



Assessment, Feedback and Marking Policy

February 2019

Hurst Park Primary School

Respect, Resilience, Positivity

Introduction

1. This Policy outlines the purpose, nature and management of assessment at Hurst Park Primary School. High quality assessment is an essential part of effective teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at Hurst Park and enables teachers to deliver education that best suits the needs of their pupils.

Aims

2. The aim of the policy is to give a clear outline of assessment techniques at Hurst Park Primary School, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and Responsibilities

3. The overall responsibility for assessment belongs to the headteacher. However, this responsibility has been delegated to the deputy headteacher, who is the assessment leader. Class teachers are responsible for assessment of the children in their care and curriculum subject leaders are responsible for monitoring

assessment within their subject area.

Entitlement

4. It is the entitlement of every child at Hurst Park to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

5. Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and feedback – including the use of marking – is used by teachers to inform their teaching and ensure that children know their next steps and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

- a) to be formative, providing information for the teacher to plan the next steps in the children's learning and support children identifying their own next steps;
- b) to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;

- c) to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
 - d) to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
 - e) to inform the children to enable them to develop their learning.
6. Specific learning intentions and assessment opportunities are identified during lessons, in pupils' work, and in planning. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Day-to-day In-School Formative Assessment

7. Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The

methods of formative assessment we use include: the use of pertinent questioning, marking of pupils' work using our marking guidelines (see part II – feedback and marking) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Local In-School Summative Assessment

8. Local summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. These include: Big Write, end of unit tests and optional SATs, alongside other bespoke assessment material, to provide evidence of achievement against the curriculum objectives. In reading, teachers use guided and shared reading sessions to record progress and achievements against the national curriculum objectives. The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have

fallen behind are targeted for interventions.

Nationally Standardised Statutory Summative Assessment:

9. All statutory assessments are administered internally. Results are reported to the local authority and to parents. These assessments are sometimes moderated by the local authority.

- Early Years Foundation Stage Profile

10. At the end of Year R, pupils' attainment is measured in 17 areas of learning, known as the Early Learning Goals (ELGs). For each of the ELGs, pupils' attainment is assessed as one of the following:
 - at the 'emerging' level of development
 - at the 'expected' level of development
 - 'exceeding' the expected level of development
11. To achieve a **Good Level of Development (GLD)** pupils must achieve at least the expected level of development in the prime areas of learning (Personal, Social & Emotional Development; Physical Development; Communication & Language Development) and in the specific areas of Literacy and Mathematics.

- Year 1 Phonics Screening Check

12. At the end of Year 1, pupils will be given an assessment to check they are making sufficient progress in phonic skills to read words.

- Year 4 Multiplication Check

13. From the academic year 2019/20 (voluntary from 2018/19), pupils at the end of Year 4 will complete the statutory national multiplication tables check. This consists of 25 on screen multiplication questions. Following the check, the school will receive a score out of 25 for each of the pupils who took part. There will be no expected standard for this test.

- Key Stage One Assessments

14. At the end of Year 2, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:
 - a) Reading – working below the expected standard, working at the expected standard and working at greater depth within the expected level.

- b) Writing – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- c) Mathematics – working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- d) Science – working at the expected standard

The pupils will also sit tests which will consist of:

- e) English reading Paper 1 – combined reading prompt and answer booklet
- f) English reading Paper 2 – reading booklet and reading answer booklet
- g) English grammar, punctuation and spelling Paper 1 – spelling
- h) English grammar, punctuation and spelling Paper 2 – questions
- i) Mathematics Paper 1 – arithmetic
- j) Mathematics Paper 2 – reasoning

These will be carried out in the classroom over the month of May and the children will receive a standardised score where 100 is the expected attainment.

- Key Stage Two Assessments

15. At the end of Year 6, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings (from 2019 the teacher assessment of only writing will be statutory, but assessments in all subjects will be made):

- a) Reading – working at the expected standard, has not met the standard, and working at Greater Depth
- b) Writing – working below the expected standard, working at the expected standard, and working at greater depth within the expected level.
- c) Mathematics – working at the expected standard, has not met the standard, and working at Greater Depth
- d) Science – working at the expected standard or has not met the standard.

