



**Assessment Policy
(Including Marking and Target Setting)**

Our Mission Statement

Holy Trinity and S. Silas School was founded by the Church in 1847 to serve the community and to provide an education for every child in the area.

We offer all our children an education of the highest quality taught through the arts and lived through the principles and practice of the Christian faith. We provide a place where all children and adults know their contribution is valued and where they can develop their own faith in God and in one another.

We aim to help every child develop to their full potential, to achieve highly, succeed, and grow in confidence and abilities. Our inspiring curriculum provides all the skills every child will need for life, it develops their self-confidence, awakens their imagination and encourages them to think independently.

We value the diversity of backgrounds and cultures which enrich our life and help our school become the unique place it is. The life of our school is integral to that of the Parish: we both contribute to our local community and benefit from it in our achievements.

It is with this unity that we fulfil our school motto
'Fortis in Fide'



Aims of assessment

At Holy Trinity & S.Silas the purpose of assessment is to raise achievement and self esteem for all pupils. All assessment must be useful and have a positive impact on children's learning.

The purpose of assessment at Holy Trinity and S.Silas is

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to plan appropriate support for individuals and groups of pupils
- to provide regular information for parents that enables them to support their child's learning;
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

Class teachers plan directly from the National Curriculum and the Early Years Foundation Stage strategy. Each lesson has a clear learning intention (L.I) and all tasks and activities are planned so as to be appropriate for each child's ability.

Teachers always share the lesson's learning intention with the children as the lesson begins. In the modelled part of teaching the teacher will explicitly draw attention to what they are doing to make their work 'successful' in meeting the learning intention. This then enables the children to create, as a class, the 'Steps to Success' which they can use to evaluate their own success and the teacher can use as a reference when marking.

During teaching, teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

Formative and Summative Assessment

Effective assessment provides information to improve teaching and learning. In school, there are two different but complementary types of assessment: assessment *for* learning and assessment *of* learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards and levels. Teachers may make these judgements at the end of a unit of work, of a term, of a year, or of a key stage. This is done through a variety of strategies, including the use of tests.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Assessment for learning

Marking and Feedback

Marking and feedback is the basis of assessment for learning. This is used in every lesson.

It is vital that children receive swift feedback on the quality of their work and the extent to which they have met the learning objective. Often this feedback will be oral.

Quality marking should enable all pupils to understand their own achievements and know what they need to do next to make progress. Teachers mark the children's work against the learning intention for that task. They use a set of criteria (Steps to Success) to assess whether the children have met the learning objective.

Follow-up is essential after marking; it is the crucial element in moving children forward in their learning. Time needs to be set aside for all children to respond to the teacher's marking as a means of making improvements to their work.

If nothing happens following marking, pupils soon get to know that they don't have to respond in terms of improving their work.

Feedback in the Early Years

Most feedback will be oral through questioning and discussion and staff will highlight what the child did successfully and where they could make an improvement. The records kept may consist of a short or long observation sheet. The long observation sheets are completed once every half term for each child when they are a focus child within class. The profile files showcase samples of work from across the early years and foundation stage curriculum and contain comments from both the teacher and pupils. There are also opportunities for parents/ carers to add comments about the piece of work.

Transition from Early Years

In Year 1, Autumn term is a transition period between the EYFS and KS1. Success in written work may sometimes be highlighted in yellow and improvement in blue/pink to lay the foundations of the school policy. Throughout the rest of year 1 and year 2, pupils are mainly supported and enabled to make improvements while they are working with the teacher or TA- this will be evident in support prompts written by the class teacher.

Marking Y1-Y6: showing success and areas for improvement

Marking is an essential element of formative assessment and a whole school approach is therefore very important. Appendix 2 shows the marking code agreed by all class teachers. A yellow highlighter is used to show where the child has best met the learning intention. An blue highlighter is used to indicate where the child needs to make improvements in their work. The teacher may talk with the child to explain how the improvement may be made or a range of written improvement prompts may be used with older children.

