



ASSESSMENT, MARKING AND REPORTING POLICY

Comprehensive assessment and evaluation is the key to providing pupils with appropriate teaching and learning experiences which will enable pupils to make good progress. It helps to ensure that teaching is pitched appropriately, and that all pupils are making rapid progress and achieve highly. Continual monitoring of each pupil's progress gives a clear picture of what each is achieving and what their next steps in learning should be.

Objective

To ensure we have a consistent, robust and rigorous assessment system which all staff are following, enabling teachers to make accurate judgements on a child's achievements so that future learning and provision can be planned at the appropriate level.

Pink for think marking

We do not set individual targets in children's books. We follow 'pink for think' marking to move learning forward in both English and Maths. However, we have very clear expectations that all children are expected to make at least 3 steps progress across an academic year in Year 1, with 4 steps progress in Years 2, 3, 4, 5 and 6.

Pink for thinks marking may be used to address a misconception within a specific piece of work, suggest ways the children can improve in their next task or consolidate and deepen / extend children's understanding and thinking. In Key Stage One and Two the children are set individual 'pinks for thinks' after each piece of work in both writing and maths.

The children are aware of their pink for thinks. They are encouraged to read, reflect and act upon these using a green pen.

In Reading, throughout the school, the children's pink for thinks are recorded in their Blue Reading Record Book and shared verbally with the children in every reading session. These areas for development are based on identified learning objectives; they are achievable but offer stretch and challenge. Teachers provide support for TAs in identifying pink for thinks, which are taken from the progression of skills document, and they are written on guided reading planning. Focus children also have individual bookmarks with focused objectives for adults to use as an assessment tool and to identify what the children need to do to ensure progress. Reading Record Books should be checked every 3 weeks by the teacher and the pink for thinks monitored and reviewed. Children are expected to work on their pink for thinks after they have been shared with them at the beginning of each reading session.

In maths, we recognise that setting targets is challenging because there are many areas within the maths curriculum. Therefore, we have adopted a robust system of addressing misconceptions and extending children's learning within each unit of work through our pink for think marking.

Formative assessments

Marking principles

The purpose of marking is to assess understanding and monitor progress relating to particular objectives and to use the information to inform future teaching and pupil learning. We believe at Queensway that marking is a learning dialogue between pupil and teacher.

At Queensway we adopt a variety of assessment and marking techniques. Practices may include:

- Plenary feedback
 - Self-marking
 - Group or individual discussions
 - Specific written feedback
 - Verbal feedback
 - Identification of positive aspects (marked with a green highlighter in KS1)
 - Correction of errors
 - Suggestions for improvement
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- All work must be dated and the learning objective is used as a title. Children should write this independently in Key Stage Two and will be working towards this at the end of Key Stage One.
 - Marking should relate to the Learning Objective or Success Criteria and should be constructive, diagnostic and informative.
 - Time must be given before the next lesson so that children can make any necessary improvements based on their pink for thinks.
 - Peer and Self- assessment should be used - *refer to Assessment For Learning Progression of Skills document.*
 - Work should be marked before the next lesson in order for children to benefit from feedback. This includes lessons that have been taught by PPA cover teachers.
 - Marking should inform planning and assessment to show children's achievements and areas of difficulty. Weekly planning should be annotated to that effect.

Level of support

All adults working in school should use these symbols to enable anyone looking at the children's books to understand what level of support the child has received.

- D** should be inserted into the child's book where discussion has taken place.
- T** should be inserted when the child has been supported by the teacher.
- TA** should be inserted when the child has been supported by the Teaching Assistant.
- I** should be inserted when the child has worked independently.
- P** should be inserted when the child has worked in a pair to produce the work.

Marking in maths

Every piece of work is marked against the Learning Objective in maths for Years 1-4 with teachers highlighting the Learning Objective in green if achieved and pink if not achieved. In Key Stage Two this becomes more of a child-led assessment, whereby children are asked to traffic light their work and by year 5 comment 'why' if they are red or amber. If a child has self-assessed themselves as red, this is followed up by the teacher. Any discussions with the child will be acknowledged by writing a D for discussion. Teachers will set pink for thinks in the children's books and these will be acknowledged by the teacher when completed.

Marking in writing

In writing the Learning Objective is the overarching outcome; the success criteria are what drives the learning. We recognise that there are many skills involved in a writing task and that marking should be meaningful, encouraging and challenging. Teachers are expected to use their professional judgement to create a balance of comments that are appropriate to an individual child's understanding and address key learning points that will show the child how to progress in their writing and recognise something that they have done well. Marking in Key Stage One will refer to the learning objective, but could also refer to application of phonics and spelling or aspects of the writing "Tool Ki" That is displayed in Key Stage One classrooms. Marking in Key Stage Two will refer to the success criteria that are generated with the children and refer to aspects of the language features of the genre. In Key stage Two, where children are suggesting their own pink for thinks from their self-assessment, teachers will respond to the children's comments appropriately. All teachers should refer to the "Self and Peer assessment" document to support the development of AFL(Assessment for Learning) in writing. Teachers should use their professional judgement to ensure that next steps are appropriate, achievable and will drive the progress of the child's achievement.

