



*'Loving to Learn, Learning to Love'*



# Assessment for Learning Policy

**Last Reviewed:** September 2023

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## Introduction

*'When a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning – it happens during the learning, when there is still time to do something with the information.'* **Dylan Williams, 2011**

At St Mark's CE Primary School, we believe feedback and marking should provide constructive feedback to every child, focussing on successes and improvements against learning objectives, success criteria and individual targets enabling pupils to become reflective learners and helping them to close the gap between current and age related expectations.

**Assessment for Learning** is very different from **Assessment of Learning**. The latter tends to be summative and is carried out periodically, e.g. at the end of a unit or year or key stage. This kind of assessment is used to judge how well a pupil is performing. Conclusions are typically reported in terms of grades or marks and progress made. The grades and marks used are set alongside national standards ensuring that pupils and teachers are able to evaluate performance against others and the school is able to track progress over time.

Summative assessment is an integral part of teaching and learning. It contributes to learning through providing feedback. It should indicate what is good about a piece of work and why this is good. It should also indicate what is not so good and how the work could be improved. Effective summative feedback will affect what the child and the teacher do next.

Formative assessment demonstrates the extent of a child's success in meeting the assessment criteria used to gauge the intended learning outcomes of the age-related expectations. It is normally, though not always, used at the end of a unit of teaching. Formative assessment is used to quantify achievement. For these reasons, the validity and reliability of formative assessment are of the greatest importance.

**Assessment for Learning (AFL)**, on the other hand, is summative and takes place all the time in the classroom. It means using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this. Assessment for Learning values quality of learning rather than quantity and raises self-esteem by giving advice for improvement and appropriate praise. The use of Assessment for Learning strategies enables pupils to become reflective learners through self and peer assessment.

## The Aims of Assessment

Assessment informs the target setting process and planning for groups of pupils and/or individuals. In our school, Assessment for Learning is used as a tool to help raise standards. Assessment feeds into the assess – review – plan – deliver – assess cycle.

## **Forms of Assessment**

Teachers continually assess pupils' performance through their observation of and conversations with pupils on tasks set and through the work produced. Formative and summative assessment strategies are implemented across the curriculum. These assessment strategies are:

- Consistent within the school;
- At the centre of our pupils' learning;
- Encouraging, so that pupils strive to be successful; have high self-esteem and value one another's work;
- Varied in style e.g. verbal feedback, written feedback, self-evaluation, peer assessment, edit marking;
- Used to identify areas of achievement and next steps.

### **Assessment is:**

- Diagnostic – identifying specific learning difficulties and strengths;
- Summative – identifying the next steps in the learning journey;
- Formative – measuring performance half-termly and at the end of a Key Stage through national standard assessment tasks.

## **Marking**

Pupils are expected to respond to teacher comments and ensure improvements are evident in the subsequent pieces of work. They also need to understand why aspects of work have been marked, i.e. the work fulfils the success criteria/shows the child is working towards their targets and areas for improvement, to move learning forwards, are shown. Pupils are given time to respond to feedback and improve their work (response time). Pupils should be placed in the praise box to celebrate their achievements. When marking, teachers are expected to use their professional judgement on aspects of the work, which would make a significant improvement e.g. spelling, grammar and handwriting. (See Appendix 5)

### **Aims of Marking**

- to raise standards;
- consistent and is easily understood by teachers, pupils and parents/carers;
- done regularly and the findings used to inform target setting and planning;
- an integral part of Assessment for Learning (AfL).

### **Principles of Marking**

Assessment is integral to curriculum planning and delivery. Marking is manageable and enables teachers to plan effective, high quality learning experiences for our pupils. It identifies what a child has done well and what they need to do to improve. Marking can also involve peers and pupil self-assessment. It provides the opportunities for pupils to reflect on and communicate their learning needs.

## **In Practice**

Success criteria are shared with the pupils for each task set. Success criteria are evident in books for each piece of written work. Teachers/support staff and pupils fill in success criteria grids at the end of each piece of work with correct code. (See Appendices 1 and 2).

Symbols are used as well as words in success criteria grids for EAL Beginners and where needed.

Work is marked by the teacher, TA, pupil or peer against the success criteria.

Marking codes (displayed in all classrooms) are consistently used on each piece of work (See Appendix 2).

A piece of written work is expected to be edit marked, with the teacher using their professional judgement to identify the spelling, handwriting or aspect of grammar, which will help the child make significant progress. Ticks (in the margin) are used to indicate where skills are being applied correctly. Codes are used to indicate where there is a mistake to be rectified. Pupils respond to edit marking using purple pens.

