Rushton CE (VC) Primary School
Happy Learning Together

Assessment Policy incl Marking

Committee	Curriculum
Approved by Governors	Sept 17
Review Date	Sept 18
Cycle	Biennial

Aims and Principles of Assessment

At Rushton, we work with other schools in the Leek Education Partnership (LEP). The Leek Education Partnership follows the following principles of assessment.

1. Assessment is at the heart of teaching and learning.
   - Assessment provides evidence to guide teaching and learning.
   - Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
   - Assessment is inclusive of all abilities.
   - Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
   - Assessment outcomes are used in ways that minimise undesirable effects.
   - Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
   - Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
   - Assessment places achievement in context against nationally standardised criteria and expected standards.
   - Assessment embodies, through objective criteria, a pathway of progress and development for every child.
   - Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
   - The purpose of any assessment process should be clearly stated.
   - Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
   - Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
   - Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
   - Judgements are formed according to common principles.
   - The results are readily understandable by third parties.
   - A school's results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for:
   - pupils in developing their learning;
   - parents in supporting children with their learning;

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- teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- school leaders and governors in planning and allocating resources; and
- government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Assessment and the School Curriculum

Every state-funded school must offer a curriculum which is balanced and broadly based and which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum forms one part of the school curriculum. The curriculum is what drives the school. Highly effective assessment provides an insight into the quality of teaching and learning.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications.

The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Following the removal of National Curriculum levels for the attainment and progress of children, schools have been given the opportunity to develop their own internal assessment systems that more closely support teaching and learning.

Rushton CE (VC) School has responded to these requirements by establishing a curriculum and assessment framework that more accurately shows pupils' attainment and progress, informs teaching and learning more appropriately and recognises the professionalism of teaching staff.

Forms and Purposes of Assessment

Assessment can take a range of forms and their outcomes can be used for a variety of purposes. At Rushton CE (VC) Primary School we endeavour to select and use assessments judiciously, selecting forms of assessment appropriate to their intended uses.

Before using any assessment we need to consider:
- Why pupils are being assessed?
- What it is that we are trying to measure?
- What is the most appropriate assessment method?
- How the information generated by the assessment will be used?
- How will we report assessment outcomes?

At Rushton CE (VC) Primary School we use three broad forms of assessment:
1. Day-to-Day In-School Formative Assessment

Day to day in-school formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress.

Formative assessment enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Confident and appropriate use of in-school formative assessment provides the school's Senior Leadership team with assurance that each child's attainment and progress is understood by teaching staff and that teaching is appropriate and responsive to the needs of all children.

In-school examples:

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In-school examples:
- observations
- asking probing, open ended questions
- marking of pupils' work
- regular short re-cap quizzes
- scanning work for pupil attainment and development
- discussions with children
- pupil self-assessment
- sharing success criteria
- peer marking

2. In-School Summative Assessment
- In-school summative assessments are used to monitor and support children's performance. They provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve.
- In-school summative assessments also inform parents about achievement, progress and wider outcomes.
- Teachers make use of in school summative assessments to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes also support teachers in planning for subsequent teaching and learning.

In-school examples:
- baseline assessments
- reading age tests
- half termly English & Maths tests
- short, end of topic or unit tests or tasks

- reviews for SEND pupils
- end of year assessments

3. National Standardised Summative Assessment

Nationally standardised assessments are used to provide information on how children are performing in comparison to children nationally. They provide parents with information on how the school is performing in comparison to schools nationally. Teachers have a clear understanding of national expectations and assess their own performance in the broader national context.

Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness. The Government and Ofsted also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

In-school example:
- EYFS (Early Years Foundation Stage) Profile
- Phonics Screening Test for Year 1
- National Curriculum tests at the end of Key Stage 1

Recording and Reporting Assessment Outcomes

Assessment data and information are collected only where necessary and reported in a way that is clear and of use to the intended audience.

We only collect assessment data that is needed to support educational outcomes for pupils. Teachers make professional judgments of pupil attainment against the LEP (Leek Education Partnership) assessment trackers for English, Maths, Science. Other subjects are assessed using 'I can' statements. Teachers are expected to know if pupils are on track to meet age-related expectations, whether pupils are where they should be, but are best placed to make such judgements through their professional knowledge without recourse to elaborate assessment, data generating and recording systems.

In presenting assessment information and data, we use a format that is most beneficial to the intended audience.

This approach aligns with Ofsted expectations:

Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school. (Ofsted inspections – clarification for schools, March 2015, No. 140169)

Governance, Management and Evaluation

The Head Teacher is accountable to the Governing body for the implementation of the assessment policy.
- The Headteacher holds responsibility for ensuring:
- the assessment policy is up-to-date;
- is representative of best assessment practice;
- that appropriate standards of performance are applied and maintained over time; and
- that all staff are supported in its use and application.

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The Headteacher monitors and evaluates the impact of the policy on teaching, learning and teacher workload. The central question at the heart of evaluation is this: are our assessment systems fit-for-purpose?

The Headteacher ensures that curriculum and assessment framework remain aligned and judges the effectiveness of the assessment policy by consideration of the following criteria:

- The impact on teaching and learning is positive and clearly visible.
- The impact on teacher and pupil workload is appropriate.
- The validity of assessments used in the school – that is, it measures what it claims to measure.
- The reliability of assessments used in the school – that is, all measurements are consistent
- That data and reporting are ethical and informative.
- The cost and impact on staff development and other resources are manageable and provide value for money.
- The quality, availability and the use of commercial assessments and supporting materials are well validated and the outcomes and information from the assessments are beneficial and reflect the ethos of the school.

