The Bedenham and Holbrook Federation of Primary Schools
Assessment for Learning Policy (AfL)
(Including marking, monitoring and reporting)

'Assess' from the Latin 'assidere', which means to sit beside…this underpins our understanding of the best way to assess; beside the child. Testing is done **to** the child, assessment is undertaken **beside the child**.

Assessment at its heart, should 'support children to deepen their grasp of key ideas, over time, rather than move on and leave gaps behind.'
Eric Halton May 2015

Mission Statement
At the Bedenham and Holbrook Federation of Primary Schools we believe we should provide constructive feedback to every child, focussing on successes and improvements against learning intentions; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

Assessment is the responsibility of every member of teaching staff and indeed forms part of every staff members' performance management. Monitoring of assessment is the responsibility of the SLT and in particular the Heads of School and Executive Headteacher. Moderation is ongoing and rigorous through triangulation involving lesson observations, pupil conferencing, learning walks, book looks, subject leader monitoring, phase leader discussion and monitoring and performance management.

The Aims of Assessment
We use assessment as a means of identifying the achievements of our pupils and of indicating ways to further support them. Therefore, assessment at the Federation informs future planning and targets for groups of pupils and/or individuals. In our school, AfL is used as a tool to help raise standards.

Principles of marking, monitoring and reporting should:
- Be linked to the learning objective and delivery.
- Be manageable and enable teachers to plan effective and enjoyable learning experiences for our pupils.
- Identify ways that pupils can improve.
- Give recognition and appropriate praise for achievement.
- Involve pupils with teacher, peer and self-assessment and opportunities to reflect on their learning needs.
- Meet the schools' requirements for record keeping e.g. regular, inform planning and targets, accessible to pupils.
- Meet the legal requirements for reporting to parents.

Forms of Assessment
Teachers continually assess pupils' performance through their observation of pupils on tasks set, and through the work produced. Formative and summative assessment strategies are implemented across the curriculum. These assessment strategies aim to be:
- Consistent within the school
- At the centre of our pupil's learning - therefore, pupils are involved in the assessment process

- Encouraging, so that pupils strive to be successful as individuals and assist themselves with planning the next stages of learning
- Varied in style e.g. highlighted marking, comment only marking, self-evaluation, peer assessment
- Purposeful and of use in identifying areas of achievement and development

To achieve the above, assessment aims to be:
- Diagnostic – this identifies specific learning difficulties and strengths
- Formative - this is linked to the diagnostic function but relates performance to national curriculum KPIs through the schools schemes of work
- Summative – this verifies what we already know via formative assessment, and allows us to report results half termly to all stakeholders. This includes nationalised testing such as SATs (Y2 and Y6), phonics testing (Y2), baseline assessments (YR). We also use standardised testing in spellings and reading.

Marking

'Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback they give'.

Assessment Reform Group, 2002

Marking communicates progress made and guidance for further improvement to the pupil. Pupils are given time at the start of lessons to read the teacher's comments and are encouraged to respond appropriately by understanding the purpose of highlighted work e.g. great green and think pink. Comments are also used as a tool for praising pupils' achievements. Every piece of work is at least acknowledged by the adult's initials.
Pupils sometimes show their confidence level at the end of a piece of work by using agreed class symbols.
From September 2015, where work has been looked at by a senior member of staff during a 'book look' monitoring session, it will be dated and initialled.

Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To ensure tracking of individual pupil's achievements and consistency of approach
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child
- To enable the active involvement of pupils in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils and deepen learning
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Principles

- Frequency of marking should be sufficient to support pupils' learning.
- Work may be acknowledged in a number of ways including: teacher marking (highlighted, comment only or stamped – 'we have discussed this work'), peer marking or self evaluation

- Where appropriate, it is helpful to check for an understanding and accuracy during the lesson thereby providing immediate feedback on work in progress
- Teachers aim to maintain their own records during the school year to contribute to informing pupils and parents of progress
- These records will be used in conjunction with the schools' tracking systems on the school network

Formative Assessment (Assessment for Learning – AfL)

'' In-Class formative assessment is a vital part of teaching and learning and can provide teachers and pupils with useful, real time information about what needs to happen next; nationally standardised tests are not as helpful diagnostically.'' Final report on Commission of Assessment without Levels 2015.

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle 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 the aim.
Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed
- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support
- ensure opportunities to deepen understanding
- identify that learning and teaching is inclusive of all abilities and needs of the children

Summative Assessment - Assessment of Learning

"Standardised tests can offer very reliable and accurate information, whereas summative teacher assessment can be subject to bias.'' Final report on Commission of Assessment without Levels 2015.

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment however the results may be based on professional judgements against the NC statements taken from formative assessment and tracking. It is therefore an assessment of a child's knowledge at one moment in time.