Ensure that:

- Children can read your comments
- They understand your comments
- There is time for children to read/talk to you about the comments

Feedback needs:

- To be based on clear L.I and Steps to Success that have been generated as a class
- To take account of pupil self evaluation
- To highlight where success occurred and where improvement could take place e.g. 2 stars and a wish
- To give strategies for improvement (written/oral)
- Allocated time to read comments and make improvements

Effective marking should:

- Provide clear feedback
- Regularly encourage and reward children's efforts and progress
- Focus teachers on areas of learning where pupils need help
- Provide a record of progress
- Provide information for parents

Children will be encouraged to:

- Check and self correct their own work
- Correct a friend's work by using drafting or paired partners

Marking for all written work

- Highlight in yellow the best parts of the work that demonstrate they have met 'Steps to Success'
- Underline the word or sp in margin – to indicate an incorrect spelling that you expect them to re-try- this should be a high frequency word or word with a spelling pattern that you have been learning/expect that child to be using. No more than three wrong spellings should be identified per piece of written work
- Asterisk or arrow where some improvement can be made
- A clearly written comment should be at the bottom of the work identifying how work can be improved for the reader, i.e. 'Tell the reader how Ahmed felt when he saw his brother for the first time'
- "T" to show where a target has been met
- Use of prompts
 - A **reminder** prompt, e.g. "tell the reader more about how you feel about this character"
 - A **scaffold** prompt (for children who need more structure than a reminder) e.g. "describe something that made this person a good friend?" or "he showed me he was a good friend when.."
 - An **example** prompt (good for children who need greater support) e.g. choose one of these
 - a) He's a good friend because he never says unkind things. or
 - b) my best friend is a good friend because he is kind
- Highlight in blue where you have asked a child to address a misconception or extend their understanding
- Highlight in pink where children have made their improvement

Marking in maths

All maths work should be marked and where possible this should be done in class to address misconceptions and extend children's understanding. A blue highlighter should be used to draw children's attention to a misunderstanding/extension and a pink highlighter to show they have responded to your comments. See Appendix 4 for some examples of maths marking.

Assessment of learning

Appendix 1 shows the key summative assessments that take place across the school each term. An annual, updated timetable is given to staff at the beginning of each school year.

Recording

The school recognises various methods of assessing a child's learning. The type of assessment that staff make varies from subject to subject. It is only necessary to record information that affects future learning.

Each class has a weekly Assessment and Evaluation Sheet. These are used by the class teacher and teaching assistant to record identified needs of specific children and/or the class. This is so that identified needs are taken into account when planning for the next lesson.

In reading, writing and maths, class teachers from Y1-Y6 assess children against the key performance indicators to assess whether they are working below, within or above the age related expectations.

We take the learning intentions for individual lessons from the medium term plans that have been drawn from the expectations of the National Curriculum. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

Target Setting

In class targets

All children are set targets for reading, writing and maths. These highlight next steps as a means of raising their attainment levels. The targets may be individual or group targets and will often reflect areas of weakness which have been identified through summative or formative assessments.

Targets are shared with pupils

- Writing targets are recorded in children's Books of Learning
- Maths targets are displayed on a board in the classroom (once met they should be stuck in the back of their maths books)
- Reading targets are shared during guided reading sessions.

Targets should be regularly monitored and reviewed, a new target should commonly be set every three weeks.

Pupils are encouraged to take an active role in monitoring their progress towards achieving their targets and targets are updated when they have been securely met.

End of year targets

End of year targets are set for reading, writing and maths for all our children and used to track their progress through termly summative assessments. It would be expected that each child make '6 steps' progress across the year. This is adjusted according to the need of individual children, i.e. for those with an SEN in reading it may be 2 steps or for a highly attaining child this may be 8 steps. Termly pupil progress meetings allow senior leadership to monitor this progress and plan for additional pupil support where it is needed.

Reporting to parents

There are a range of strategies that keep parents fully informed of their child's progress in school. Parents are encouraged to contact the school if they have concerns about any aspect of their child's work.

At the start of a term each of our teachers gives parents a class newsletter that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the rest of the

term. The school website also enables pupils and parents to access information about topics being covered and how they can extend their learning.

