

# Woodland Grange Primary School & Pre-School



## Assessment, Recording and Reporting Policy

## Marking Policy

Revised October 2015  
Woodland Grange Primary School & Pre-School

# POLICY FOR ASSESSMENT, RECORDING AND REPORTING

## PRINCIPLES

### The assessment and curriculum policy.

The school's policy on assessment is inseparable from its curriculum policies and they must both be seen as evolving processes, assessment informing curriculum planning to aid each child's learning. The policy is based on the development of similar assessment skills, techniques and practices progressing through the whole school, together with agreed ways of recording and reporting.

### Consistent, systematic, manageable and useful assessment.

It is vital that our assessments are consistent and systematic throughout the school and that assessment forms a continuous part of planning for children's learning. Assessments should also be as simple and economical in their use of time as their effectiveness allows. Our assessment procedures are free from bias, stereotyping and generalization in respect of gender, class, race and disability.

### Involvement of children.

We believe it is vital to involve the children wherever possible in the process and outcome of assessment. This allows children to see that assessment is a means of improving their own standards of work and promoting their general development; to this end we follow Assessment for Learning strategies.

***"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."*** This is central to all classroom practice.

Children will:

- Be involved in and responsible for their own learning
- Expect to know what they are learning, why they are learning it and how they will be expected to do the learning
- Be able to explain what they are learning and talk about what a successful outcome will look like
- Spend most of the lesson actively thinking about the learning
- Identify aspects of their work that they find easy or difficult
- Contribute to developing success criteria
- Use feedback from a teacher or a peer to make improvements in their own work
- Use success criteria to identify successes and next steps in their own work and that of their peers
- Understand where and how their current learning fits into the bigger picture
- Think, learn and talk about HOW they learn and what helps them to learn
- Ask and answer questions about what they are learning of teachers and other pupils
- Be able to discuss their personal targets and the progress they are making
- Identify an aspect of their work that could become a personal or group target

### Assessment which informs planning.

Assessment is mainly formative; to guide the teacher in the next stage of the child's learning. Formative assessment is a continuous process as children are developing all the time. Teachers use the results of their formative assessment to set work which is matched to their pupils' capabilities and this is included in their short term planning. Assessment takes many

forms, from observation of the children at work, the marking of a child's work, discussion with the child and their own assessment of their work.

We also summarise a child's achievement to inform the parents, the child's next teacher or the child's next school. This type of summative assessment is used at the end of each term as well as at the end of Key Stage 1 in the form of national assessments. It is also used for annual reports to parents and to inform planning.

Annual reporting to the LA takes place at the end of the Foundation Stage, through the Foundation Stage Profile (FSP), and at the end of KS1, through KS1 Statutory Assessment and Teacher Assessment, and on transfer to High School, through termly teacher assessments.

## **GUIDELINES.**

### **Planning for assessment.**

Teaching, learning and assessment are inter-related and so assessment forms a natural part of teaching and learning. It is also an integral part of our planning. One of our aims in our curriculum policies is to ensure continuity and progression throughout school and our creative curriculum reflects this. Our curriculum shows quite clearly what the children should have achieved. Included in our short-term planning is identification of the kinds of assessment taking place.

### **Assessment techniques.**

In order to allow pupils to demonstrate achievement across the full range of curriculum objectives, we employ a wide range of techniques. These include:

#### **For pre and post unit assessments:**

- Mind maps
- KWL – **K**nowledge we already have
  - **W**ould like to have
  - **L**earned

#### **Self and peer assessment based on lesson success criteria and objective:**

- **L.O./WILF** – 'What I'm looking for'
- Success criteria
- Workshop approach – children teaching children

#### **Marking of children's work:**

- 3 stars and a wish
- Traffic Lights
- Highlighting
- Review of targets set through marking
- VF – verbal feedback
- Against success criteria/lesson objectives

Children aware of next steps (targets) in own work and shown how to improve (personalised learning)

## Formal methods of teacher recording

### Pre-School and EYFS

- In-house baseline entry assessment (for pre-school children less than 3 years old)
- Baseline entry assessment from approved educational organisation (for 3 year old pre-school and all foundation stage pupils)
- Foundation Stage profile at end of EYFS
- Literacy / Numeracy teacher assessments
- Phonics tracker
- On-going observational records
- Learning Journeys (through Tapestry)
- Special Needs IEPs

### Key Stage 1

- IEPs
- Running record (containing behavioural and academic observations)
- Literacy / numeracy teacher assessments (including dictation, spelling, times tables)
- Phonics tracker
- Reading diary and record
- End of KS1 national assessments

### Key Stage 2

- IEPs
- Running record (containing behavioral and academic observations)
- Literacy / numeracy teacher assessments (including dictation, spelling, times tables)
- Reading diary and record

## **ASSESSMENT RECORDS**

### Teacher's assessment files.

Each teacher has assessment files for his or her class. These include:

- A SEN folder (where appropriate)
- Relevant information on pupil attainment, notes, lists and records.
- Termly progress and attainment records (from target tracker) for core subjects.

*At the end of the year all relevant information is passed up to the next teacher/school.*

Each unit of work should include teaching objectives, activities and learning outcomes. Expectations for the end of a unit are identified as well as those children who are working below and above that expectation.

### Personal Profile Folders

These contain details about the children and evidence of their work.

