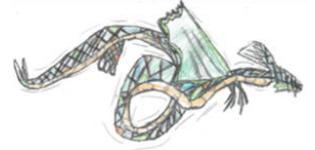
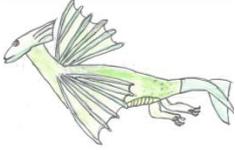
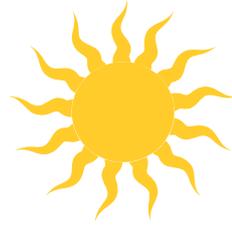


BOREHAM PRIMARY SCHOOL

A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



ASSESSMENT, REPORTING, RECORDING & MARKING POLICY NOVEMBER 2018

Staff Consulted: 26.11.18

Approved by Governing Body: 19.11.18

Next Review Date: November 2020

Boreham Primary School

Assessment, Reporting, Recording & Marking Policy

Introduction

We believe that effective assessment provides information to improve teaching and learning. We encourage our children to play an active role in the assessment of their learning and provide regular feedback on this so that they understand what it is that they need to do better as well as what they are good at. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, Teaching Assistants (TAs), children and parents are all working together to raise standards for all our children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects and caters for the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide a risk free environment where children feel safe to make mistakes and learn from these;
- to provide the Headteacher, governors and external partners with information that allows them to make judgements about the effectiveness of the school.

Planning

Teachers plan the curriculum using our school curriculum maps, these have been formulated to ensure full coverage of the curriculum across key stages allowing opportunities to revisit learning and develop mastery skills. Teachers plan on a weekly basis for the core subjects allowing time for assessment to steer the learning. Teachers review and annotate weekly plans regularly as part of effective 'Assessment for Learning'. Teachers, TAs and children alike are involved in the assessment of the learning taking place, creating next steps and areas to revisit, Teacher/ TA liaison sessions happen regularly during a buddy assembly to ensure that this is possible. These are then built in to plans, be it whole class, group or individual support to ensure each child is enabled to be successful.

Assessment Procedures

Teachers update the steps on Target Tracker half termly for the core subjects and termly for foundation subjects. Teachers use Key Performance Indicators (KPI's), taken from the National Curriculum 2015, as a main focus and highlight these on Target Tracker; they also may tick statements on a paper copy in their assessment folder.

It is agreed that at the beginning of each term teachers will carry out a Grammar, Punctuation and Spelling (GaPS), Maths and Reading test as a way of monitoring progress and providing further information to the cohort or individual's needs. This test will then be repeated at the end of the term to show progress and identify gaps in learning. At the end of a text type children in KS2 are asked to complete a piece of work independently demonstrating skills they have acquired. Teachers then use this to inform (but not dictate) judgements and highlight key areas for development.

In order to support the children to play an active role in their learning, our school have agreed good practice and effective teaching will contain;

- shared learning intentions (WALT) and outcomes
- questioning as a means of differentiation
- use of feedback either verbal or written
- formative use of summative assessment

Marking & Feedback

Research studies have proven that feedback has the greatest impact on learning, it is essential that we all share the same high expectations and consistent approach to we feedback to the children.

We identify the need for a consistent and unified approach to the marking, assessment and correction of children's work. Expectations of the pupils should be as high as possible, and these should be made clear to all pupils. Children are given opportunities to respond to feedback marking, discuss any challenges they have faced, peer mark and work collaboratively to deepen their understanding.

Feedback can either be oral or written but should aim to support and guide the pupils to improve their work as well as praise what they have already achieved. Effort level, and risk taking should also be acknowledged as part of positive learning behaviours, the child should not be penalised for being willing to have a go.

Marking should be **meaningful, manageable and motivating**.

Written feedback may take the form of 'Acknowledgement Marking' or 'Deep Marking'. 'Deep Marking' is linked to the learning intention and success criteria. It provides positive comments on what has been completed and provides developmental points for improvement, to which the children are offered time to respond to these.

'The quantity of feedback should not be confused with the quality' (Eliminating unnecessary workload around marking March 2016)

Marking and feedback should:

- Be manageable for all teachers and teaching assistants
- Involve all adults working with children in the classroom
- Give children opportunities to become aware of and reflect on their learning needs
- Give recognition and appropriate praise for achievement
- Inform future planning and individual target setting
- Be accessible and inclusive
- Be seen by children as positive in improving their learning
- Relate to learning intentions and success criteria which have been shared with the children
- Give clear strategies for improvement
- Allow specific time for children to read, reflect and respond to marking
- Involve children in the marking process, both as self-markers and in peer marking
- Consolidate learning (where applicable)
- In some cases provide opportunities to reason or deepen thinking.

