used
- When learning objectives are not met, a pink stamp is used to indicate that intervention needs to take place
- When a child has not met the learning objective, this will trigger a change in provision within the sequence of learning for the child
- When minor corrections are required, these are addressed by the teacher using a black pen
- When a child has addressed the learning objective at an exceptional level, that aspect of the work is highlighted using a blue highlighter pen

When a child works with a teaching assistant:

- The work will be Distance Marked by the teacher
- Blue pen is used by the TA to draw a 'stick person' at the top of the child's work in the left hand corner
- The TA will use Post It notes to annotate the work for the teacher to consider when they Distance Mark
- Blue pen is used by the TA to initial pupils work at the bottom on completion

Minor Corrections

Simple rule of thumb: A child should see a minor correction and think, "Oh yes, I missed that" rather than, "Oh, I didn't know that."

What constitutes a 'minor correction'

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as inverted commas, question marks, full stops etc. But one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake, letter or number formation (maximum 3) that should be within the child's expected realm of capability – e.g. high frequency words, the appropriate homophone etc. This should be written out by the child 3 times.

NOTE: Where many minor errors are needed when checking a pupil's work, teachers should give careful consideration to the use of the blue stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this.

Reception to Year 4 Feedback/ Marking Symbols

Evaluation	Recording method
Correct	✓
Incorrect	•
Incorrect answer / place of error	 Wavy line or pink
Spelling error – underlined	SP
Omission	^
New paragraph needed	//
This cannot be understood or needs thinking about	?
<u>Incorrect grammar or omission of punctuation markings</u>	

There are no specific codes for Self and Peer Assessment as these should be evident through the range of techniques outlined in the 'AfL Pyramid Toolkit'.