



**Assessment Policy  
(Including Marking & Feedback)**

# 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 in this way that we prepare our children for the future and fulfil our school motto: 'Fortis in Fide' (*'Strong in the Faith'*).

*"And let us consider how we may spur one another on toward love and good deeds, but encouraging one another-and all the more as you see the Day of the Lord approaching." (Hebrews 10.25)*



## **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 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 curriculum. 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.

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. Teachers generally share the lesson's learning intention with the children as the lesson begins, unless the lesson has been specifically planned for it to be introduced later. For writing and maths, teachers will have planned three 'steps to success' which children need to have done in order to meet the learning intention. These will be under the typed learning intention:

- to help remind children what they need to do when working independently;
- for the class teacher to refer to when marking.

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.

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. The school encourages over the shoulder marking in order to have immediate impact on children's learning. 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 intention.

Children should be taught to edit their written work. From Reception, children are taught and encouraged to read back what they have written to an adult. As children progress they are taught to become independent and peer editors. By Y5 & Y6 children should be able to identify what they need to edit and be given opportunities to revisit their work in order to be able to do this.

Marking should be done, where possible, during the lesson so that children can edit and improve their work/address misconceptions as they work.

### **Feedback in Reception and Year 1**

Most feedback will be oral through questioning and discussion. In Reception (EYFS), this is done regularly during observations of the children and the teacher recognising a 'teaching moment'. Their progress towards the Early Learning Goals is regularly assessed and updated using the teacher's observations and any work the children produce. Some observations are also recorded using the Tapestry online platform which include photos and notes about the teaching moment. This is shared with parents who are also able to feedback their own observations. The Tapestry observations are collected throughout the year and a journal is created for each child.

In Reception and Year 1, all feedback on writing is verbal and at the point of writing. Staff do not make annotations directly onto children's early writing so that the child retains ownership over their work e.g. words are **not** 'translated' or written with the correct spelling. The only marking that is done directly onto the page is to indicate whether the child worked independently or with adult support, using the Appendix 2 marking code. Verbal praise, sharing of writing with staff, and merits can be given to children to recognise and celebrate what they have done well.

NB If a translation of a child's writing is needed for assessment purposes, this can be written on a post-it and kept in the child's book. Additional assessment/feedback notes are recorded on the weekly assessment and evaluation form.

### **Year 2**

In Year 2, the class teacher will use yellow highlighter to indicate what the child did successfully. These are called 'Golden sentences.' Blue highlighter will be used to indicate improvements for and by the child. These are called 'Blue to-dos' – this is to lay the foundations of the school policy. Throughout 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 Y2-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 met the

steps to success (Golden sentences). A blue highlighter is used to indicate where the child needs to make improvements in their work (Blue to-dos). 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.

**Staff are asked to ensure that:**

- Children can read their comments
- They understand their comments
- There is time for children to read/talk to the teacher 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
- To give strategies for improvement (written/oral)

**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

**Children are expected to:**

- Check and self-correct their own work using a green pen
- Correct a friend's work by using drafting or paired partners/peer marking

**Marking for all written work**

- Highlight in yellow the best parts of the work that demonstrate they have met 'Steps to Success', as well as the corresponding 'Step to Success' on the LI sticker at the top of the page
- When all three 'Steps to Success' have been highlighted and evidenced in the work, the LI itself should be highlighted
- 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
- If appropriate, a clearly written comment should be at the bottom of the work identifying how work can be improved. If this is the feedback, time needs to be allocated for children to respond the following day
- 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

## **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
- A yellow highlighter should be used to highlight each Step to Success that the child demonstrates, either in their written work or verbally
- When all three 'Steps to Success' have been highlighted and evidenced in the work, the LI itself should be highlighted

## **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.

## **Targets**

Rather than individual targets, the steps to success (which inform the learning intention) are seen as 'targets' within each lesson. There may be non-negotiables that the teacher expects from individual children but these are not expected to be recorded separately but addressed through marking and teacher/pupil conversations and evidenced in the child's work. Children with SEND have additional targets from their provision plans.

## **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 Target Tracker statements to assess whether they are working below, within or above the age related expectations. Each teacher passes this information on to the next teacher at the end of each year.

## **Reporting to parents**

There is 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.

The class teacher updates their class website page at the beginning of each half term, highlighting the main areas of study for that half term. In this update the teacher identifies how parents can support any elements of the work during the rest of the term.

There are open mornings each half term and more formal meetings for parents on a termly basis:

Autumn term:

- Progress meeting in October/November.

Spring term:

- Progress meeting in February/March

Summer term:

- End of year report reading and signing in July

At the end of the academic year 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 are given the opportunity to discuss their child's report with the teacher where necessary.

### **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.

### **SEND**

Regular meetings are held with the SENDco, parents, external agencies and the child to review how they are progressing in reading, writing and maths. Individual targets from provision plans are also reviewed and updated at least termly. Assessment-plan-do-review cycles take place on at least a termly basis, with support from external agencies such as Speech and Language therapists and Educational Psychologists.

### **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 (PM Benchmark). All EAL children receive support/ differentiated work at a level that best suits their needs and work alongside the NC as much as possible. The EAL teacher usually supports children within their class drama lesson, 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 that 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.

They also have opportunities to moderate with other local schools.

### **Subject leaders**

All core subject leaders are responsible for planning and delivering an annual INSET detailing how and when their subject is assessed. Subject leaders also 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.

### **Pupil Progress meetings**

Pupil Progress meetings are held with the senior leadership team termly. 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: November 2022

## **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 using Target Tracker statements (development matters statements and ELGs) Little Wandle half-termly phonics assessments Writing sample. Complete profiles at end of term.
SPRING		Early Years Foundation Stage	All areas: particularly prime areas; Personal, Social, Emotional Development, Communication and Language and Physical Development	Little Wandle half-termly phonics assessments Writing sample. Complete profiles at end of term.
SUMMER		Early Years Foundation Stage	All areas	Little Wandle half-termly phonics assessments Writing sample. Complete profiles at end of term.

Term	Year	Curriculum	Assessment focus	Method
AUTUMN	1	English	Reading Writing Spelling	Book band colours/PM Benchmark Writing moderation Little Wandle half-termly phonics assessments. Teacher Test/Abacus
		Maths	Key Objectives	
SPRING		English	Reading Writing Spelling	Book band colours /PM Benchmark Writing moderation Little Wandle half-termly phonics assessments
		Maths	Key Objectives	White Rose assessment
SUMMER		English	Reading, Writing Spelling	Book band colours /PM Benchmark Writing moderation Little Wandle half-termly phonics assessments
		Maths	Key Objectives	White Rose assessment

Term	Year	Curriculum	Assessment focus	Method
AUTUMN	2	English	Reading, Writing Spelling	Book band colours /PM Benchmark PIRA reading comprehension (for those reading at Purple book band level and above only) Writing moderation Little Wandle half-termly phonics assessments White Rose assessment
		Maths	Key Objectives	
SPRING		English	Reading, Writing Spelling	Book band colours /PM Benchmark PIRA reading comprehension (for those reading at Purple book band level and above only) Writing moderation Little Wandle half-termly phonics assessments White Rose assessment
		Maths	Key Objectives	



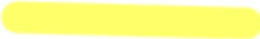



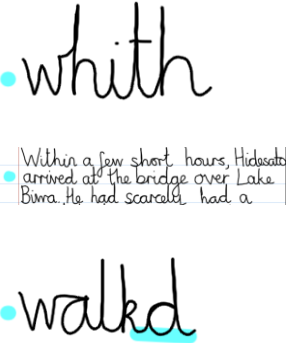
SUMMER		English  Maths	Reading Writing  Key objectives	Book band colours /PM Benchmark PIRA reading comprehension (for those reading at Purple book band level and above only) Writing moderation Little Wandle half-termly phonics assessments  White Rose assessment
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Term	Year	Curriculum	Assessment focus	Method
AUTUMN	3,4,5,6	English  Maths	Reading Writing Spelling  Key Objectives	Book band colours/PM Benchmark Reading comprehension with record of age related scores (PIRA) Writing moderation  White Rose
SPRING		English  Maths	Reading Writing spelling  Key objectives	Book band colours/PM Benchmark Reading comprehension with record of age related scores (PIRA) Writing moderation  White Rose
SUMMER		English  Maths	Reading Writing Spelling  Key objectives	Book band colours/PM Benchmark Reading comprehension with record of age related scores (PIRA) Writing moderation  White Rose

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

## Appendix 2: Marking Key

### Marking Key

	'Golden' sentences/parts of sentences highlighted in children's writing where they have met the steps to success.
	Blue to do- to signal anything that needs responding to in order to improve the quality of children's work.
	Missing punctuation
	Missing capital letter- NB this can be differentiated. The first option- heavy support; second option- children find where they are missing capital(s) independently rather than having it pointed out specifically.
 <div data-bbox="247 1724 534 1792"> <p>Within a few short hours, Hidesato arrived at the bridge over Lake Biwa. He had scarolel had a</p> </div>	Spelling mistake to be corrected- blue highlighter dot next to 4 high frequency words/age related words that are spelt incorrectly (for higher attaining children/as the year progresses, please move to just putting a blue dot in the margin for children to find incorrect spelling on that line themselves- example 2). Children write correctly above or next to and practise spelling four times in margin. For lower attaining children, actually write the correct spelling or highlight exactly which sound/spelling pattern is incorrect (see example 3). If it is a repeated spelling pattern/error, build into next day's starter or use

	soft start for 1-1 with child.
//	Start a new paragraph here/you need paragraphs (differentiate by child)
✓✓	Great choice of vocabulary
^	Missing word
Ⓜ	Repetition
	KS2- Consider impact on your reader (i.e. particular word choice that doesn't quite work)
<p>Thursday 6th May 2021</p> <p>LI: To explore and identify persuasive language.</p> <ul style="list-style-type: none"> <li>• I can read persuasive speeches carefully.</li> <li>• I can identify and note down any particularly persuasive words/phrases.</li> <li>• I can explain why particular language is persuasive and its impact on the reader.</li> </ul>	You have met all steps to success → you have met the learning intention.
<p>Thursday 6th May 2021</p> <p>LI: To explore and identify persuasive language.</p> <ul style="list-style-type: none"> <li>• I can read persuasive speeches carefully.</li> <li>• I can identify and note down any particularly persuasive words/phrases.</li> <li>• I can explain why particular language is persuasive and its impact on the reader.</li> </ul>	You have met two steps to success. Your blue tells you which one you haven't quite hit. Please either explain to children verbally or in writing what they can do to meet the learning intention.

#### General notes:

- As much done in lesson time as possible
- For more extended outcomes, a short blue to do comment which will improve the overall quality of the writing- needs to be something children can do independently (i.e. all verbs in past tense) unless you have the opportunity to conference. Average = once a week
- For outcomes split over multiple days, grouping children's next day targets and giving them a target sticker may be more effective/whole class feedback stickers/peer editing and evaluation
- Marking should be most thorough at the drafting stage to enable children's final pieces to be of the highest possible quality