The pupils will also sit tests, which will consist of:

- e) English reading Paper 1 – reading booklet and associated answer booklet

- f) English grammar, punctuation and spelling Paper 1 – short answer questions
- g) English grammar, punctuation and spelling Paper 2 – spelling
- h) Mathematics Paper 1 – arithmetic
- i) Mathematics Paper 2 – reasoning
- j) Mathematics Paper 3 – reasoning

Assessment for Learning:

- 16. Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.
- 17. Assessment for learning is a key part of our approach to teaching and learning at Hurst Park Primary School. Staff use success criteria and high-quality feedback - either orally or in writing, including the use of peer marking and peer and self-assessment – to involve pupils in their learning and to inform them of their next steps. All feedback should be relative to the learning

objective and should identify successes and areas for improvement. Our pink and green marking system ensures that children know what they need to do to improve and what they have done well (see Part II – Feedback and Marking).

- National Curriculum Assessments (SATs)

- 18. End of key stage NC assessments (SATs) are used to monitor children’s progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Children in Years 1, 2, 3, 4, 5 and 6 will be assessed using the National Curriculum objectives, which feature on the school’s tracking system, Target Tracker, which plots their progress in learning. This is updated throughout the academic year. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM), which take place with a representative from the SLT after each batch of assessments have taken place.

- End of Key Stage Assessments

- 19. Year 2 and Year 6 teachers set a range of work to

enable them to assess the children's achievement against the requirements of the new national curriculum. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils, and the children become accustomed to the process. Teachers use the results from this work and the information stored in books to assess progress and whether children are working at, below or above the expected standard for the end of the key stage. The year group teachers concerned make these judgements, with advice from the core subject leaders, the headteacher and deputy headteacher. Teacher assessments at KS1 & 2 are sometimes moderated by the local authority. Internal moderation is used to validate teacher assessment across the school and takes place on a regular basis. Teachers also participate in moderation sessions with colleagues from other schools.

- Foundation Stage Assessments

20. The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. Written information and record sheets are passed from the nurseries to the reception class teacher and from reception to Year one.
21. The Foundation Stage Profile begins in nursery, is added to each term, and completed by the end of the EYFS

year. On entry to EYFS at Hurst Park Primary School, the seven areas of learning are assessed using Development Matters statements to develop an initial overview of children's abilities. These seven areas of learning are then regularly assessed through both teacher and child initiated activities in the form of observations and evaluations. These assessments are then inputted into Target Tracker and progress tracked over the year.

22. In addition to assessing attainment in the ELGs, pupils are also assessed in three characteristics of effective learning.

Records

23. Records of end of unit assessments, formative assessments, SATs results and teacher assessments (TAs) are stored on Target Tracker.

Curriculum Links

24. Assessment is an integral part of curriculum delivery at Hurst Park Primary School. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in maths regular

testing of subject knowledge is appropriate, whereas in art teachers will use their observations of children's work to inform their judgements.

Monitoring

25. The SLT monitor class on-line assessment data (Target Tracker) during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school.
26. If required, staff meetings are held to discuss and review the procedures in the assessment policy.

Equal Opportunities

27. As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Hurst Park ensures that identification of these children is systematic and

effective.

Special Educational Needs

28. When assessment indicates a child may have Special Educational Needs or Disability, the Inclusion Leader is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the inclusion policy. When teachers assess a child with SEND they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

Reporting to Parents

29. Parents receive a written report during each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in Years 2 and 6 and teacher assessment in Years 1, 3, 4 & 5 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonics Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning

Goals. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child's report with the class teacher.

30. Parent/teacher consultation evenings take place twice a year, in the autumn and spring terms. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An open door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.
31. Staff are prepared to make themselves available at the beginning/end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately an appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with additional needs may be given further opportunities to meet with staff.

Part II – Feedback and Marking

Introduction

32. At Hurst Park School we aim to have a consistent approach to feedback and marking, including the use of marking symbols by individual teachers, and therefore

have a school marking code. However, in addition to this code, teachers use their professional judgement to enhance it and also to take into account the age and needs of the children.

33. All children are entitled to regular and comprehensive feedback on their learning. Therefore all teachers will give feedback as an essential part of the assessment process, which will often include the use of marking.

Aims

We give feedback, including the use of marking, in order to:

- a) show that we value their work, and encourage them to do the same;
- b) boost self-esteem and aspirations, through use of praise and encouragement;
- c) give a clear general picture of how far they have come in their learning, and what the next steps are;
- d) offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- e) promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from

others;

- f) share expectations;
- g) gauge their understanding, and identify any misconceptions;
- h) provide a basis both for summative and for formative assessment and inform individual tracking of progress;
- i) provide the ongoing assessment that should inform future lesson-planning.

