



## Lamberhurst St Mary's CEP (VC) School

### Assessment, Feedback & Marking Policy

This policy will be reviewed biennially and at any other time if changes are required to comply with changes in legislation, regulation or national or KCC advice. Any amendments will require the approval of the full Governing Body. A copy is stored online in the Teacher Area of the school server.

Date of approval by Governing Body	25 March 2019
Signature of Chair of Governors	Mr P Edgesmith
Signature of Headteacher	Mrs C Bromley
Date Due for review	Spring Term 2021

***Disclaimer***

***Kent County Council (KCC) and the leadership of Lamberhurst St Mary's Primary School make every effort to ensure that the information in this document is accurate and up to date. If errors are brought to our attention, we will correct them as soon as practicable. Nevertheless, KCC and its employees cannot accept responsibility for any loss, damage or inconvenience caused as a result of reliance on any content in this publication.***

## **1. Assessment at Lamberhurst St Mary's**

Pupil's attainment and progress is closely monitored at Lamberhurst St Mary's in order that we can provide the best possible opportunities and highest levels of support for all pupils.

All assessment activities aim to ensure that the pupils are able to make excellent progress in their learning whilst taking into account the needs of individual pupils. Assessment takes into account pupils' strengths as well as areas where they need support.

Staff at Lamberhurst St Mary's have worked together to develop an assessment system that takes into account the criteria of the National Curriculum, Ofsted and DfE Statutory requirements whilst also providing a focus on Mastery.

School Assessment consists of mainly formative strategies and a range of recording methods and the relevant statutory summative assessments.

## **2. Rationale**

- To enable our pupils to demonstrate what they know, understand and can do in their work;
- To allow Teaching Teams to plan work that accurately reflects the needs of each pupil;
- To help our pupils understand what they need to do next to improve their work;
- To provide regular information for parents that enables them to support their pupil's learning
- To contribute towards accountability data.

## **3. Foundation stage profile**

Pupils are assessed in our reception class where staff record information to create an assessment profile for each child. The Teaching Team make a summative judgement three times a year, based on information they gather from learning journals and small group and individual assessments. This information is based on three categories: - Emerging, Developing or Securing within the appropriate 'Age and Stage' band for each individual pupil.

On entry to school, most reception age pupils are expected to be working within the 40-60 month stage. A Baseline teacher assessment judgement is made in the first four weeks at school, supported by Pre-School and parent information about each pupil. Pupils are then tracked each term (6 x per year) and this is recorded on a class tracker. Feedback is shared at Parent Consultation Meetings (3 x per year).

The Teaching Team completes a Learning Journey Book throughout the year of photographs and comments. Parents and carers are able to contribute to this book and also to the pupil's Home Learning Journal each week.

#### 4. Year One phonics check

All pupils in Year 1 participate in a phonics check. This assessment is administered by the Year 1 teacher. Results are included within the Year 1 end of term report.

Year 2 pupils who did not reach the expected standard in Year 1, undertake a 'resit' in Year 2.

#### 5. SATS (Statutory Assessment Tests)

Pupils in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to their parents/carers. The national expectation is that pupils should aim to achieve a scaled score of 100+ at the end of Year 2 and at the end of Year 6.

Year 2 assessments are based on 'Teacher Assessment' judgements which are informed by SAT's test outcomes, they are recorded as: **WTS – Working towards the expected standard, EXP – Working at the expected standard, GDS-Working at greater depth within the expected standard.**

Year 6 pupils are recorded as having 'Met' or 'Not met' the expected standard based on their score in the SAT's tests, except for writing which is based on externally moderated 'Teacher Assessment'. The following codes are used: **WTS – Working towards the expected standard, EXP – Working at the expected standard, GDS-Working at greater depth within the expected standard.**

#### 6. In School Assessments and Tracking

In addition to Statutory Assessment and Tracking, Teaching Teams throughout the school regularly assess and track pupil progress and attainment using a variety of tools and methods. This information is used to inform planning, teaching and support for pupils.

