



TEACHING, MARKING, TRACKING AND ASSESSMENT POLICY



Reviewed September 2020 - Amanda Malins

.....**September 2019 – Andy Taylor**

The purpose of this document is, primarily, to provide information and guidance on Assessment and Marking at Herries. It should be read in conjunction with the individual Subject Handbooks, 2a Curriculum Policy, 4a Pupil Performance, SEND Policy, Most Able and Talented Policy, EAL Policy and EHC Plan Policy.

AIMS

Pupil assessment at Herries is an integral part of teaching and learning and is regarded as a positive process. Children's progress is monitored through a programme of continual/regular assessment, both formative and summative. This information is used to drive forward the learning of all pupils and to actively target groups and individuals who require specific, additional support

This policy aims to ensure that:

- Each child is extended to reach his or her full potential, whilst working at a pace that he or she feels comfortable with;
- Pupils' achievements are valued, and that pupils' efforts are praised;
- ensure that pupils learn to value their own work and recognise the progress they have made;
- Pupils to respect each other's work and opinions and to understand that self and peer-assessment have a role to play in the learning process as well as assessment by teachers;
- Assessment data is used to monitor academic progress, inform lesson planning, set personal targets and to identify individuals or groups which would benefit from a targeted academic intervention.

To accomplish these aims we:

- monitor and track individual progress throughout the school;
- share appropriate information/data with pupils and parents to show progress and plan targets;
- evaluate the effectiveness of teaching and learning strategies and overall school performance against a standardised benchmark sample spanning both independent and state schools;
- inform teaching approaches and planning;
- provide diagnostic information for our SENCo to help set targets and strategies and to tailor interventions for those with Special Educational Needs;
- inform training and resourcing needs and decisions;
- inform transfer references to senior schools;
- inform reporting to parents;
- augment accountability to stakeholders.

ASSESSMENT METHODOLOGY

Learning outcomes across the curriculum are demonstrated in different ways, depending on the individual child and the subject they are studying. Therefore, it is vital that a range of assessment methods are implemented to accurately and fairly assess a pupil's level of achievement. The development of new skills and the level of children's knowledge and understanding is evidenced through:

- Formative Assessment: to highlight the strengths and areas for improvement of pupils.
- Summative Assessment: to record overall attainment.
- Evaluative Assessment: to inform decision making regarding curriculum provision and resources.

EYFS

Formative Assessment in EYFS

On-going formative assessment is at the heart of effective early years practice. Assessment plays an important part in helping parents, carers and teachers to recognise progress, understand their children's needs and to plan activities and support. Teachers:

- Observe children as they act and interact in their play, everyday activities and planned activities, as well as learn from parents about what the child does at home. Practitioners look, listen and note what they have observed about a child. (Observation)
- Consider the examples of development in the columns headed 'Unique Child: observing what children can do' to help identify where the child may be on their own developmental pathway. Practitioners analyse their observations and decide what they tell us about children. (Formative Assessment)
- Consider ways to support the child to strengthen and deepen their current learning and development, reflecting on guidance in columns headed 'Positive Relationships' and 'Enabling Environments'. In response to observations and assessments, teachers plan experiences and opportunities, resources, routines and the practitioners' roles. (Planning)
- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development. (Planning)

Summative Assessment in EYFS

The EYFS requires early years practitioners to review children's progress and share a summary with parents at two points:

- In the prime areas between the ages of 24 and 36 months
- At the end of the EYFS in the EYFS Profile.

Development is used at Herries throughout the EYFS as a guide to making best-fit judgements about whether a child is showing typical development for their age (EXPECTED), may be at risk of delay (EMERGING) or is ahead for their age (EXCEEDING).

Tracking in EYFS

Tracking learning is part of the assessment process. Through stopping at fixed points to review children's learning and development, practitioners are better able to support good outcomes. At Herries, children are given a DfE accredited baseline assessment within their first six weeks in the EYFS (EeXBA). Children are then tracked to best support their development using EeXAT during six assessment windows per year. If a child is working within an age band that is below their chronological age in months, we think about what can be done in school to support this area and

how parents can support learning at home.

Reporting and Communicating with Parents in EYFS

Parents receive a report three times a year, at the end of each term. This document details the level at which their child is currently working and explains what the next milestones are in all seventeen areas of learning and development. Parents also receive their child's photographic learning journal three times a year. Parents are encouraged to upload their own comments and observations regularly so that they may contribute to the assessment process.

KEY STAGES 1 & 2

THE ASSESSMENT CYCLE AT HERRIES PREPARATORY SCHOOL

Short Term Assessment

Assessment opportunities are a natural part of teaching and learning. They take place every day in the classroom through discussion, listening, observation and analysis of work. Short term assessment is particularly useful to identify whether the initial concepts have been understood before the pupils are further extended.

Formative Assessment

It is essential that teachers use both the marking of work and verbal communication with pupils to judge their progress and to help them understand the next steps required for further improvement.

