Cramlington Village Primary School

Assessment Policy (incorporating Assessment for Learning)

"Empowering everyone to achieve"

Policy Title	Assessment Policy (incorporating Assessment for Learning)
Policies that inter-relate	N/A
Legal and Statutory documents linked	N/A
Governor Committee responsibility	Education
Date of last review	March 2017
Reviewer name and position	Education Committee
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" We know what a difference it makes to pupils' learning when they and their teachers have a really good understanding of where pupils are in their learning, where they need to go next and how best to get there."

Jim Knight
Minister for Schools 2008

Aims
The aim of CVPS is to involve pupils in their learning by:

- sharing learning objectives with them (supporting children to take ownership of their learning) which are broken down into success criteria
- showing that the children's work is valued by offering praise and encouragement
- providing timely feedback to children on their performance and supporting their progressive development
- sharing children's learning targets with them so that they understand their next steps
- providing an assessment record

Rationale for Assessments
Teachers assess children throughout the day by observing and constantly speaking to them as well as children undertaking specific pieces of work designed to enable teachers to assess pupils' independent levels of aptitude.

Type of Assessments

1) Summative assessment
Summative assessments are completed regularly. These are unsupported pieces of work or assessment tasks that happen at the end of a half term or end of a topic to assess children's progress. CVPS uses the following programmes to assess children:
- Sandwell assessment scheme for Maths across school
- NFER standardised testing for Y3, 4, 5 and 6
- Yarc reading assessment scheme for reading
- Phonic screener (statutory)
- Early Years Foundation Stage Profile or EYFSP (statutory)
- Year 2 end of year teacher assessment (statutory)
- Year 6 end of year Standard Assessment Tasks (SATs Tests)

2) Formative or ongoing assessment

This is a daily assessment and provides a wide range of evidence of learning in specific contexts which shapes immediate next steps. Periodic review of this evidence gives a clear profile of pupils' achievement across a whole which informs and shapes future planning whilst determining areas for improvement. When required, these judgements and insights can be more formally shared between pupils, parents and teachers at transitional points between year groups and schools.

CVPS uses the following programmes to assess children's progress and learning needs:

- North Tyneside's Assessment Guidelines (NTAGs) for Reading and Writing
- White Rose Mathematics scheme with pre and post unit assessments
- The development matters age band descriptors for Early Years
- Pivats (used after a term with little or no progress on standard assessment schemes)
- Professional judgement
- National Curriculum Year group expectations
- Read, Write, Inc programmes for spelling, punctuation and grammar as well as phonics programmes

Marking for assessment

Marking children's work at CVPS is a manageable form of record keeping for everyone and feeds into school assessment records, which are based on subject specific skills and the New National Curriculum for Reading, and Writing and Mathematics. Marking is used at CVPS to enhance the child's learning and focus on how well a child has achieved the learning outcome or success criteria. Written and oral work as well as contributions to lesson are included in the marking

In learning situations teachers should always ensure learning objectives and success criteria are clear to the child.

Marking as feedback

Research undertaken by the Sutton Trust confirm that feedback is the single most important factor that can drive pupil progress when it is delivered well. By being specific, good quality written feedback leads to improvements in achievements, which in turn, supports raising standards across school. Direct feedback (written or oral) from the teacher to the child should relate to what is good and what can be improved.

Feedback in books is a combination of specifying attainment and improvement on previous work, and setting targets for future development. It can take place individually, in a group or the whole class.

Marking and feedback should be shared with the child by either the teacher or the assistant teacher when possible. Verbal feedback is noted in the child's book by 'VF'.

When marking is completed away from the child, teachers should consider:
- Does the child understand the symbols
- Can the child read the comments
- Is time allowed for these to be read
- Is time planned in for these to be read
- Is time planned for some improvement to the work or correction work?

In order to meet the requirements of the formative assessment feedback information has to be used.

In KS1 lesson objectives and success criteria are used to set the criteria for learning during each lesson.

The most effective marking includes the involvement of children in assessing their own learning.

How can we know if marking is effective?

Effective marking should:
- Provide clear feedback to children about strengths and areas for development in their work.
- Recognise encourage and reward children's effort and progress
- Record children's progress
- Help parents to understand their child's strengths and areas for development in their work
- Provide children with next steps/targets for improvement
- Address misconceptions
- Be carried out promptly and will normally be completed before the next lesson in that subject (not always possible for longer pieces of work).