##### Test and Assessment Resources:

- CAT Tests – Y1-6 (Annual)
- PIRA Tests – Y1-6 (3x)
- PUMA Tests – Y1-6 (3x)
- GAPS Tests – Y1-6 (3x)
- TA on entry – Yr R
- INSPIRE Review sections – at end of Maths Units
- Spag.com online Grammar assessment – Y2-6
- Weekly spelling list and spelling patterns tests – Y2-6
- IDL Dyslexia assessment & programme
- Rock Stars online tables
- Weekly tables test – Y2-6
- Twinkle Arithmetic tests (every 2-3 weeks) – Y3 & Y6

### **Other tools and resources:**

- Schofield and SIMS – Mental Arithmetic Home learning tasks
- Nelson Thorne Grammar text exercises
- No Nonsense Spelling tool – Y1-6
- Comprehension photocopy teacher book texts – Y2-6
- Power of Reading teaching sequences – Y1-6
- Reading Explorers teacher books-comprehension/Inference
- SEND: Nessy Learning programme & Assessments, Language link, speech link, Lucid rapid, Better Readers, Reading Works Inference tool (based in PIRA/Hodder scores)
- SAT's Y6 Revision buster materials (on school website for home access)
- IXL.com – Y6 online (home and school access) Maths and English

## **7. Parent Consultations**

Parent Consultations take place in the autumn, spring and summer terms for all pupils. They take place over two days and parents are able to book an appointment from 8.30 am - 5 pm to suit family needs and work commitments.

## **8. Reports to parents**

At the end of each school year, families will receive a full report detailing progress and achievements across the curriculum. The report is based on summative observations by the teaching team and all pupils are helped to make a self-assessment comment on their report.

Parents / Carers are encouraged to provide feedback to the school and are invited to a personal consultation to discuss the report and all aspects of their child's learning and well-being.

In February, parents receive a Mid-Year Report Card which shows attainment and attitudes to learning at the mid-point in the school year. This is also discussed in more detail at a personal consultation just before half term break each year.

## **9. Inclusion**

Lamberhurst St Mary's is an inclusive school and we work hard to meet the needs of all our pupils. Class teachers are responsible and accountable for the progress and development of all pupils in their class. We have high quality teaching and high expectations in a 'Can do' culture for all pupils including those with additional needs. We work hard as a school to ensure that all additional support in the classroom is deployed effectively.

Where a child is not making the expected progress the class teacher will work alongside the Senco, parents and external agencies (where appropriate) to plan tailored support and ensure that all pupils are monitored closely and make progress.

We use Individual Learning plans, where appropriate, which are reviewed with the pupil and parents termly. Our Senco, Mrs Carla Belling, is available to provide advice to staff and families. We also maintain a list of 'Nurture' pupils who we monitor closely following any issues or concerns alerted by staff or parents. We do not label any child by so called 'ability'. All children are encouraged to achieve their best and become confident individuals living fulfilling lives.

Our school has a very strong 'Can do', 'Growth Mindset' philosophy.

Please see our SEND Policy for more information about SEND provision.

## **10. Feedback and Marking**

Feedback of children's learning is a fundamental part of the process of Teaching and Learning in our school and is an important part of our assessment processes.

Feedback acknowledges pupil's learning, values their efforts, celebrates progress and achievement, corrects and indicates ways in which they can improve.

Feedback encourages our pupils to view their next steps as a developmental process which supports our 'Growth Mindset' – 'Can do' ethos and our values of Resilience, Aspiration and Responsibility.

### **Feedback may take the following forms:**

- Verbal feedback between an adult and a pupil
- Discussion between pupils (Talk Partners)
- Written comments/symbols/acknowledgement by an adult
- Written comments/symbols/acknowledgement by a fellow pupil
- Self-Assessment
- Verbal feedback does not always need/require a written record

### **Principles**

- Feedback is **meaningful, manageable, motivating** and **effective**.
- Written feedback does not always require in-depth comments or be universally positive: sometimes short challenging comments or verbal feedback will be more effective and the quantity of feedback should never be confused with the quality of feedback.
- There is no 'one size fits all' approach and our Teaching Teams use their professional judgement to focus on what is best for their pupils and their class circumstances; ensuring consistent high standards rather than unvarying practice.
- Teaching Teams should focus on the most important aspect of their job – teaching their pupils and not allow skewed dominance of written feedback.

- Feedback should be **timely, relevant** and not disjointed from the learning process, thus helping pupils to improve.

## **Guidelines and Marking Annotations**

- Teachers may use green ink to indicate 'good' and pink ink to indicate 'think about'.
- Pupils will self-assess and respond in purple ink. Pupils benefit from marking their own work and the responsibility to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.
- Teaching Teams should distinguish between a pupil's simple slip and an error that reflects a lack of understanding. A simple slip can be addressed with a pink highlight/dot/correction. A lack of understanding may be addressed individually on the same day or in the next lesson if several pupils require this input.
- Where appropriate Teaching Teams may indicate the level of support given e.g. 1:1 support, 1:1 to stay on track, 1:4 group.

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