To achieve this, we:

- provide pupils with frequent, positive and constructive feedback about how well pupils are doing, in accordance with the marking policy, identifying strengths and delivering good advice about what the pupil needs to do next to improve;
- incorporate both formative and summative assessment opportunities into medium and short-term planning;
- identify pupils with special educational needs, including the most able pupils, to ensure that all children receive appropriate support and assistance;
- ensure pupils understand what they are learning by sharing clear learning objectives, either verbally, or in writing;
- encourage pupils to check their own performance through age-appropriate, self-assessment, peer-marking, self-editing, discussion and circle time;
- share examples of good work as models for success, for example, exploring the concept of 'What makes a good....?';
- explore pupils' understanding through careful questioning, incorporating higher order questioning and allowing pupils enough time to formulate their answers;
- set individual targets and discuss these with the pupils so they are involved in the process;
- use assessment and tracking spreadsheets and pupil profiles to monitor individual progress and take appropriate action where required;
- use the outcome of assessments to evaluate the effectiveness of teaching and learning strategies and adjust planning in response;
- use analysis of assessment data to consider overall cohort and school performance to set appropriate targets.

To support teachers' formative assessment, work is marked in accordance with the marking policy (below) and some short topic related tests may be carried out. These marks are recorded in the teacher's records. These enable the teacher to monitor progress and provide support where necessary.

In addition:

- **Spelling Tests** are introduced in Year 1 and continue up to the end of Year 6.
- **Mental Maths** tests are conducted from Year 2 onwards.
- Assessed **Unaided Writing** takes place on a half termly basis.
- **Phonics Tracker** All EYFS and KS1 children are assessed using 'Phonics Tracker' online software. This assessment is carried out in September, January and April/May each year. The assessment is conducted by the same member of staff to ensure consistency of data.

SUMMATIVE ASSESSMENT AT KS1 AND KS2

Herries Preparatory School staff use Summative Assessment to:

- make decisions regarding short term intervention programmes and Individual Education Plans;
- support subject teachers in their overall judgement of pupil attainment and in the setting of individual pupil targets;
- provide diagnostic information to inform future lesson planning;
- inform our reporting to parents, including advising on potential destination schools;
- inform school self-evaluation in analysing the effectiveness of teaching and learning.

Medium Term Assessment

Teaching staff use a combination of the assessment tools implemented at Herries to make a termly judgment as to whether a pupil is working towards/at/beyond or significantly beyond the expected level for their age and stage in English, Maths and Science according to the requirements set out in the National Curriculum in England. This data is compiled on a shared spreadsheet.

The monitoring of pupil progress in KS1 and KS2 in all other subjects is an ongoing process taking performance in lessons and (where appropriate) more formal testing into account. Pupil attainment is assessed against the requirements of the National Curriculum in England. Pupil achievement is recorded and reported on a termly basis.

This information is used to set targets. These documents are also a useful tool for recognising areas of learning where a cohort would benefit from additional reinforcement.

Long Term Assessment and Academic Intervention Programmes

Pupils are assessed annually using GL's CAT4, NGRT, PTE and PTM.

Data is compiled and presented using graphing software to illustrate pupils' progress in CAT4, Maths and English. Through this, staff identify individuals and/or groups of children who would benefit from a tailored intervention programme. This system is designed to offer both support and extension, where needed and to be able to quantify the impact of an intervention.

There may also be situations where a less formal approach is deemed appropriate and the relevant teacher(s) will meet with the pupil and/or parents and discuss concerns and strategies to alleviate concerns and/or promote improvement.

Where appropriate, discussions and actions will be noted on the Pupil Profiles.

Pupil Review Meetings for KS1 and KS2 Pupils

These are held regularly for each year group. All staff (where practicable) who teach these year groups are required to attend. The Designated Safeguarding Lead will also attend. Any relevant information and discussion points will be recorded on the Pupil Profiles. Where no concerns are expressed this will be noted.

Where action is taken because of these meetings this will be recorded on the Pupil Profiles by the person concerned, usually the form teacher.

REPORTING AND COMMUNICATION WITH PARENTS

Pupil progress through the NC Attainment Criteria is discussed at Parent-Teacher Meetings. When parents make comments or raise concerns these communications and any action taken will be noted on the Pupil Profiles. This is the responsibility of the member of staff concerned.

Pupils receive Effort and Attainment Grades at each half-term along with more detailed, written reports in December and July. E&A Grades are discussed with pupils and an action plan may be agreed with specific targets.

ENTRANCE EXAMINATIONS FOR SENIOR SCHOOLS

Year 6 pupils may opt to sit entrance examinations for a variety of selective senior schools. These include:

- The Buckinghamshire County Council Grammar School Transfer Test (11+) in September;
- Grammar School Transfer Tests for other English Counties;
- The Independent Schools Examination Board Common Entrance at 11+ (English, Mathematics and Science papers) in January;
- The Independent Schools Examination Board Common Pre-Tests
- Entrance Examinations set by individual Independent Schools.



MARKING POLICY

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AIMS

At Herries we believe that the marking of work is an essential part of the planning, teaching and learning process. Responding to pupils' work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and helps each child to gain the confidence and independence required to achieve and maintain their personal best.