Summative assessments:
- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- must be relevant to the audience analysing it
- supports broader progress, attainment and outcomes for pupils
- are reported to parents in end of year reports and at parent meetings and to pupils where relevant

Benchmarking

- In YR we carry out Exxba baseline testing within 6 weeks of a child's entry into YR, which we then analyse to ensure good progress on an individual basis.
- In 2015/16, at the start of the new academic year and implementation of Assessment without Levels (AwL), the Heads of School used a rudimentary baseline conversion to convert between levels on the previous NC as a percentage of children achieving end of 2015 criteria for their age. In November 2015, the new NC statements and Key Performance Indicators (KPIs) will be used to assess every child using the HAMS (Hampshire assessment model) phase 1 criteria for 'sufficiently secure' towards their Age Related Expectations at the end of their academic year. This November result will be considered the more accurate assessment to be used for progress analysis as it is entirely based on the new NC and the KPIs.
- From September 2016, we will use the previous end of year results against KPIs, to form the benchmark for the following year. Those achieving ARE in Year 3 for example, will be expected to at least achieve ARE in Year 4. Those who do not, will be given sufficient support to catch up and keep up.

Please note: 'sufficiently secure' is defined as children having enough knowledge and skills to be able to take them on to the next phase in their learning and will usually, as a result, be expected to achieve the age related expectations by the end of the year based on current progress.

Planning for assessment

- The National Curriculum statements(2014) and Early Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth, depth and balance in our curriculum.
- From September 2015 we will be using the HIAS assessment model based on the NC key performance indicators (KPIs) and additional statements that HIAS have felt to be important. HIAS have separated the statements into phases of learning- Sept to November, December to March, April to July. Children will be assessed on their knowledge of the previous year's skills and knowledge in the first two weeks of their new school year, and in the case of YR will be assessed using the EXCEL baseline assessment.
- Assessment Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. Our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils and evidencing the learning journey.
- Assessment will ensure that teachers are teaching in depth
- Teaching staff use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teaching staff use this information when planning for subsequent lessons.

Assessment and Reporting in the Foundation Stage

We use **Tapestry** to record and assess against the Early Learning Goals. Tapestry is updated daily by all members of the EYFS team and is uploaded to an internet link where parents are notified of achievements their children have made at school. Parents are actively encouraged to respond as are senior members of school staff. Parents may also add photographs, video and comments about home achievements as well. Tapestry provides an active and rigorous form of achievement feedback.

Observations: these are spontaneous 'capture the moment' short observations. Teaching staff use the Ipads and Tapestry to capture these moments. Eg, 'Mary made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'this is the button you press to take the picture'. This is then uploaded and is available immediately for parents, the YR teaching team and senior staff to view. This involves following the child for approximately ten minutes and documenting what they do. This is

then analysed against the Early Learning Goals and recorded on our tracking system Target Tracker. Planning is annotated and sessions discussed so that next steps are identified and planned for, for the following day.

Focus Activity: during focus activities teaching staff write comments on the child's work, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children are encouraged to comment on their work and next steps are also discussed with the children in child friendly terms.

Assessment and Tracking in Key Stage 1 and 2

Tracking:
- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning intentions and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- From September 2015 Teachers will use the HIAS assessment model as a tracking system based on the NC Key Performance Indicators which are the skills which should be learnt by the end of year. Tracking will allow reports to be available on both individual achievement to date and the percentage of the children reaching milestones at each phase. At the end of the year, we will also report the percentage of children in each year groups and in group of children (eg, SEN) who have reached the Age Related Expectations (ARE).
- It is important that tracking shows that children who have not yet learnt the KPIs- these children must be supported in keeping up and will be identified as focus children during Pupil Progress meetings.

Assessment:
- Annotated plans and planning notes made by teaching staff record important information about the progress of children in the class.
- A variety of standardised tests are used at regular times throughout the year to identify progress and gaps in learning.
- Assessment Folders contain tracking grids, assessments and pupil progress discussion notes and are actively used and added to. This folder is passed on to the receiving teacher at the end of each academic year and time is given for transition meetings to discuss new classes and the needs of individual pupils.
- The SEN Register and Intervention Trackers ensure that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly. SEN children and vulnerable children have Individual Education Plans so that all needs are met. In some classes, where necessary children work on their targets with teaching staff at specific times of the week.
- As far as possible, qualified teachers should teach children who are struggling with new skills.
- It is expected that each class teacher will track each pupil recording their progress and will therefore identify children who have 'not understood yet' and set targets, in reading, writing and maths for those pupils and groups. These are added to each term.
- Termly Pupil Progress Reviews are used to identify and analyse progress and set targets, in reading, writing and maths for classes and cohorts. Evidence of these meetings are kept centrally.
- Year 6 pupils will have mentor meetings termly.