- Cold writes do not need to be edit marked as stated above. Two targets should be written underneath the piece of writing.
- Hot writes are edit marked and the teacher should ensure that pupils know what they have done well.
- Hot and cold writes are highlighted on strips of blue (cold write) and orange (hot write) paper and added at the beginning of the piece of writing. (See Appendix 1).

When the Learning Outcome has been achieved, then it should be ticked to highlight this.

In year 2 and KS2, pupils are given time at the beginning of the next lesson to respond to the marking. Year 1 should be doing this by the spring term.

## **Summative Assessment**

### **Foundation Stage**

- In the EYFS, individual and group observations, child and adult initiated learning assessments and the knowledge of the child are all used daily to assess the children.
- These ongoing observations, assessments and the teacher's knowledge of the child feed directly into daily, weekly and medium-term plans in an assess, plan, review cycle.
- Assessments are reported to parents/carers at a termly parent/carers' consultation evening and in written form as the end of year report.
- In Reception, written work is annotated with the pupil present and verbal feedback given.
- In both Nursery and Reception, stickers, star of the week certificates, stamps or written remarks are used to encourage and reward pupil's efforts.

- Pupils are assessed through the school’s own baseline on entry to Nursery or Reception and children in Reception are also assessed using the statutory Reception Baseline Assessment tool.

### **Key Stage One and Two**

- When teachers mark all subjects (except mathematics), a code is placed in the column to identify the mistake made (see Appendix 4). Where a child is working significantly below expected, the code may be placed over the mistake. Teachers tick in the column when a skill or an explanation has been completed to a high standard. Pupils who have done well and have met the success criteria are placed in the ‘praise’ section on a whole class marking sheet. Those who require additional support are placed in the, ‘guided group’ section. There is also a section assigned for common SPAG errors and misconceptions. Teachers use their professional knowledge to identify next steps and place these in the ‘extensions’ section.
- The whole class marking sheet is shared with the pupils at the beginning of each lesson.
- The whole class marking sheet is used to inform planning for the next lesson.
- Assessments feed directly into daily, weekly and medium term plans in an assess, plan, review cycle.
- Pupils mark their own work against the success criteria.
- Pupils self-assess using “thumbs up and thumbs down” during parts of the lesson.
- Pupils peer mark against the success criteria from year 2 onwards, where appropriate.
- Oral questioning throughout the lesson is used to check understanding (See Appendix 3).
- KWL grids linked to the Geography or History curriculum are used from year 1 upwards on display boards.
- Staff monitor the classroom in lessons, identifying and correcting misconceptions

### **Formative Assessment**

- Pupil’s phonics knowledge is assessed at the end of every half term and is used to inform phonics groupings.
- Each term, a formative assessment is made of each child in mathematics using NTS math assessments. The results are entered onto the school tracking system.
- In reading, NTS reading assessments are used termly to assess pupil’s reading ages. NTS reading tests also identifies both strengths and areas for improvement for the child, class, year group or whole school.
- Termly, teachers assess pupils using the schools inhouse data tracking system.
- The progress of each child is then scrutinised through the analysis of data and progress of individuals and groups is discussed at termly pupil progress meetings. Targets are then set for pupils and appropriate interventions are planned in an action plan.
- All formative assessments inform the next steps of planning for individual pupils and groups. These include:
  - End of Reception assessment against the EYFS framework objectives.
  - Year 1 phonics screen test.
  - Year 2 phonics test for those pupils who either did not sit or did not pass the screen in Year 1.

- Year 4 times table check.
- End of Key Stage SATs in years 2 and 6.

### **Pupils with EAL who are new to English**

Pupils who are new to the country or new to English are assessed against the Bell Foundation assessment framework to ensure that progress is being made and the curriculum is accessible.

### **SEN**

Pupils who are deemed not to be able to access the National Curriculum for their year group are assessed against their SEN passport targets. SEN testing and progress should be evident in books. Foundation Stage Pupils who are working below their age related expectations are assessed using the Locke and Beech profile.

### **Foundation Stage 1 - Nursery**

On completion of baseline assessments, pupils in Foundation Stage 1 have targets that relate to their achievement across the 3 prime areas of learning. These are Personal, Social and Emotional Development, Communication and Language and Physical Development. These targets are discussed and shared with parents/carers in order that they can be consistently worked towards in partnership. Targets are reviewed and updated as they are achieved. From the spring term, the children also have targets linked to Literacy and Maths.

### **Foundation Stage 2 - Reception**

Pupils in Reception are given targets on completion of baseline assessments. These targets reflect each child's developmental level and focus on reading, writing and mathematics as well as a PSED target when necessary. Pupil targets are shared with parents so that children can be supported at home as well as at school.