Principles of feedback, including marking

- j) All feedback/marking should be meaningful, manageable and motivating;
- k) The majority of feedback/marking should take place during the lesson with the children present;
- l) Whenever possible, feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate;
- m) The process of giving feedback should be a positive one, with pride of place given to recognition of the efforts made by the child;

- n) Feedback should always be in accordance with the lesson objective and the child's own personal learning targets. However, feedback on presentation, spelling, punctuation and grammar will be given in all subject areas, taking care not to undermine the child's achievements in the primary focus of the marking;
- o) Comments should be appropriate to the age and ability of the child;
- p) Comments will focus on only one or two key areas for improvement at any one time;
- q) Teachers should aim to promote children's self-assessment by linking feedback and marking into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives and the key expectations for the task right from the outset;
- r) Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions;
- s) Feedback can identify a child's key learning difficulties;
- t) Where feedback is written, the child must be able to

read and respond to the comments made, and be given time to do so. Where the child is not able to read and respond in the usual way, other arrangements for communication must be made;

- u) Written comments should be neat, legible and written in pink (praise) and green (growth/next steps) ink;
- v) The marking system should be constructive and formative with next steps clearly identified (see attached code);
- w) Errors that were made by many children should not be the subject of individual comments, but should be noted in planning;
- x) Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

General advice to teachers

- a) The best feedback is without doubt the dialogue that takes place between teacher and pupil while the task is being completed;
- b) The main objective of feedback is not to find fault, but to help children learn. If children's work is well matched

to their abilities, then errors that need to be corrected will not be so numerous as to affect their self-esteem;

- c) A balance has to be achieved. Children should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having mistakes emphasised;
- d) The school has explicit guidelines that apply to all pieces of work (e.g. the date and title must be underlined – see attached presentation guidelines). At Key Stage 2 all pupils are expected to follow these guidelines and at Key Stage 1 pupils should be working towards them;
- e) In addition to these general rules there are specific rules for specific types of work, for example maths. These rules have been taught and may be on display. They make it clear what good-quality work in the subject looks like;
- f) The extent of the teacher's response to a piece of work is determined not by the number of errors found in it, 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;

- g) Teachers mainly mark by comment (in preference to marks out of ten, for example). Where possible, teachers establish direct links between oral or written praise and the class or school rewards systems. Stamps and/or stickers may also be used, although it is important to note that stickers and stars in themselves do nothing to close gaps in understanding, or to bring about improvements;
- h) Ticks are used where work is correct, and a dot where errors have been made. Other symbols may be used once their meaning has been explained, for example a Sp for a spelling mistake (see attached code);
- i) Where pupils interact in the marking process, they will be all the more engaged and receptive to correction;
- j) When appropriate, children may mark their own or another child's work, but the teacher must always review this marking;
- k) In addition, the children could indicate where they think a particular target has been achieved. Their learning partners might also check on their behalf, before the work is handed in, that a particular target has been met;

Monitoring and review

This policy was adopted on: 22nd January 2019

This policy is due for review: January 2021

Appendices

Marking Codes

Presentation guidelines at Hurst Park Primary School

*The values of
Hurst Park Primary School aim to ensure
respect, resilience, positivity.*

Appendix A – Marking Codes

KS1 Marking Codes

Pink for Praise = I can do it. Well done!

Green for growth = How can I improve my work?

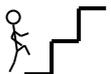
 Capital letters	 Full stops	 Question mark
 Letter formation	 Spelling	 Letters on the line
 Finger spaces	 Exclamation mark	 Check your work
 Join up	 Phonics	 Reversals

Appendix A – Marking Codes

KS2 Marking Codes

Pink for Praise = I can do it. Well done!

Green for growth = How can I improve my work?

?	Are you sure?
Sp	Spelling correction - may be underlined*
//	New paragraph
P	Missing/incorrect punctuation - may be circled*
Ⓐ	Assisted work
.c	Incorrect – please correct
✓	Correct
✓c	Corrected work
	Next Steps
	Completed next steps

*Alternatively, the teacher may place the code in the margin to indicate the error is somewhere in the sentence or paragraph.

Appendix A – Marking Codes

HURST PARK SCHOOL – GUIDELINES FOR PRESENTATION

Use a sharp pencil for drawing and drafting your work.

Use a blue handwriting pen for neat copies or final drafts of writing, with your teacher's permission (Year 6).

Write the date and title clearly above your work and underline using a ruler (Key Stage 2).

Leave a clear line between paragraphs.

Always number any questions or answers clearly in the margin.

Write labels horizontally and clearly, drawing lines or arrows using a ruler.

Complete any colouring neatly using coloured pencils. Do not use felt tip pens unless instructed.

Mistakes in pencil should be rubbed out using an eraser or should have a single line drawn horizontally through them.

ALWAYS TAKE PRIDE IN YOUR WORK!