Parents are given the opportunity to meet their child's teacher on a termly basis:

Autumn term:

- An initial "Meet the teacher" session in September
- Progress meeting in November.

Spring term:

- Progress meeting in March

Summer term:

- End of year report meeting in July

All parents receive a written report of their child's progress and achievements during the year with individual comments on all subjects of the National Curriculum, and on religious education. In this written report there is a space for children to give their own evaluation of their performance during the year and a space for parental feedback. Parents of pupils in Reception are given the opportunity to discuss their child's Learning Profile with the teacher.

Inclusion and assessment for learning

Holy Trinity and S.Silas is an inclusive school. This means actively seeking to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

SEN

Provision Plans are part of the summative assessment process. These targets are shared with the children and where possible they link with their reading, writing and numeracy targets. Regular meetings are held with the SENDco, parents, other agencies and the child to review how they are progressing.

EAL

After an initial settling in period, children new to the school who are considered to have significantly low levels of English will undertake an individual reading assessment to determine their level of understanding. All EAL children receive support/ differentiated work at a level which best suits their needs and work alongside the NC as much as possible. The EAL teacher usually supports children within their class, though does sometimes withdraw children individually or in small groups to focus on specific language work. EAL children may also work with the EAL teacher on a particular focus e.g. a religious festival which can be used as a basis for an assembly.

Educational inclusion is achieved by continually reviewing what the school does; by monitoring data, and asking questions about the performance of individuals and groups of pupils. In this way the school can make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

Consistency and Moderation

Class teachers

There are planned professional development opportunities where staff come together to discuss, moderate and agree levels in each subject.

Subject leaders

All subject leaders collect examples of children's work within their subject area and use them to create a portfolio of work.

Leadership team

A thorough monitoring programme includes all aspects of assessment. This includes monitoring of planning files, assessment files, lesson observations and book scrutiny.

Monitoring

The whole process is monitored by the Head and deputy through regular meetings and INSET.

- Children's work is monitored half termly through book scrutiny
- Teacher's planning and assessment files are monitored half termly to ensure assessments are up to date. The assessment file moves up with each cohort with the relevant information in for the next class teacher.
- EAL children's levels of English are monitored twice yearly in November and April by the EAL teacher and class teacher

Pupil Progress meetings

Pupil Progress meetings are held with members from the senior leadership team at the end of each term. All class teachers analyse their data and come prepared to the meetings. The data analysis aims to ensure all groups of children and individuals make appropriate progress. Where children or particular groups are seen to be underperforming, the senior leadership, in conjunction with the class teacher and SENDco, plans for additional support.

Policy updated: September 2015

Approved by Governors: November 2015

Appendix 1 SUMMATIVE ASSESSMENT *

Term	Year	Curriculum	Assessment focus	Method
AUTUMN	REC	Early Years Foundation Stage	All areas: particularly prime areas; Personal, Social, Emotional Development, Communication and Language and Physical Development	Baseline assessment in late October using Early Excellence. Update Target tracker (development matters statements and ELGs)
SPRING		Early Years Foundation Stage	All areas: particularly prime areas; Personal, Social, Emotional Development, Communication and Language and Physical Development	Letter names/sounds, high frequency word recognition and writing sample. Complete profiles at end of term.
SUMMER		Early Years Foundation Stage	All areas	Letter names/sounds, high frequency word recognition and writing sample. Complete profiles at end of term.

Term	Year	Curriculum	Assessment focus	Method
AUTUMN	1	English Maths	Reading Writing Spelling Key Objectives	Guided reading observations/PM Benchmark Writing moderation: KPIs Phonics and High frequency word assessments (at end of phase) Teacher Test/Abacus
SPRING		English Maths	Reading Writing Spelling Key Objectives	Reading comprehension /PM Benchmark Writing moderation: KPIs Phonics and High frequency word assessments (at end of phase) Teacher Test/Abacus
SUMMER		English Maths	Reading, Writing Spelling Key Objectives	Reading comprehension /PM Benchmark Writing moderation: KPIs Phonics and High frequency word assessments (at end of phase) Abacus







