



Merrydale Infant School

Assessment Policy inc marking and feedback

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INTRODUCTION

Teacher Assessment is first and foremost about helping pupils to learn. This policy provides our set of principles for assessment, recording and reporting and outlines the way we use teacher assessment to raise standards of achievement and work towards meeting National Targets.

FUNDAMENTAL PRINCIPLES UNDERLYING ASSESSMENT

AT MERRYDALE INFANT SCHOOL

Our assessment reporting and recording procedures

- Offer all pupils an opportunity to show what they know, understand and can do.
- Help pupils to understand what they can do and what they need to develop.
- Encompass all learning, the National Curriculum objectives as well as the wider curriculum and the pupil's personal and social development.
- Are based on a considered view of what learning should be assessed in each subject or area of experience.
- Relate to shared learning objectives.
- Advance the learning process.
- Enable teachers to plan effectively.
- Help parents be involved in their children's progress.
- Provide school with information to evaluate work and set suitable targets

PLANNING

Planning is an essential part of the assessment process.

Long term planning at school:

- involves the whole school and reflects the school targets
- matches the curriculum to the needs of the pupils taking into consideration the programmes of study, the schemes of work, the time available and any planned thematic work
- maps progress throughout school
- is amended to take into account assessment results

Medium half termly planning

- provides clear learning objectives

Short term planning in school:

- recognises the range of needs and abilities in the class
- selects suitable activities and resources which take account of pupils' prior learning
- shows assessment based on learning objectives and planned activities
- includes strategies for sharing the learning objectives, individual targets and assessment criteria with pupils.
- takes account of agreed priorities for what will be assessed in depth.
- recognises that assessment does not need to be planned for all learning

CLASSROOM ASSESSMENT

Our teachers

- ensure pupils know what they are supposed to be learning, what they have achieved and how they can improve
- use a range of assessment methods confidently and appropriately e.g. observing pupils, asking questions, listening, assessing pieces of work and administering tests
- organise the classroom in ways which enable them to carry out planned assessments and to recognise and act upon any unexpected or significant achievements of pupils, or difficulties of pupils
- make other adults working in the classroom clear about their role in assessment
- apply the standards agreed within the school consistently in the classroom.

Marking - teachers

- apply the standards agreed throughout the school, using praise, positive feedback and a sticker reward system
- provide feedback to pupils about their work promptly and regularly
- provide both oral and written feedback as appropriate
- focus the response on the learning objective and the criteria for success
- provide pupils with opportunities to assess their own and one another's 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.

Children:

Our children are offered support and training to be able to respond to marking, and to be involved in effective peer marking and support. Because our children are very young this process happens gradually while the children are at our school.

BASELINE AND END OF KEY STAGE ASSESSMENTS

Teachers

- are fully aware of and follow the current statutory requirements and the guidance from QCA
- are aware of the importance of teacher assessment and draw on the full range of assessment information when making baseline and the end of Key Stage Assessments
- are fully aware of the descriptions given for each stage of attainment in our adopted assessment system, "Symphony"
- give feedback to parents on baseline and the Key Stage 1 tests.
- apply any special arrangement needed for individual pupils
- use the information from baseline and end of Key Stage tests to inform planning and monitor progress

RECORDING AND EVIDENCE

Our teachers

- keep records that are manageable and in line with school policy
- use professional judgement in deciding what needs to be recorded and what should be noted informally and which assessments should be used to inform planning
- use records from previous teachers in planning work for the class and individual pupils
- record children's significant progress and achievements
- involve pupils in reviewing their own work
- pass on records which are clear and easy to interpret and which other people understand and find useful
- Use the Target Tracker data system to record and submit summative data half termly

REPORTING TO PARENTS

Our teachers

- provide clear information about a child's progress, outlining strengths and the areas they need to develop- this is through formal and informal dialogue throughout the year, or through parents evenings , conferencing in Year 2 or report writing.
- set realistic targets which are worked on and reviewed regularly
- promote parental involvement in their children's learning and encourage dialogue between teacher, pupil and parent

- meet statutory requirements for reporting to parents. Any Key Stage or other assessments are clearly explained when reporting on the relationship between individual attainment and comparative data
- reports to parents are sent at times which allow appropriate action or discussion to take place

TRANSFERRING OF PUPILS

At our school

- there is a developing curriculum liaison and cross-phase trust with Merrydale Junior School
- there is an agreement and set procedures between the two schools about what information should be passed on and at what time
- information we pass on focuses on significant aspects of learning and identifies pupil's strengths and areas for development
- we take account of information received to provide appropriate challenge and support for each pupil

MANAGING AND USING ASSESSMENT

- Class teachers, under the direction of the phase leader and then the Head Teacher have the responsibility for assessment, recording and reporting
- The assessment, recording and reporting policy has been agreed by all teaching staff.
- Teachers are responsible for assessment in their classroom to find out and act upon strengths and weaknesses which are identified.