CVPS Agreed Marking System Expectations

Key Stage One and Two
- Literacy and Numeracy work in books is marked in greater detail on a weekly basis using the 'Pink for think and Green for Great' approach
- Daily marking in Y2 upwards will highlight whether pupils have achieved the success criteria or not
- A label containing the identified learning intention and success criteria will be positioned at the top of the page and is shared with the children at the start of the lesson
- The success criteria is highlighted in green by the teacher or child if the children have 'got it' and will be highlighted in pink if they need to 'think' about what they have done. ('Green for Great' 'Pink for think')
- Staff make green comments linked directly to the statements that have been highlighted in green and pink comments will focus on next steps for learning
- Children will respond to these pink comments during their **Think Pink** Panther time before the start of their next lesson on that subject
- Staff respond to children's individual targets in their books and record when they have seen evidence to support progress towards their target
- Staff indicate if work has been completed independently, with peer's support, with adult help, in a group, or by using practical resources
- By KS2 children can record their success criteria and learning objectives in their own books at the start of each lesson. (SEN children should have them written in or stuck in by classroom support)
- The person giving them the verbal feedback should enter VF as a symbol
- Children should initial feedback statements to show they have read them
- Marking symbols are displayed in classrooms for all to be aware of, including visiting adults such as supply teachers, classroom volunteers, students and assistant teachers
- Assistant teachers and supply teachers are expected to mark in the same way with any child or group of children they work with. This marking should be initialled
- Children should be encouraged to check their work to aid movement towards self-evaluation and self-improvement
- The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, or the presentation but by the teacher's professional judgement

- Consideration is given to what a particular child is capable of, what the next learning stages involve, and what should now have priority
- Children should not receive the impression that things are right when they are not, and they should not be discouraged from being adventurous for fear of having faults emphasised
- Peer marking can be encouraged in both literacy and maths. It is essential that pupils undertaking peer marking can clearly see success criteria and learning objectives for each lesson
- EYFS teacher will predominantly use verbal feedback and may annotate work to act as a reminder for key areas to improve as targets
- Key targets for reading are entered into home school reading comment books

Marking symbols should be displayed in each KS1 classroom for children to read.

I	independent
VF	verbal feedback
PM	peer marked
SM	self-marked
SC	self-corrected
T	target

Marking in mathematics

Success criteria for each piece of written work
When marking a page of calculations, indicate correct answers using **green pens.** Incorrect answers should be left unmarked.

If answers in mathematics are incorrect the teacher should not give the correct answer but provide an opportunity to correct some of the errors. If the majority of the child's answers are incorrect the teacher should indicate that he would like to see them by writing/saying "come to me for more help" or "chat to me about this work".

Specific positive comments should be given wherever appropriate. Further development points or challenges must be given if all success criteria has been achieved.

'Think Pink Panther' time should be given at the start of the next lesson. A child who has completed the work correctly without any problem should be given an extension question to consider when the others have correction time. Verbal feedback should be indicated by writing 'VF' at the bottom of a piece of

work. The person giving verbal feedback should initial the VF symbol. When peer marking children should always use a different colour to the child's work being marked.

For example, KS1 can use a smiley face to indicate positive feedback and positive comment should be written at the end of the work at KS2.

Setting Out and Presentation (Mathematics)

- All children should write the short date at the beginning of each piece of work. This should be underlined by a ruler.
- KS1 children should start on a new page each day.
- Children should miss out a line between each sum and a square between the number of a sum and the start of the setting out:

Eg 1.

1.		1	6	+	3	=	1	9	
2.		2	5	-	5	=	2	0	

Literacy Marking
Pink and green system should be used for all literacy marking

When marking planning work or draft pieces it should be done to the success criteria (KS1) and learning objectives (KS2) with at least one positive comment and one development point or challenge.

Final pieces (and/or assessment pieces of work) should be marked to success criteria and learning objectives for both KS1 and KS2 with appropriate assessment outcomes using school tracking assessment entered onto the work.

At the beginning of a lesson the children should be given time to look at and react to the comments made about previous work. **Children should initial the comment to show they have read it.**

There should be some evidence of the child correcting errors on a regular basis.