Term	Year	Curriculum	Assessment focus	Method
AUTUMN	2	English Maths	Reading, Writing Spelling Key Objectives	Reading comprehension/ Writing moderation: KPIs Phonics and High frequency word assessments (at end of phase) Abacus
SPRING		English Maths	Reading, Writing Spelling Key Objectives	Reading comprehension Writing moderation: KPIs Phonics and High frequency word assessments (at end of phase) Abacus
SUMMER		English Maths RE	Reading Writing Maths At1/At2 Levels	Reading comprehension Writing moderation: KPIs Abacus Teacher discussion with RE leader and assessment co ordinator

Term	Year	Curriculum	Assessment focus	Method
AUTUMN	3,4,5,6	English Maths	Reading Writing Spelling Key Objectives	Reading comprehension Writing moderation Abacus
SPRING		English Maths	Reading Writing spelling Key objectives	Reading comprehension Writing sample Spelling/Punctuation and Grammar Abacus
SUMMER		English Maths RE (Year 6)	Reading Writing Spelling } Key objectives At 1/At2 levels	Reading comprehension Abacus Teacher discussion with RE leader and assessment co ordinator

* In addition continual ongoing formative assessments and termly moderation support our judgements

Appendix 2: Marking Keys
KS2 MARKING KEY




Our Class Marking Key

 <p>spelling mistake</p>	 <p>poor presentation</p>
 <p>new paragraph</p>	 <p>target achieved</p>
 <p>missing word</p>	 <p>does not make sense</p>
<p>P (add punctuation)</p>	

meets L./Steps to success: the best examples






need to edit

editing evident

 Independent	 minimal support	 supported
---	---	---

KS1 MARKING KEYS




Our Class Marking Key (1)

 <p>target achieved</p>	 <p>finger space</p>	 <p>capital letter</p>
 <p>missing word</p>	 <p>spelling mistake</p>	







meets L./Steps to success: the best examples

need to edit

editing evident

 Independent	 minimal support	 supported
---	---	---




Our Class Marking Key (2)

 <p>target achieved</p>	 <p>poor presentation</p>
 <p>capital letter</p>	 <p>spelling mistake</p>
 <p>missing word</p>	 <p>new paragraph</p>

meets L./Steps to success: the best examples

need to edit

editing evident

 Independent	 minimal support	 supported
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APPENDIX 3: Target sheet and marking key for books



Name:

<h1>Target</h1>	Achieved (Date when there is consistent evidence that target has become a regular part of writing and give merit)

Our Class Marking Key



spelling mistake



poor presentation



new paragraph



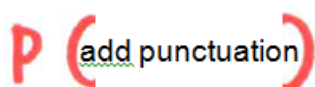
target achieved



missing word



does not make sense



meets L./Steps to success: the best examples

need to edit

editing evident



Independent



minimal support



supported

Year 5 and 6 Spelling List

accommodate	accompany	according	achieve	aggressive	amateur	ancient
apparent	appreciate	attached	available	average	awkward	bargain
bruise	category	cemetery	committee	communicate	community	competition
conscience*	conscious*	controversy	convenience	correspond	criticise	curiosity
definite	desperate	determined	develop	dictionary	disastrous	embarrass
environment	equip	equipment	equipped	especially	exaggerate	excellent
existence	explanation	familiar	foreign	forty	frequently	government
guarantee	harass	hindrance	identity	immediate	immediately	individual
interfere	interrupt	language	leisure	lightning	marvellous	mischievous
muscle	necessary	neighbour	nuisance	occupy	occur	opportunity
parliament	persuade	physical	prejudice	privilege	profession	programme
pronunciation	queue	recognise	recommend	relevant	restaurant	rhyme
rhythm	sacrifice	secretary	shoulder	signature	sincere	sincerely
soldier	stomach	sufficient	suggest	symbol	system	temperature
thorough	twelfth	variety	vegetable	vehicle	yacht	