### **Key Stage One and Two Targets**

All pupils should have a target bookmark, which shows their reading, writing and mathematics targets.

- Individual targets for writing are set following each 'Cold Write' and are written underneath the piece of writing.
- Mathematics targets are linked to their learning in mathematics.
- Individual reading targets are taken from assessments and evidence from individual and guided reading sessions.

## **Parents/carers**

End of year expectations in reading, writing and mathematics are shared with parents or carers. Individual targets are shared with parents or carers during parent's evening and in the end of year reports.

## **Monitoring**

SLT, English and mathematics leaders conduct planning / book scrutinies and observe lessons as part the whole school monitoring cycle. This holds staff to account for the progress of their pupils and the quality of teaching, learning and assessment in their class. Teachers are given verbal and written feedback. Leaders produce an evaluative report for the SLT and St Mark's CE Primary School's Local Governing Board.

Subject leader's also monitor foundation subjects as part of their subject leader action plans.

## **Reporting**

Parents/Carers are invited to attend parent's evenings twice year (normally in October and February) to talk about their child's progress. Parents or carers receive a written report in July, summarising the year's work and setting targets for the future. This meets our statutory duty. Parents/carers of pupils in Years 2 and 6 also receive a summary of the National Curriculum standards their child has attained at the end of each Key Stage and how the school's results compare to those nationally. Data is gathered and retained on our pupil-tracking database where the SLT can access it for future reference.

Signed:  
Headteacher

Signed: .....  
Co-Chair of Local Governing Board

Date: September 2023  
Review Date: September 2024






## Appendix 1

Example of KS2 Cold and Hot write slips

<b><u>COLD WRITE</u></b>
LO:













<b><u>HOT WRITE</u></b>
LO:

An example of self-assessment and teacher assessment for writing:

	<b>Success Criteria</b>	<b>Pupil</b>	<b>Teacher</b>
. ? ! .			
			
			
			
			
	I have <u>re-read</u> my work and <u>improved</u> it.		



Agreed Symbols for writing success criteria

 Finger spaces	 Phonics	 Letter formation	 Capital letter	 Full stop	 Question mark	 exclamation mark	 Comma
 Adjectives	 Conjunction	 verbs	 Openers	<b>FANBOYS</b> Coordinate Subordinate	<b>SP</b> Spelling		

Agreed codes for completing success criteria

- ✓ Child has understood
- Child has not understood

## Appendix 2

### Marking Codes

S – support

I – independent

V – verbal response

G – group work

J (mathematics only) – heavily guided journaling session

DWC – discussed with child

PM – peer marking

TA plus initials – marked by TA

ST – supply teacher

**Pupils respond to marking in purple pen**



## Effective Questioning

Questions for starting	Questions for progress	Questions for thinking	Questions for learning.
What are you doing?	Can you describe what you are doing?	Can you tell me what you are trying to do?	How did that happen?
How are you going?	What else is there to do?	Can you tell me about what you are doing?	Can you explain why/how it works or why/how that happens?
What do you know about?	Why did you do it like this/this way?	What did you do last time?	What could you do next?
What are you going to use?	Can you think of another way that might work?	What next?	What if you could only use...?
What things will you need if you want to?	What do you mean by?	Would... help?? (suggestion)	So, what have you found out?
What do you think will happen if?	What did you notice when?	Have you seen what ... has done? Why?	If we did this again, how would you do it differently/change it?
	How could you do that differently?	I don't know, what do you think?	What were you thinking when you did this?
		How do you know that?	

## **Appendix 4**

### **KS1**

P – Punctuation error ( . ? ! or , )

A – Capital Letter

Sp – Spelling Error

FS – Finger Space

L – Letter formation

PR – Proof read.

^ - Missing word

? – this does not make sense

..... - complete this sentence

### **KS2**

P – Punctuation error

A – Capital Letter

G – Grammatical mistake

T – Tense

FS – Finger space

O – Openers

? – This does not make sense

V – Improve or correct your vocabulary

R – This is repeated

^ - Missing word

Sp – spelling error

// - paragraph

..... - complete this sentence

**Appendix 5**

Lesson:

Class:

Date:

Praise:

Guided group:

**SPAG**

P = punctuation

V = vocabulary error

G – grammatical error

T – tense error

? = This sentence does not make sense

∧ = missing word

\_\_\_\_\_ SR = spelling mistake

R = repetition

O = opener

... = please complete this sentence

Misconceptions:

Extension questions: