



Sir John Lillie Primary School

Assessment, Planning and Marking Policy

Introduction

This document outlines the Sir John Lillie Primary School ("SJL") Assessment, Planning and Marking Policy. It details how Assessment, Planning and Marking are carried out throughout SJL. This policy is reviewed on an annual basis or as circumstances require.

As stated in the Commission on Assessment without levels report, September 2015

There are three broad overarching forms of assessment, each with its own purposes

Day-to-day in-school formative assessment, for example:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

In-school summative assessment, for example:

- End of year tests
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities

Nationally standardised summative assessment, for example:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Reception baseline assessment
- EYFS profile assessment
- Year 1 Phonics screening
- Year 4 multiplication tables check

Considering the assessment for learning guidelines, schools need an ethos that:

- Values attitudes to learning and promotes trusting relationships.
- Encourages and builds self-esteem.
- Believes that all pupils can improve, and measures individuals against their own previous attainment instead of against other pupils.
- Uses value-added data.
- Encourages review and self-evaluation at individual, subject and school level.

Schools have the responsibility to:

- Keep accurate records of the achievements of individual pupils.
- Ensure that assessment arrangements are manageable.
- Ensure that assessment and recording produces information that is constructive and useful.

Schools should use a range of information, including teacher assessments and the results from statutory assessment at the end of each key stage to:

- Review standards of achievement across the curriculum and evaluate improvement since pupils were last assessed.
- Establish strategies to secure improvements in results.
- Review and set realistic but challenging achievement targets.
- Evaluate the 'value-added' to pupils' performance over time.

Records need to be accurate, informative and, more importantly, manageable. Individual pupil records should demonstrate progress, recognise achievement and identify areas for improvement.

We believe that the assessment processes must:

- Include the child so they are part of the evaluation process.
- Enhance the child's learning and the teacher's teaching.
- Be manageable.
- Provide outcomes, which will contribute to value-added measurement.
- Ensure equal entitlement for all children to be assessed, including those children for whom English is a second language.

Formal Assessment Procedures

Ongoing Assessment

EYFS

Each child has their own **Target Tracker Profile** online to record, track and celebrate their progress throughout EYFS.

The profiles are compiled chronologically and include:

- Initial assessment
- Initial mark making samples
- Observations of next steps.

Practitioners will regularly make observations of children throughout the year. These include both focus activities and child-initiated learning. Observations can include:

- Videos
- Photos
- Examples of children's work

Parents are provided with login details in order to access the child's profile.

Target Tracker is GDPR compliant.

Reading Records – in Reception children are given a Reading Record and books matched to their phonics level to take home to share with Parents/Carers.

Parents/Carers are encouraged to write comments and share information about how their child is reading at home.

Writing books – in Reception, each child has a writing book, where work during adult led focus activities is recorded.

Online planning folder – contains weekly planning sheets and evaluations and class activity lists.

Assessment folder - Teachers (Reception) will also keep an assessment folder including assessment of phonics and keywords

When/how do we assess?

- The Reception Baseline Assessment (RBA) - a statutory assessment from September 2021 completed within the first 6 weeks of a child starting school
- Nursery/Reception baseline assessment completed in all 7 areas of learning by the end of the first half term.

- Ongoing assessment and tracking progress – including termly assessments and Pupil Progress meetings.
- End of Early Years Foundation Stage – assessment against the 17 ELGs.

Ongoing Assessment/Tracking of Progress

Assessment notes can be recorded throughout the day by all adults during both focus activities and child-initiated activities.

Observations of focus activities – use of the abbreviation of 'FA' will be included in the activity title to indicate it is an adult-led activity. Where appropriate, class lists will be used for assessment purposes.

Next steps are set and tracked through the children's Target Tracker Profiles.

Observations of child-initiated learning/play are of significant moments in the child's learning and development and the abbreviation of '**CIL**' will be included in the activity title to indicate that it is **child-initiated learning**.

Observations and evaluations of both adult and child led activities are used to inform subsequent planning.

Recording & Tracking Progress

At Sir John Lillie Primary, data analysis takes place at whole school, key stage, subject, pupil group and pupil levels using Target Tracker and Fischer Family Trust Aspire.

All pupils are 'expected' to make at least 6 steps bands of progress each academic year from their individual starting points.