Other words for me

Our Class Marking Key



spelling mistake



poor presentation



new paragraph



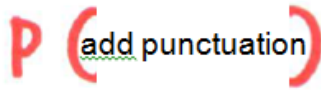
target achieved



missing word



does not make sense



add punctuation

meets L./Steps to success: the best examples

need to edit

editing evident



Independent



minimal support




supported


Year 3 and 4 Spelling List


accident	accidentally	actually	address	answer	appear	arrive
believe	bicycle	breath	breathe	build	busy	business
calendar	caught	centre	century	certain	circle	complete
consider	continue	decide	describe	different	difficult	disappear
early	earth	eight	eighth	enough	exercise	experience
experiment	extreme	famous	favourite	February	forward	fruit
grammar	group	guard	guide	heard	height	history
imagine	increase	important	interest	island	knowledge	learn
length	library	material	medicine	mention	minute	natural
naughty	notice	occasion	occasionally	often	opposite	ordinary
particular	peculiar	perhaps	popular	position	possess	possession
possible	potatoes	pressure	probably	promise	purpose	quarter
question	recent	regular	reign	remember	sentence	separate
special	straight	strange	strength	suppose	surprise	therefore
though	although	thought	through	various	weight	woman/women


Other words for me


Our Class Marking Key (1)

 target achieved

 finger space

 capital letter

 missing word


 spelling mistake

meets L./Steps to success: the best examples

need to edit

editing evident

 Independent

 minimal support

 supported

High frequency words

a	an	and	as	at
back	big	but	can	dad
get	go	got	had	him
his	I	if	mum	no
not	on	to	the	up

all	are	be this	down	for
he	her	look	me	my
into	now	see	she	that
them	then	they	too	will
with	was	we	you	

do	children	come	from	help
have	it's	just	like	little
one	out	said	so	some
there	went	were	what	when

Our Class Marking Key (2)



target achieved



poor presentation



capital letter



spelling mistake



missing word



new paragraph

meets L./Steps to success: the best examples

need to edit

editing evident



Independent



minimal support



supported

High frequency words

all	are	be this	down	for
he	her	look	me	my
into	now	see	she	that
them	then	they	too	will
with	was	we	you	

do	children	come	from	help
have	it's	just	like	little
one	out	said	so	some
there	went	were	what	when

about	asked	by	called	came
could	day	don't	here	house
looked	made	make	Mr	Mrs
oh	old	people	put	saw
their	time	your	very	

Appendix 4

Prompts for effective maths marking

1. Model

A model provides a worked example for pupils to follow in the way that the teacher might if working with the child:

$$14 + 12 = 14 + 10 + 2$$

Now try

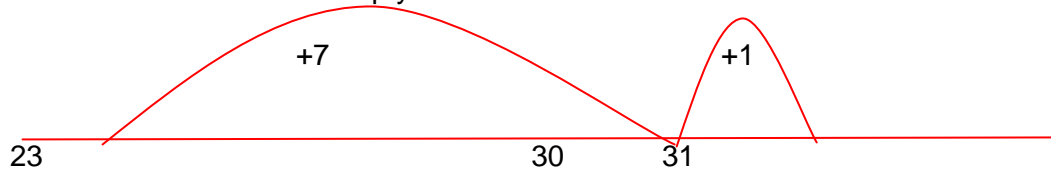
15+13 by partitioning

2. Image

An image gives a visual picture of the thinking behind a concept:

Can you use this number line to help you work out this calculation?

$$23 + 8$$



Now try 36+7

3. Closed/multiple choice question

Direct question provides an opportunity to judge the pupil's level of understanding of the learning objective at an appropriate level:

If you combine these digit cards, what number will be made?



“Circle the numbers that round to 50.”

44 45 54 59 49 40 55

4. Open question

Allows for more elaborate answers with multiple possibilities that may lead to elements of generalisation:

“I have two 1-10 dice. What numbers could be thrown with each dice to total 15?”

“I’m thinking of a number. When I round it to the nearest ten I get 460.

List the numbers I could be thinking of.”

5. Finish the sentence

Gives an opportunity for pupils to clarify their understanding and generalise:

“If a whole turn is 360° then half a turn is..... because...”

“Can you finish this sentence and give a number sentence as an example? When you divide by 10, the digits....”