Assessment Methods/Materials:
Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests/published tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Moderation

Regular moderation takes place each term to ensure consistency of attainment. Teachers meet in phase groups or subject teams analyse children's work against National Curriculum key performance indicators (KPIs)and the Early Learning Goals (EYFS). During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

Links to other policies and documents

Please refer to:

- Teaching and Learning Policy
- Marking Policy
- Curriculum Policy
- Home School learning policy

Review:

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the annual assessment audit. The policy will be revised in line with the new action plan targets set.

In order to carry out this evaluation, the Assessment co-ordinator will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy. Lesson observation reports, scrutiny of work and marking, monitoring of planning and assessment analysis will be kept centrally.

Marking Methodology

All children have a marking reminder on the front of their maths and English books.

1.Teacher Marking

Teachers may choose to use any coloured pen except for green. We discourage red.

2. Pupil Marking

Where appropriate pupils will self-evaluate or mark their work in **green.**

3. Highlighted Marking:

Teachers and pupils will mark work according to the Learning Intentions or Success Criteria. Pupils will be asked to self-assess their progress towards the learning intention / success criteria at the end of each lesson by putting a dot (traffic lighting) by the title (all work must have a title that is either the learning intention for the lesson or reflects the learning intention) of the work according to the following criteria:

Pink highlighter   =   Think pink : I need further help to met the LI or SC, or this is an area for improvement

Green Highlighter =   Great Green   : I met or exceeded the LI or SC.

These colours can also be used within the work to indicate instances that the teacher or pupil believes are particularly good (green) or needing improvement (pink). This avoids the need for having to write things that maybe inaccessible to the child.

4. Comment marking

- A **reminder** prompt – reminding the child of the SC (What else could you say here? Is this a powerful verb?)

- A **scaffolded** prompt – modelling what the child needs to do (e.g. What was the dog's tail doing?, describe the expression of the dog's face)
- An **example** prompt – providing examples that demonstrate progression (e.g. Choose one of these or your own: He ran around in circles looking for the rabbit/ the dog couldn't believe his eyes)
- A **choice** prompt (e.g. Can you choose a better word instead of nice?)

5. Shared Marking
Use one piece of work to mark as a class using the visualiser to model the marking process and to highlight the teaching points. This could be a piece of work from another class or from within the class. Another strategy is to show two pieces of work, with the same learning intention, and discuss their strengths and areas for improvement against the SC.

6. Paired Marking
Where appropriate, pupils should sometimes be asked to mark work in pairs. The following points should be noted:
- Pupils need to be trained to do this, through modelling with the whole class, watching the paired marking in action
- Pairings should be decided by the teacher
- Pupils should be encouraged to enter into a dialogue about the work as opposed to 'taking turns to be teacher.'

Codes (see posters on walls and covers of English and maths books for each school)
see Appendix 1 for Bedenham and Appendix 2 for Holbrook.

9. Guidance for Pupils
Where time permits, pupils to be encouraged to edit their work and/or their work of their talking partner, using a **green pen.**

Monitoring
Pupils' progress is monitored continually through AfL strategies which includes the use of formative and summative methods. Teacher assessments inform both medium and short term planning.

Subject Managers are encouraged to be involved with the assessment procedures of their subject in each year group. Where appropriate, work samples are collected and monitored. Assessment tasks are adapted where necessary e.g. to support a new scheme of work. Big Write folders are used as indicators of progression in writing and are monitored as such.

Mentoring Meetings for Y6
In July Year 5 children have a half hour meeting with their parents, a senior leader as well as their new Y6 teacher in order to set targets together for Year 6. This will be reviewed termly in Year 6 and includes attitude to learning, progress data and attendance. The purpose of this (implemented in June 2015) is to encourage a rounded support network for the Year 6 children.

Reporting
Parents are invited to attend three consultations a year (normally in October, March and July) in order to talk about their child's progress. Parents receive a written report in July, summarising the year's work and setting targets for the future, meeting our legal requirements. Parents of reception pupils also receive a summary of the Foundation Stage Profile in July. Year 2 and 6 parents also receive a summary of the National Curriculum

KPIs achieved. Data is gathered and retained on our pupil database where staff can access it for future reference.

Reviewed by C Wood and Z Dudley June 2015 from a previous Assessment policy.

Chair of Governors:

Heads of School:

Agreed at the Policy review Meeting on: 07/09/15 Agreed at FGB 07/09/15

Appendix 1: Marking codes for Bedenham

When appropriate (look at the LI and SC) mark pupils spelling, punctuation and grammar.

Secretarial Marking Code for Teachers

Spelling error:	**sp** (in margin) and a **wavy line** beneath the incorrect spelling
Word omitted:	**^** where the omission has taken place
Punctuation error:	Missing or wrong punctuation mark identified by a circle and the correct punctuation mark put in the margin
New paragraph:	**//** where a new paragraph is required
Muddled thought/text:	**?** in margin with muddled sentence underlined
Handwriting:	Comment as appropriate

Appendix 2:   Marking codes for Holbrook