- Personal details and official records
- Running records and additional information
- End of year reports and parent/child comments
- Key Stage 1 national assessment results

### Reports and information for parents.

Reports are sent to parents in the summer term and a copy kept in the child's profile folder. Teachers report on literacy, numeracy, topic and the wider curriculum as well as general comments. Targets are also set for the child. Parents and children have a form on which to comment after reading the report and this is filed in the profile along with the report. Results of end of year assessments are given to parents. Verbal reports are given twice a year at parents' evenings although parents can arrange to see staff at times on request. All records and assessments are available to parents should they wish to see them.

### Evaluation.

Our assessment practices are constantly monitored to make sure that they continue to:

- reflect the aims of the school
- encourage pupils to achieve high standards
- be relevant and consistent
- involve pupils
- be manageable
- fulfill our statutory obligations

### SEN

Children with special educational needs will follow the National Curriculum where appropriate. Information from teacher assessment assists in planning suitable programmes for these pupils. Points to remember are;

- Some children with special needs may be able to proceed through the same stages as other children but at a slower pace.
- Units of learning may need to be smaller if they are to gain a sense of progress.
- More frequent recognition of achievement may be necessary.
- Presenting different ways of assessment may offer the child the chance to achieve (e.g. by oral rather than written questioning)
- Try to approach the assessment without preconception about the child's performance. Base your findings on evidence. The child may have special needs in one area but not in another.

### Consistency

We believe the process of moderation is essential if we are to aim for consistency and quality in our assessments. Our school promotes consistency in the following ways;

- By working in close collaboration with colleagues.
- By sharing planning, schemes of work and similar assessment and recording methods
- By moderating work together to have a common understanding of level descriptors and levels achieved.
- When collective decisions have been made about level boundaries through agreement trialling, examples of work are used to build up portfolios in each subject area containing different levels of work from each year group, which can then assist teachers in assessing subsequent work.
- Children's work used as evidence for APP targets is also moderated against DCSF standards files.
- By collaborating with other schools in the Development Group and Local Authority, when appropriate, in order to widen the moderation process.

## **THE ROLE OF THE SCHOOL ASSESSMENT CO-ORDINATOR**

A member of the school senior management team has the responsibility for the development of the assessment, recording and reporting procedures in school.

The co-ordinator's responsibilities include:

- contribute to the SIP through work with the SMT
- leading school development in assessment, recording and reporting (ARR) procedures
- liaison with subject co-ordinators within the school
- liaison with other assessment co-ordinators within the Development Group
- attend and lead INSET where appropriate
- keeping Governors informed

## **MONITORING AND EVALUATION**

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

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## **MARKING POLICY**

In all areas of marking we aim to employ a consistent approach, both within each class and across the school as a whole. This policy dovetails with that of Assessment, Recording and Reporting.

It is vital that the child recognises the purpose of the marking and then benefits from it.

### **Effective marking will:**

- Provide feedback to children about their work promptly and regularly;
- Include both oral and written feedback as appropriate;
- Focus the response on the learning objectives and criteria for success;
- Provide children with opportunities to assess their own and others' work and give feedback to one another;
- Ensure that pupils understand their achievements and know what they need to do next to make progress;
- Use the information gained together with other information to adjust future teaching plans;

### **Effective marking can:**

- Provide clear feedback to children about strengths and weaknesses in their work;
- Recognize, encourage and reward children's effort and progress;
- Focus teachers on those areas of learning where groups and individual children need specific help;
- Provide a record of children's progress;
- Help parents understanding of strengths and weaknesses in children's work.

At Woodland Grange we recognise that marking needs to be manageable and time effective but focused on moving the children's learning forward.

**To this end we have agreed the following practices, largely based on Assessment for Learning principles:**

### **Written Comments by the teacher**

Written comment and next steps to improve will be written in two colours understood by the class.

Comments will:

- relate to the planned objectives
- recognize children's achievements
- indicate the next steps for the children's learning

Target marking – it is not always possible to write comments in all books. It is therefore acceptable to have a target group whose work is marked in more depth than the rest of the class. Groups are then rotated.

### **Verbal Feedback**

VF will be written at the bottom of each piece of work where verbal feedback has been given. This will be used throughout the school.

### **Pupil marking / self-assessment**

**Traffic Lights** – will be used from Year 2 upwards (and start in Year 1 as appropriate) at the end of a piece of work (this is not necessary for every piece of work and may run alongside a teacher and/or pupil comment).

**WILF** (What I'm Looking For) – term will be used with marking showing it is linked to the learning objective/success criteria.

*This may be deviated from on occasions when children are setting their own success criteria (for example in Year 5).*

**Peer Assessment** – will be used regularly and used beyond merely test marking. Peers thoughts will be recorded periodically rather than relying solely on verbal feedback.

### **Additional strategies in the marking process specific to each Key Stage are:**

#### Foundation Stage

- children are talked through their activity
- children are given appropriate recognition if work is correct
- children are encouraged to have another attempt if work is incorrect.

#### Key Stage 1

- stamps, stickers and smiley faces are used
- children have their comments explained to them at the time of writing if this is possible and appropriate
- targets are sometimes written in books in order for children to make progress.

#### Key Stage 2

- on some occasions work is marked alongside the child
- some work may be marked by the children themselves in coloured pencils
- comments may be given verbally or they may be written
- when appropriate children will correct their work
- work is marked according to its purpose / objective / audience.
- spelling mistakes, punctuation and grammar are corrected depending on the context / objectives / audience.

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