Through this policy, we aim to:

- encourage, motivate, support and promote positive attitudes to learning;
- recognise achievement, presentation and effort;
- show pupils that we value their work;
- correct errors and clarify anything that a pupil may have misunderstood;
- provide constructive feedback and set individual targets;
- allow pupils to reflect on their past performance;
- promote good progress and higher standards of attainment;
- provide information for assessment and to inform planning.

KEY PRINCIPLES

At Herries marking should:

- be kept up to date;
- be constructive;
- relate to the needs, attainment and ability of the individual;
- relate to specific learning objectives and targets which the pupil is aware of;
- be accompanied by verbal comments where possible;
- follow consistent practice throughout the school;

- ensure that pupils know how well they are doing and what they need to do to improve to make further progress;
- provide pupils with opportunities to assess their own work and that of others;
- link with the House Point system.

GUIDELINES FOR THE MARKING OF WORK

- When marking work, staff will identify strengths in green ink and areas for improvement, next steps, points for consideration and/or additional information in pink ink in a style similar to the 'two stars and a wish' approach.
- In addition to using the agreed marking symbols (as set out in this policy), teachers may also use stars, praise stamps and stickers to reward effort or achievement.
- Whenever appropriate/possible, verbal feedback will be given to children.
- Marking will be linked to the learning objective/pupil target as appropriate.
- Work will be marked as soon as possible after completion and where appropriate in the presence of the child.
- Marking should reflect the amount of pupil input. Detailed written feedback from staff should be reserved for extended pieces of work where the impact of the recognition and advice will be of most value.
- Work may be self-marked or peer-marked in class. The expectation is that this should be kind, constructive and neat. Pupils may use class sets of green and pink pens for this task.

SELF AND PEER ASSESSMENT AND MARKING

Various methods of self and peer assessment/marking are used by teachers. At Herries we recognise the importance of giving our pupils the time to reflect on their own work and to think about its strengths and how they might improve it. It is also important for pupils to be able to look at each other's work and to reflect on the strengths and variety of work completed by peers.

THE GRADING OF WORK

Children receive Effort and Attainment Grades in each subject just before each half-term break. These grades are directly linked to their performance in lessons and the work which they have produced. All children in KS2 have access to the grade descriptors so that they are aware of what is required to achieve their target grade.

Effort Grades

1 Exemplary

You have taken an active part in lessons, shown personal responsibility, listened attentively,

followed advice, worked independently and persevered with challenges, consistently putting in an exemplary level of effort.

2 Very Good

You are interested and active during lessons, listening to others and offering your ideas. You have many strengths but know that there are a few areas in which you could improve. It has been recognised that you are working hard to make good progress.

3 Good

You are trying harder and have made a satisfactory effort to listen in class, work effectively with your peers and take an active part in lessons. You follow guidance to improve your efforts and are becoming more independent, however, there is still room to improve your work.

4 Inconsistent

You have made some effort to listen in lessons and to take part in discussions. You are becoming more independent and have begun to take some personal responsibility, however, you need to ensure that your level of effort is maintained in every lesson.

5 Not Satisfactory

You can do much better than this and you need to improve your level of effort. You have not fully listened to your teachers and peers and you need to take greater responsibility for your work. You must persevere when things go wrong, to achieve a better standard.

6 Requires Intervention

You will now need to take part in a significant programme of support to help you recognise the importance of self-motivated effort if you are to make a meaningful improvement in your work.

Attainment Grades

A	Your work is excellent. It is accurate and reflects a high level of understanding. I can see that you are taking your pink feedback on board; keep it up!
B	Your work is good. It is mainly accurate and reflects a sound level of understanding. Using the pink feedback from your teacher would make your work even better.
C	Your work is inconsistent. It shows that you have understood some of the lesson content. You need to read the pink feedback you get from your teacher so that you know what to do to improve.
D	Your work is not quite satisfactory. It shows that your level of understanding needs to be improved. Your teacher can help you with this.
E	Your work is unacceptable. Your teacher will have already spoken to you about this.

Teachers will not regularly grade individual pieces of work as we do not wish to draw attention away from written comments. However, if a teacher feels that grading work would be of value, they may, on occasion, choose to use the system.

CORRECTING WORK

Professional Judgment

Corrections should support the child's learning and it should be remembered that too much criticism is likely to overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be the primary consideration when giving feedback. Teachers must use their professional judgment when deciding how many corrections to mark.

Correcting Written Work for Children with SEND

If a child has a specific difficulty with regards to writing, this need will be identified and addressed with extra support. For example, spellings may not be corrected/corrected in the same way.

Guidance on the Marking of English in English and Maths

Specific codes and instructions as to marking in these subjects are given in their Curriculum Handbooks.

SUCCESS CRITERIA

We know our policy is working if:

- there is evidence that work is being marked regularly;
- marking conforms to the policy guidelines;
- pupils gain confidence from their achievements;
- pupils understand what they need to do to improve, strive to take those steps and make good progress;
- marking informs future planning.