Teachers analyse the attainment and progress of pupils in their class. Strengths and areas of weakness are identified.

Data is shared with subject leaders to ensure continuity and to make sure actions are taken to address any areas for concern.

The Headteacher provides a data pack for the Governing body to monitor and evaluate standards, progress and attainment.

All staff are provided with a copy of this policy and it informs part of the school's induction program.

The Headteacher ensures best practice is shared and endeavour to keep up to date with the latest developments.

The school's data management system is continually reviewed and evaluated to ensure it supports the delivery of the school's assessment policy and is in line with the aims and principles outlined.

English and Maths Leaders provide teachers with a standards file to ensure judgements made in each year group, in each subject are fair and accurate. The standards files are used in whole school moderation and cross-school moderation to ensure continuity and consistency.

The assessment policy is reviewed and re-drafted at least every two years or earlier if there are significant changes to the education system that may impact on our practice

The review process involves all staff in dialogue and consultation and is informed by any significant changes to the education system or educational and assessment developments that will improve our practice.

When all staff have been consulted and their views considered, the final draft is presented to the Governing body for final approval and subsequently made available on the school website.

Competence and Effectiveness of Staff

Rushton CE (VC) Primary School is committed to ensure that all staff receive appropriate training and continuous professional development.

All teaching staff have a shared responsibility for the application of the assessment policy. The effectiveness of our assessments is supported through robust standardisation, moderation and exemplification of performance standards. We work with other schools to provide assurance that our standards and assessment procedures are fit for purpose and represent demanding yet real expectations of performance.

Marking

This section of the policy has been written following recommendations in the Report of the Independent Teacher Workload Review Group (March 2016). Effective marking is an essential part of the educational process. Marking children's work ensures that monitoring of work takes place and informs future planning. It provides knowledge of results for pupils and helps to form learning targets. It provides opportunities for children's efforts to be valued, and promotes positive images of themselves as learners.

As a result of marking, pupils should understand what they have done well, are clear about how to improve and make visible signs of improvement.

All marking should be meaningful, manageable and motivating.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

- The focus of marking should be on the **quality** of feedback and not the **quantity.**
- Feedback can take the form of spoken or written marking, peer marking and self-assessment.
- Feedback can be given in different ways e.g. steps to improve, examples and reminders. The term 'Fix-its' will be used to help children understand that some parts of their work needs fixing.
- Comments, if needed, (specific to learning objectives) should be used in order to move children forward in their learning.
- Every lesson should have clearly identified learning objectives and success criteria (for key pieces of work) which are shared with the children.
- Teachers are responsible for ensuring that marking is appropriate and proportionate.
- Where appropriate, marking should be completed before the next task is set and in time to effectively inform future planning.
- Marking must be sensitive to pupil needs and not detrimental towards pupil's work.

- Marking with a green pen or highlighter will indicate correct answers or good aspects of a piece of work. Marking with an orange pen or highlighter will mean an aspect of a pupil's work will need 'fixing'.
- Stickers are to be used to motivate and denote recognition of effort, application and achievement.
- The letter 'P' recorded on work will indicate a pebble has been earned for the school team points.
- Any verbal feedback given can be annotated with VF.
- Adult Assisted Work can be annotated with S (referring to supported).
- Independent work can be annotated with I.
- If age appropriate, children may respond to marking by initialling comments and/or completing any actions given.
- Teachers will check actions/corrections.
- Marking should also comment on presentation, if poor.
- In some cases it may be appropriate not to mark work, e.g. final drafts for display.

Ofsted has stated the following:
'Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.'

Data
The LEP skills criteria grids are used to support teacher assessment of attainment. The criteria grids are used to collect data for Mathematics, Reading, Writing and Science. Teachers make a judgement based on the best fit. At the end of each half term teachers highlight and calculate how many points the child has achieved and the overall judgement is based on the teacher's professional opinion/teacher assessment. The points are recorded on mark sheets using Arbor.
The school's data management system (Arbor) calculates expected progress and reports can be analysed.

Interim Reports & End of Year Reports
An interim attainment report is sent home half way through the academic year to inform parents of pupils' attainment and inform them of whether or not their child is on track to meet the ARE (Age Related Expectation) by the end of the year.
End of Year reports are sent out to inform parents if their child has met ARE and these also report on effort, behaviour for learning and attendance.

Inclusive Assessment
A fully inclusive approach to assessment is one where policy and practice are designed to promote the attainment and progress of all pupils.

Assessment should reflect the extent to which a pupil understands and can apply their learning in a wide range of contexts. It enables teachers to evaluate their effectiveness and to determine targeted interventions or support to enable children to progress in all areas of their learning and development.

Assessment should contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention.

Dyslexia Friendly Statement

As dyslexia friendly school, our teaching and learning strategies support all children and reflect our positive inclusive culture. It is recognised that the difficulties some children with dyslexic tendencies face, may result in low confidence and self-esteem which in turn may result in unwanted behaviours. Through our dyslexia friendly teaching and learning strategies we enable all children to make progress and achieve success. This minimises pupil frustrations in learning and feelings of 'failure'. See our SEN Policy for more information.