- Assessment information is used to monitor school improvement by ensuring expectations are appropriate for all pupils and targets are appropriate to cohorts.
- The performance of different groups of pupils is identified.
- Performance of specialist teaching groups is evaluated.
- Performance is considered alongside bench mark information and takes into account year on year trends.

The school management will use the assessment information to

- influence classroom practice
- influence curriculum planning, learning objectives and target setting
- influence the school development plan (or action plan if required)
- produce comparisons between school performance and national and local expectations
- inform teaching staff appraisals

How we assess at Merrydale Infant School

In Foundation Stage

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Merrydale Infant School. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data using the development matters statements as a guide. This record is updated half termly to track individual progress.

Baseline Assessment:

On entry to Nursery and Reception all children will be assessed using the LA Baseline assessment criteria. The Reception cohort will also be assessed using the DfE Early Excellence Baseline (EExBA). This baseline offers a principled approach to on-entry assessment. It does not include any predetermined tasks or tests and will not disrupt settling in routines. Instead, as part of everyday practice, practitioners build their knowledge of each child through observations, interactions and every day activities. Professional knowledge is used to make a series of judgements about each child based on a clear set of 47 assessment criteria/statements.

The baseline assessment are completed within the first 6 weeks of a child joining their class. In order to ensure that children are assessed at the optimum time within these 6 weeks, practitioners adopt a simple 'screening' process using the Leuven Scales of Well-Being & Involvement.

EExBA-R, the Reception Baseline, is accredited by the DfE for use on entry to YR. Heather Weaver (EYFS Lead) and Caroline Parker (Reception teacher) have attended mandatory training. This has provided all the information needed to implement EExBA-R and secures the accuracy and consistency of practitioner judgements.

Ongoing Assessment in the Early Years: The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments

of children's learning.

Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class grids, photographs). Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journeys.

Learning Journey (Blog's): Learning Journeys record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations through the use of iPads and the child's 'blog' page. Each child has an individual blog which tracks their learning journey through the Early Years. All staff are responsible for collecting evidence about the children in the setting to reflect their development.

At the end of the EYFS, assessment of each child's development is completed using the Early Years Foundation Stage Profile (EYFSP). The EYFSP provides a summary of every child's development and learning achievements. This data is reported to the local authority and nationally to be used for local and national data statistics.

In Key Stage 1

Reading	<p>We assess our children formatively</p> <p>We assess our children no less than every half term using PM benchmarking. Though in cases where the children are making accelerated progress or need more focussed monitoring this may happen more often</p>
Phonics	<p>We assess our children formatively</p> <p>Children are assessed at appropriate phases no less than half termly. The school has aligned the KTC approach and is trailing their assessment system.</p>
Writing	<p>We assess our children formatively across a range of evidence, including cross curricular writing.</p> <p>We assess our children summatively against the Symphony Teaching Alliance assessment every half term. We also regularly refer to these statements so that planning dovetails to meet the emerging gaps in learning.</p> <p>We moderate our judgements within the school every term within year groups and across the phases. Other moderation events happen within our development group. We seek opportunities to moderate with other school.</p>
Maths	<p>We assess our children formatively across a range of evidence, including cross curricular maths.</p> <p>We assess our children summatively against the Symphony Teaching Alliance assessment every half term. We also regular refer to these statements so that planning dovetails to meet the emerging gaps in learning.</p> <p>We moderate our judgements within the school every term within year groups and across the phases. Other moderation events happen within our development group. We seek opportunities to moderate with other school.</p>
<p>We are in the process of introducing standardised testing for reading (NFER) , spelling (Vernon) maths (PUMA) so we will be able to track the percentages of pupils who have reached Age Related Expectations.</p>	

A footnote about the transition between level assessment and beyond levels assessment

At Merrydale Infant School we have adopted the Symphony Assessment System, which provides descriptors in bands that address attainment that is beginning, working within or achieving the standard for a particular year group. This system has replaced level assessment at Key Stage One. Moderation activities both within school and with other schools in our development group are helping to quality assure the accuracy and comparability of our judgements. Summative grades are inputted onto Target Tracker to support the school in interrogating progress and attainment more rigorously. Symphony bands are converted into Target Tracker bands through a best fit approach, with each Symphony band sub divided on Target Tracker into earlier and later stages.

Teachers and SLT are constantly re-evaluating the assessment systems that we are using in these transitional stages to ensure that there is a sound shared understanding of what grades of attainment look like and how judgements can be reached. This re-evaluation has taken time and the staff are still working hard to adjust to a new assessment system 'beyond levels'