The 'expected' standard would be a pupil in any year group being assessed as the following:

Autumn Term:	beginning/b+
Spring Term:	working within/w+
Summer Term:	secure/ s+

Each term:

- Early Years staff make a judgement of each child's attainment against the age bands as set out in the Development Matters document. For each of the 7 areas, a child is judged as **beginning (b)**, **working within (w)** or **securing (s) in the relevant age band**. Judgements are internally moderated to ensure accuracy and consistency of the assessment.
- Development Matters statements are highlighted termly on Target Tracker.
- Staff take part in termly **Pupil Progress Meetings** with the Headteacher, Assessment Co-ordinator and Inclusion Manager. They review and discuss the progress of all children, identify any concerns and show how individual children are being supported.
- The above assessment is **entered termly onto Target Tracker and progress reports created** which highlight the progress each child is making and whether they are working below/at/above age related expectations.
- Long observations (15 mins) of each child involved in child-initiated learning are carried out in order to support the above judgements.
- For a child to have achieved beginning in a particular age band they should have also achieved the significant majority of the previous age band.
- **Reception** – in addition to the above, phonics and keyword assessments are also carried out at the end of each half-term.

Summative assessment

Years 1-6

Phase	English	Maths	Science	Foundations subjects
With this system, at the end of every term, teachers will assess pupils' progress and achievements against the year group objectives, as set out in the national curriculum				
KS1	Targets updated on target tracker Year 2 use end of term tests.	Targets updated on target tracker Year 2 use end of term tests.	Teacher Assessment judgements completed and submitted to Primary Assessment Gateway at the end of KS1 & KS2	Assessment quizzes carried out pre-and post-unit of work. Assessments are supported by the planning schemes.
KS2	Targets updated on target tracker CGP/SATs used at end of each term.	Targets updated on target tracker CGP/SATs used at end of each term	Teacher Assessment judgements completed and submitted to Primary Assessment Gateway at the end of KS1 & KS2	Pop quizzes carried out pre-and post-unit of work. Assessments are supported by the planning schemes.

Reception	Baseline assessment	(within first 6 weeks of child starting)
Reception	EYFS profiles completed	(Summer term)
Year 1	Statutory phonics screening check	(June)
Years 2 and 6	End of Key Stage tests	(Government)
Year 4	Multiplication tables check	(Summer term)

Children with SEN

Meetings with the SENCo, class teacher and LSA take place at the start of each term to set outcome targets, plan support and intervention strategies (where possible) for groups or individual pupils. This data is reviewed regularly throughout the term and in the annual review.

All children with Special Educational Needs working at the National Curriculum standard will be assessed using Target Tracker as stated above. For those children who are working below the National Curriculum standard they will be assessed on Target Tracker using the Pre Key Stage Standards for English and Maths. These standards have statements that teachers will highlight. A data score is then given on Target Tracker which is recorded as months with B (beginning) W (working within) and S (secure). Next to it may also be the P Level score e.g. 40 – 60 months W (P7). On a rare occasion

that a child is unable to access the Pre Key Stage Standards we will use the Engagement Model to assess a child's severe Special Educational Needs.

Where appropriate children with Special Educational Needs will be assessed on the 4 areas of the SEN code of practice:

- 1) Learning and Cognition
- 2) Communication and Interaction
- 3) Sensory and Physical
- 4) Social, Emotional and Mental Health.

This is done through outcome targets.

Teachers with the support from the SENCo or outside professionals will set Outcome Targets each term which will be assessed on a 1-5 rating scale. In some instances, other tracking systems may be advised for children with Special Educational Needs. This will be on an individual basis.

SEN children will be discussed in the pupil progress meetings that take place every half-term or term with the class teacher.

Monitoring of the Assessment Process

Core subjects are monitored from Nursery up to Year 6 by middle leaders and the SLT.

Learning walks, data analysis, book looks, moderation and lesson observations are carried out by middle leaders and the SLT regularly and findings are shared with the team.

Target Setting

In all year groups, pupils are given targets to work towards; these may be given as group targets, class targets or individual targets.

Through marking and verbal feedback targets are regularly communicated with pupils and statements are highlighted on Target Tracker when achieved.

SEN children have outcome target sheets.

End of year handover meeting

At the end of each academic year the current teacher will meet with the new teacher to discuss individual pupils needs, assessment and targets.

Parent Consultations

Parents are invited to meet with staff each term for a parent consultation. At these meeting parents of SEN children will receive an update of their child's outcome targets.

Throughout the term staff will contact parents to update them on individual concerns or progress.

Planning policy

The purpose of long term planning is to ensure:

- Coverage of all aspects of the school curriculum across the key stages.