At Boreham Primary School the teaching staff have jointly agreed a key checklist to ensure effective marking and feedback, specific staff meetings are planned into review and discuss these criteria.

The Feedback Process

- All books should have a marking key in the front; these should be used consistently by **all** members of staff.
- In all subjects the same approach to marking should be used:
A **blue** pen for comments and corrections a **green** pen for next step marking.
- Feedback should specific to the Objectives, success criteria or personal targets.
- Opportunities to respond should be given in a planned time.
- If books show that all learning is correct then a Next Step target (**in green pen**) is given to challenge pupil further and accelerate their learning forward where necessary. There may be occasions where pupils' make a few minor errors and improvements are to be made, but also have a Next Step target too.
- Children to use a **purple** polishing pen to edit their work and correct mistakes.
- Teachers will plan in regular opportunities to enable children to respond to next step marking.
- House points, stickers, stampers and smiley faces are used to reward/recognise good work.
- Misspelt key spellings will be identified by the class teacher by writing the spelling and the child will copy out x3.
- In some lessons a group of children may have verbal feedback. VF should be noted below the learning; at times the key point of discussion may also be noted.

Where a child has received support, the child's work will be annotated with an S.

Peer & Self Assessment

- Children will use a purple pen to mark their own work and each other's.
- In Maths, children self-assess on a daily basis using the traffic light system. They colour red if they feel they have not met the WALT, yellow if they are unsure if they have and green if they feel they feel they achieved the WALT.
- Children will use key features checklists in writing to support them to self-assess.

Please see attached Appendices for Marking Keys and blank example of a writing checklist.

Target Setting

At Boreham Primary School we refer to ASP (Assessing Schools Performance), Prospective Light and end of year data from our local cluster of schools provided through our River Chelmer Schools Partnership, to support our target setting process. We use Essex and National held data to inform our targets too. We aim to be at least in line with or better than Essex or National data (whichever is highest).

Expected pupil attainment, based upon their previous performance, plus challenge (aspiration or bonus) .

At the beginning of each academic year, teachers meet with members of our Senior Leadership Team, (usually the Headteacher and Deputy Headteacher/Assessment Lead) to set provisional targets. Subsequently, once the class teacher has had an opportunity to familiarise themselves with the pupils in their new class provisional targets are then confirmed during the first Performance Management meeting of the new academic year, (during the month of October).

Progress

We aim for each child to make at least 6 steps progress per academic year, i.e b b+ w w+ s s+, beginning from whichever step a child is currently assessed at (taken from Summer 2 of the previous year to Summer 2 of the current year).

We know that all children progress at different rates and set achievable as well as aspirational targets according to an individual child's needs. For those children who are working below the expected standard we would hope they make an additional step progress with the interventions provided to enable the process of closing the gap. Targets should be both aspirational and ambitious while taking into account any problems and difficulties individuals might have had.

Following Target Tracker's guidelines; in order to achieve age related expectations children would be expected by Summer 2 to be at S (Expected) in their corresponding year group's band.

The progress pupils have made towards the targets set will be one of the topics for discussion in teachers' performance management review meetings, which usually takes place in late February and at termly pupil progress meetings. All teaching staff are accountable for the value that is added to each child's learning during the year that they taught that class and the SLT will look for evidence of progress from individual starting points through children's books as well as Target Tracker.

SEND Provision

At Boreham School when supporting children with Special Educational Needs and Disabilities we follow an assess, plan, do, review model as outlined below:

Assess: Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. These baseline assessments are used to inform the types of interventions put in place and their subsequent effectiveness. These assessments vary in form either from an 'expectation' checklist or using an approved diagnostic assessment. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Plan: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCO.

Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

Review: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

While we recognise that children may not meet the expected level as outlined in the national curriculum 2015, we follow the same/similar expectations for progress. This is achieved by

setting smart and measurable targets that are agreed with parents and monitored by all members of staff involved in that child. (Please see SEN policy)

Evidence of Pupil Progress

Evidence of pupil progress is obtained through:

- end of term assessments
- book looks
- teacher / TA notes where applicable
- tracking grids
- Target Tracker
- repetition of baseline assessments.
- year group data files and discussion in Pupil Progress Meetings

Parental Involvement with Assessment in EYFS

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and assessment, children have achievement books in which parents can record successes at home, these are particularly valuable in certain areas of learning and used to contribute to their child's individual profile and make a holistic judgement. Parents are encouraged to join in with regular workshops and Welcome Wednesday sessions provide parents with opportunities to find out about teaching methods, reading and phonics and how to support their child at home.

Reporting to Parents

When reporting to parents the necessity of being clear, succinct and informative is regarded as highly-important by all staff. Reports conform to statutory regulations.

Reports highlight achievement and progress, both within long and short-term time-spans. They include indications of future developments and targets. Two written reports are given to parents, the first at the end of Spring term this shows their current level of attainment in reading, writing and maths, an effort grade for each of the core subjects and suitably challenging next step targets identified. A fully comprehensive report is given at the end of summer term, this report aims to celebrate each child's successes as well as set targets in preparation for their transition into the next year group.

Early Years have a separate report which comments on each aspect of learning and the characteristics of learning, informing parents of the assessed outcome and information about their child in that area. These reports also contain transitional targets for Year 1.

Phonics screening results are included in the Year 1 report and Year 2 reports if retaken. SATS results are similarly included alongside the teacher report and teacher assessments. Whilst it is not a statutory requirement to report SAT's results at end of KS1, parents can request for the school to provide them with the necessary information.

The school has a highly effective open door policy allowing for on-going oral discussion when needed, where applicable home/school liaison books are also in place. We have two parents' evenings each academic year, which we encourage children to attend, where reports are discussed.

Policy Review

This policy will be reviewed on a two-yearly cycle.

Appendix

English Marking Key KS1

 	Finger Spaces
 .	Full stops
 Aa	Capital letters
 	Read it again
=	I need to put a capital letter at the beginning of this word.
<u>abc</u>	Write on the line
^	Omission (I have left out a letter or word)
0	Full stop in the wrong place/ full stop missing
//	I need to start a new paragraph here by writing on a new line.
*	I need to add more information here and have written it by the other *
sp	I need to check how to spell this word accurately (correct spelling in the margin: pupil to practise writing it x3 times)
?	This part of my writing does not make sense.
	This is my target when I check through my work or when I start a new piece of work.
✓✓	The word, phrase or sentence is to be proud of.
VF/TA P/I/G/S	Verbal Feedback (VF) Teacher Assistant (TA) Self Marked (SM) Class Feedback (CF) Independent work (I) Group (G) Supported (S) Paired Work (P)
P✓	Great Presentation!
P 	Need to improve presentation
H/P	House-point(s) awarded

English Marking Key KS2

=	I need to put a capital letter at the beginning of this word.
^	Omission (I have left out a letter or word)
0	Capital letter in the wrong place/ Full Stop wrong place or missing
//	I need to start a new paragraph here by writing on a new line.
*	I need to add more information here and have written it by the other *
sp	I need to check how to spell this word accurately (correct spelling in the margin: pupil to practise writing it x3 times)
?	This part of my writing does not make sense.
	This is my target when I check through my work or when I start a new piece of work.
✓✓	The word, phrase or sentence is to be proud of.
VF/TA/I/S	Verbal Feedback (VF) Teacher Assistant (TA) Independent work (I) Supported (S)
P✓	Great Presentation!
P 	Need to improve presentation
H/P	House-point(s) awarded

Maths Marking Key

sp	I need to check how to spell this word accurately (correct spelling in the margin: pupil to practise writing it x3 times)	
?	This part of my work does not make sense.	
	This is my target when I check through my work or when I start a new piece of work.	
✓✓	Excellent calculations/workings out	
VF/TA/S/I	Verbal Feedback (VF) Teacher Assistant (TA) Independent work (I) Supported (S)	
P✓	Great Presentation!	
P 	Need to improve presentation	
H/P	House-point(s) awarded	
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1		
 	Check your work	

Suspense Story Checklist

Feature				Self-Assessment Evidence
Short sentences				
Similes				
Questions to grab the reader's attention				
Fronted Adverbials				
Ellipsis				
Dashes to add extra detail				

Hot Task Evaluation

What my friend likes:

What I am most proud of:

What my teacher is most proud of:

N.B this is an example, may vary between KS1/KS2 classes