Marking and Feedback

Aims for marking and feedback

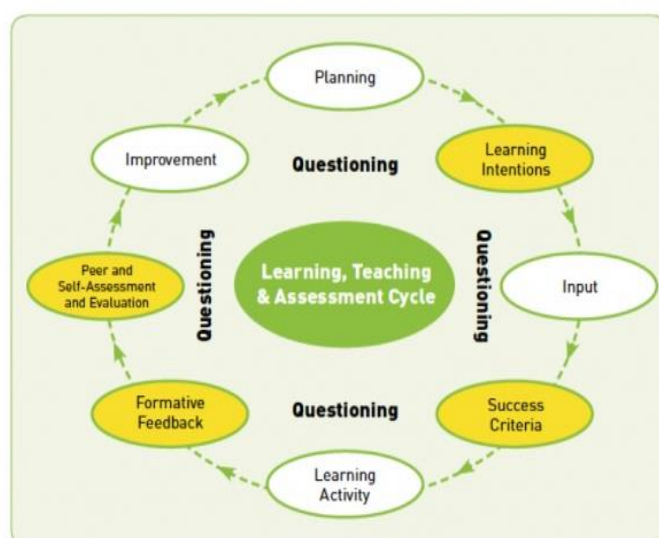
- to recognise marking is an essential part of planning and assessing teaching and learning
- to ensure the purpose of all marking is to support learning
- to promote high standards and positive attitudes to learning
- to create a consistent approach to marking throughout the school
- to value work by recognising effort and praising achievement
- to provide constructive feedback and clear strategies for improving learning
- to correct mistakes, address misunderstandings and offer encouragement
- to gather assessment information that informs future planning
- to enable pupils to reflect on their learning and set new targets together with the teacher
- to provide ongoing opportunities for self-assessment
- to teach children how to recognise what they do well.
- to foster a culture of risk taking where making mistakes is seen as a powerful way to learn
- to ensure marking is regular and frequent
- to encourage pupils to accept help and guidance from others
- to encourage pupils to provide each other with thoughtful, constructive and sensitive feedback

Marking Pedagogy and Rationale

At Merrydale we have agreed to base our marking and feedback practice on AfL principles and next steps.

The four main aspects of Assessment for Learning are

- ✓ setting clear learning objectives accompanied by success criteria so that children know what they are trying to learn and how they will be successful
- ✓ questioning to explore processes, information and potential



- ✓ feedback that focuses on what has been achieved and next steps on the learning journey
- ✓ self and peer assessment - children understanding how to recognise for themselves how they are doing.

Feedback takes its place within the guiding framework of meaningful AfL.

What this looks like at Merrydale:

Every piece of work is acknowledged in some way. For each piece of work, marking and feedback is linked specifically to the LO. Marking and feedback is given to help pupils recognise what they have done well in relation to the learning objective, as well as (where appropriate) providing a small next step of some kind. Generic and non-specific comments are avoided.

Teachers shape comments to provide a range of different next steps. These include corrections, extensions and challenges, clarifications, questions to promote deeper thought and self-evaluation exercises. Next steps comments are shaped to provoke responses from pupils.

Responses from pupils

- ✓ correct misconceptions
- ✓ show new awareness of how to improve a repeated error
- ✓ extend the learning objective
- ✓ consolidate insecure learning
- ✓ show thought about the relevance of their learning
- ✓ evidence deeper thinking or curiosity about the concept
- ✓ clarify understanding that may not have been clear, (mostly for the purpose of secure teacher assessment!)

Marking and feedback is provided as quickly as possible. It is given sensitively so that pupils do not become overwhelmed or demoralised by too many points for improvement.

Support staff also support marking using the school's consistent approach.

Monitoring and evaluation


Standards of marking and feedback and the impact marking and feedback has on learning will be monitored through regular book looks and pupil interviews.

Teachers will receive personalised feedback that will recognise good practise and indicate how marking and feedback could be developed further.

Appendix A

Procedures agreed with staff 07.01.19 for marking English and Maths books

Symbols:

- T to indicate work supported by the teacher
- TA to indicate work supported by the TA, who should also initial their comments
- S for supply teachers
- I to indicate independent work
- V to indicate verbal feedback has been given
- Next to the learning objective the following symbols will be used
 - / This will indicate when a child has not achieved the LO
 - /\ This will be used when a child has partially achieved the LO
 - Δ This will be used when a child has achieved the LO
 - ☆ This will be used when a child has exceeded the LO
-  This will be used to indicate next steps
- A variety of other positive symbols may be used to acknowledge or reward effort

Methods:

- Overwrite key words that are needed to help mediate the writing, using judgement about how many need to be added without demotivating the child.
- Spellings corrections for high frequency words should be underlined and modelled by the teacher in the margin or at the bottom of the page for the children to practise. There should be a

maximum of two spelling corrections per piece of work in Year 1 and three spelling corrections per piece of work in Year 2.

- In Year 1 'try again boxes' will be used to clearly indicate errors for the children to make quick-fix corrections of basics like punctuation, phonic encoding or letter reversals. These corrections will be done using a colouring pencil. When a child is beginning to understand the editing process the 'try again boxes' will be replaced with a line underneath the error so that children become more independent in making corrections.
- For extended pieces of writing, skills ladders will be used for both self and teacher assessments in place of the symbols. (These ladders will NOT be used during the summer term).
- Any adult written comments will be done so in legible handwriting.
- Rubbing out is acceptable for mistakes the child has spotted. Children who cannot use a rubber appropriately should only use one with adult supervision or not at all.
- Verbal feedback will be given for activities recorded on Seesaw but this feedback does not need to be recorded.