- Progression in knowledge and skills across year groups and key stages.
- Creative links and balance within and across all aspects of the curriculum, in each year.
- Starting and end points for subjects and year groups

The purpose of short term planning is to ensure:

- Coverage at individual and group level.
- Appropriate match of work to pupils' needs through adaptation including SEN and EAL.
- Identification and input of support staff.
- A balance of activities.
- Challenge for all children.
- Appropriate pace.
- Assessment.
- Evaluation and future planning.

Planning

Nursery and Reception

Practitioners create flexible weekly planning sheets, which are annotated and evaluated each day with next steps to inform the following day's planning. The planning identifies which areas of learning are being covered, the learning objective/success criteria of focus activities, how the activity is differentiated, and possible key questions and vocabulary needed to support and extend the children's learning. The planning also shows the learning taking place in large group times, phonics activities and in support/intervention groups.

Nursery to Year 6 – Long term

A long term plan is accessible to all staff on the shared drive. These are published on the school website.

Medium term

National Curriculum skills are used as a guide for planning topics.

The White Rose planning cycle is used in maths.

We use the local SACRE framework in planning RE, as well as Discovery RE to enhance and support teachers planning. The scheme promotes investigative and enquiry-based learning.

Planning schemes are in place for art and design, science, design and technology, history, geography, music, Spanish, PE and PSHE.

Teachers plan with their partner year group teacher where applicable.

Cross curricular links are encouraged as well as enhancements using visitors and visits.

Short term

English and maths

Teachers create their own weekly plans for their year group during a weekly planning session. This includes a learning objective and success criteria for each session. English and maths planning includes a focus on basic skills, including mental maths and SPaG.

All other subjects

The content for short-term plans has been agreed but the format is flexible.

Within the planning there is scope to modify Learning Objectives in response to Assessment for Learning.

Marking and Feedback policy

Marking and feedback is the most important form of assessment, providing pupils with clear indications as to what they are doing well and what they can further improve. As learning objectives and success criteria are shared with pupils, they become more involved in monitoring their own progress and setting their own targets. Feedback is therefore integral to the process of teaching and learning.

Marking and feedback of pupils' work must be used as a means of motivating pupils, providing clear feedback of what has been achieved, and feed forward as to the next steps in learning.

As an assessment strategy, marking and feedback has the greatest positive impact on pupils' progression in learning, attitudes, motivation, and self-esteem.

We believe that marking should be positive and interactive; a communication between adult and pupil. For this reason, we mark with the child present wherever possible to allow a two-way dialogue to operate. This will be indicated with **VF** (verbal feedback) where dialogue with a child has taken place. It is not necessary to record every detail of what has been said unless it directly informs next steps or other professionals working with the children.

Feedback will focus on the writing and maths targets, the learning objective and success criteria of the task.

Achievement of the learning objectives, success criteria, writing and maths targets will be acknowledged through using the following:

S	is used for Supported
LOMA	Learning Objective Mostly Achieved
LOPA	Learning Objective Partly Achieved
LONA	Learning Objective Not Achieved
LOA	Learning Objective Achieved

All pieces of work must be acknowledged, by an adult, before moving on.

Frequently misspelt words **must** be picked up in the children's books and the children should write these three times in the margin or underneath their piece of work.

Frequently incorrect number formation is picked up and children should write this three times underneath their piece of work.

All adults must use a **green pen** to mark children's work.

All children **will** be given time to re-read their work and respond, completing adult requests/improvements, using **purple pen** where necessary.

Rubbers are NOT encouraged for correcting work. Children should understand that it is OK to make mistakes. Children are encouraged to cross out mistakes with one line.

If staff wish to add more detailed comments to a child's piece of work this is up to them. The comments must ensure children can make progress.

Self & Peer Assessment

- Children agree some rules of response partner/peer assessment/feedback work, to safeguard self-esteem. This can be done via the teacher reminding the children of appropriate comments.
- Children are taught in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.
- Children are taught to use a **purple pen** for editing and correcting mistakes.
- Feedback/peer assessment can be oral or written according to the age and ability of the child, and appropriateness of task;
- Children are taught to give suggestions/improvements.
- Children should be given time and opportunity to act upon suggestions
- The quality of the improvement suggestions and of the peer assessment should be overseen and monitored by the teacher/adult working with the child.

Equal Opportunities

Assessment, Planning and Marking is practiced in SJL regardless of gender, race or disability. For more information on equal opportunities, please refer to SJL's "Equal Opportunities" policy.