Written feedback

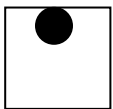
In Key Stage One the following symbols are used to help children understand what they need to do to improve their writing:



finger spaces

A

capital letters



full stops

sp spelling error



conjunctions

Does it make sense?

sound it out

Λ

something is missing, e.g. a word has been omitted

In Key Stage Two other symbols are used to help children know what they need to do to improve. These are:

- sp** spelling error
- P** punctuation
- C** capital letter needed
- ~?** doesn't make sense
- word missing
- Λ** something is missing, e.g. a word has been omitted

Marking in non-core books

For marking in non-core books, all work should have a learning objective that uses the code (in this policy) to show the level of support. The teacher will highlight the learning objective in green if the child has achieved the learning objective or pink if the learning objective has not been met. If the task is a focused piece of writing, this should be marked as it would be in the child's writing book.

Summative Assessments

Reading

For summative assessment, the Blue Reading Record Books will be used as evidence alongside other observations of a child's reading and responses to text or book discussions. In Year 6 sample SAT papers will be used to inform judgements, as well as planning and predictions on future results.

Writing

In order to make a summative assessment in writing, teachers use a range of writing to inform their judgements. This could include work from grammar activities, tasks that have been completed in morning books, homework or photographed work from wipe boards as well as work completed in English lessons. All children have the opportunity to apply their writing skills and genre knowledge through cross curricular writing-this writing is completed in the appropriate subject book and should also be used to inform teacher judgements.

Maths

Teachers complete pink for think marking following every lesson against the lesson objective to inform children of their achievement and how they can improve. Pink for think marking can be used to address misconceptions, consolidate learning, extend learning, apply what they have learnt to different contexts or give children the opportunity to explain their reasoning and reflect on what they have learnt.

Teacher's use Integris to make a judgment on the objectives covered in Reading, Writing and Maths. This should be completed each time an objective has been covered and should inform the planning. For children working below the year group teachers should be looking at the year group objectives the child is working within.

Phonics

In phonics, assessment is used to monitor progress and to identify any children who need additional support quickly and effectively. Support could include a catch-up session on the day of the phonics teaching as appropriate or within the review lesson which is used to address gaps in understanding and securing fluency.

Summative assessment is used every six weeks to assess progress, to identify gaps in learning and to identify any children who may need additional support.

Statutory assessment: children in Year One sit the Phonics Screening Check in Term Six. Any child who does not pass the check re-sits it in Year Two. All children in year one and two who do not pass the phonics screening check will continue to have specific phonic teaching.

Moderation

Summative assessment is completed at 3 points during the year. These are at the end of Terms 2, 4 and 6. In Reading, Writing and Maths teachers use the 2014 National Curriculum objectives to determine a child's stage. Work is moderated across the school initially between parallel teachers, then at moderation meetings with other Banbury partnership schools and finally at Senior Management level. At the end of Key Stage Two, the school may be involved in external moderation of writing led by the Local Authority.

Integris

Summative assessments are inputted into Integris by all teachers. An evaluation of this data includes an scrutiny of the pupils' attainments against National Age Related Expectations (ARE). This evaluation is carried out at class level and whole school level and pulled together in the Standards Report to Governors two or three times a year, which is written by the Head Teacher.

Analysis can be made about the attainment and progress of all pupils and groups such as:

- Boys and girls
- Pupils who have Special Educational Needs and Disabilities (SEND)
- Pupils in receipt of Pupil Premium
- Ethnic pupils and specifically pupils for whom English is an additional language (EAL)
- Intervention groups and groups highlighted in the last evaluation
- The Most Able in the year group

The evaluations will lead to questions being raised about individuals and groups of pupils' progress. Closer monitoring and additional interventions are recorded at Pupil Progress meetings three times a year.

Assessment of non-core subjects

The class teacher makes an assessment of every child at the end of a unit of work using the Curriculum Overview documents for the non-core subjects; this is done working with the parallel teacher as well as a cycle of whole school moderation of non-core subjects and using a portfolio of samples of children's work. A judgement is made as to whether a child is working at age related expectations, working below age-related expectations, or working above age-related expectation. At the end of the academic year a final judgement will be made from evidence through the year, these judgements are passed onto the next class teacher to inform future planning and teaching.

Foundation Stage

Assessment is an essential part of the learning and development of children in Early Years. Our accurate assessment depends on us getting to know our children very well and to this end we gather information from a range of sources including observations of the children engaged within child-led/independent learning as well as during adult-led activities. We also do this through discussions with parents and carers and by talking to the children. We use the following key documents to underpin our practice in the Early Years: Birth to 5 Matters (2021 non statutory guidance) and the Early Years Foundation Stage Profile (2022).

Observations

The Reception Assessment Baseline (RBA), a statutory requirement, is carried out by teachers in the Reception classes within the first six weeks of the children starting school. The RBA is a short, interactive and practical assessment of a child's early literacy, communication, language and mathematics skills when they begin school. Its main purpose is to create a starting point to measure the progress schools make with their pupils from reception to year 6. There is no pass or fail attached to this assessment.

All our early year's staff use EvidenceMe to make observations of children which are used to create online learning journeys. The observations take place on an ongoing basis and teachers use long observations to ensure all children have sufficient evidence for each area of learning. Long observations take place once every short term, with an emphasis on capturing the children in their learning, as well creating opportunities

for staff to move their learning on. However, this is dependent on the children and staff taking opportunities to observe significant learning experiences when they arise. Informal observations are also made, while supporting independent learners to capture wow moments for children. Children's language is recorded whenever possible as this gives insight into a child's thinking, understanding and language development.

Each half term in the Reception and Nursery classes, teachers use the 'Birth to 5 matters' guidance and the evidence described above to consider the children's attainment and the provision that is needed to continue to grow their development and learning in the key seven areas. The judgements made are recorded in Integris as an on-going record of development.

By the end of June, teachers will have assessed the children against the Early Learning Goals, a statutory assessment, made at the end of EYFS to assist the transition into year one. The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goal (ELG) descriptors. Teachers are expected to use their professional judgement to make these assessments, based on their knowledge and understanding of what the child knows, understands, and can do.

Special Educational Needs and Disabilities (SEND) assessments

Some children with SEND make progress in individual ways and this can be incremental. The challenge can, therefore, be to demonstrate both how and why progress is taking place. At Queensway School we strive to ensure our assessments recognise this, along with the level of independence, whilst maintaining high aspirations and expectations. Our systems for determining pupil progress enables Teachers to track the progress of all pupils from their individual starting points, no matter what stage they are working at.

For end of Key Stage statutory assessment, the Rochford Review recommendations and outcomes of the DfE consultation have led to the development of permanent and extended pre-key stage standards for Teachers to use to assess pupils engaged in subject specific learning but working below the standard of National Curriculum tests. For pupils not engaged in subject specific learning, The Engagement Model is used and this is based on seven aspects focusing on pupils' abilities in specific areas like awareness, curiosity and anticipation. This enables progress made by pupils with complex needs to be identified and measured effectively. For children with SEND at Queensway School, we will apply the above where appropriate.

On-going formative assessment supports our teachers to identify concerns and individual needs as part of the initial stage of the SEND identification process and through the graduated (Assess, Plan, Do, Review) approach. In addition, we utilise more detailed diagnostic assessment in order to inform teaching and support, to explore the precise gaps in pupils' learning. Examples include:

- Standardised reading, spelling and maths tests
- The British Picture Vocabulary Scale
- Phonological Assessment Battery (PHAB)
- Profiling tools for speech, language and communication needs
- Social and emotional questionnaires
- Pupil voice questionnaires

The results from these assessments are used to inform high quality first teaching approaches, next steps in learning and the planning of intervention support.

Subject Leader reports

The Reading, Writing and Maths Leaders write regular reports which detail progress in their subject areas and is cross referenced to priorities on the School Development Plan. The report will comment on achievements related to a range of evidence. This could include pupil data, book scrutinies, lesson observations or evidence from the monitoring schedule. This report is shared with the Governors. In addition to this, Leads for EYFS, SEND, EAL and Pupil Premium also write regular reports which complement the information discussed in the termly link Governor meetings. The Subject Leader will meet with the Headteacher to discuss the overall evaluation of the evidence.

Sharing information with parents

Parents' Meetings

Parents' meetings are held twice a year. The first meeting will be a general discussion about how well the pupil has settled in the new class or with the new teacher, and their overall performance. In the second meeting there will be a more detailed discussion about progress and attainment. For children on the school's SEND Register, a third meeting takes place during Term 6 and the focus of this is progress, attainment and planning next steps. At Queensway School, we actively seek the views of parents / carers as part of the consultation process.

Reports

An annual report is written for each pupil by the class teacher to be given to the parents at the beginning of July. For children in KS 1 and 2, the report gives children's current attainment levels in Reading, Writing and Maths as well as their effort levels. In the Foundation Stage the report gives children's attainment levels in each of the 7 areas of learning and also comments on how the children show different characteristics of effective learning.

Policy review

This policy will be reviewed every three years by the Head Teacher and the Senior Leadership Team.

Chair of Quality of Education Committee Date

Head Teacher Date