


# TOWNHILL JUNIOR SCHOOL



## ASSESSMENT POLICY

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# Townhill Junior School

## Assessment Policy

‘.....assessment should provide the basis of informed teaching, helping pupils to overcome their difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.’ (Ofsted)

### Principles

Effective and purposeful assessment should:

#### **1) Actively involve all learners by:**

- Stating lesson objectives, providing a reference for pupils’ self assessment and for plenary discussions;
- Engaging children in discussion of their own work.

#### **2) Effective assessment, recording and reporting will enhance the learning of our pupils because:**

- Assessment actively involves the pupils in their learning through discussion, provision of information about progress and ensuring pupils are aware of the purposes of teaching
- Assessment motivates the pupils through success/achievement
- Assessment highlights strengths and areas for development together with strategies to manage them
- Assessment provides reliable and credible information to support continuity and progression in the learning process
- Assessment provides valid information to assist with setting individual pupil targets

#### **3) Aid teachers in evaluating their teaching because:**

- Assessment indicates strengths and areas for development in the teaching programme (content)
- Assessment indicates the next steps in the teaching programme
- Assessment indicates strengths and areas for development in teaching styles and strategies (method and process)
- Assessment identifies pupils who require support, intervention, extension or consolidation

#### **4) Provide information for:**

- Pupils
- Staff
- Governors
- Parents/Carers
- Assisting transfer to the next class and the next school
- Guidance and/or referral to outside agencies
- Local Authority, OfSTED and DfES

#### **5) Be central to the learning process:**

- By underpinning organisation of learning groups; allocation of time and other resources etc.

#### **6) Be based on information that is both relevant and manageable:**

- Through ongoing, informal teacher assessment based on National Curriculum attainment targets;
- Using the school’s scheduled formal assessment procedures, beginning with an introductory profile and ending with Key Stage 2 SATs.

#### **7) Identify needs, motivate learners and celebrate achievement:**

- Through regular marking/assessment of pupils’ work following our Marking Policy.

- Through making sure pupils understand the marks in their books.
- Be pursued in a way that keeps track of all pupils. Examples: targeting specific groups of learners; targeting a particular aspect of a piece of work.

### **8) Help plan the next learning steps:**

- By informing short-term amendment to long and medium term planning.
- By providing an overview of a pupils' progress through the school.
- By allowing time for pupils to make improvement and corrections to their work.

### **9) Highlight qualitative aspects of learning:**

- To reveal the true nature of a child's understanding of a topic by differentiating to their assessed capability.

### **10) Provide information to measure past performance and set appropriately challenging targets:**

- For the individual child;
- In assessing overall school performance.

### **Purposes of assessment:**

**Assessment FOR Learning** (Formative assessment) helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as areas for development.

**Assessment OF learning** (Summative assessment) is associated more with judgements based on average point scores, marks and ranks and with public accountability.

**Diagnostic assessment** enables learning difficulties to be scrutinised and classified so that appropriate support and strategies can be provided.

**Evaluative assessment** is the means by which some schoolwork can be measured and reported on, allowing teachers to evaluate the effectiveness of teaching and learning methods.

### **Formative Assessment**

Formative assessment is crucial in:

- Informing planning.
- Raising pupils' awareness of what they are trying to achieve and how they can improve.

The following practices are followed in order to facilitate this:

- Learning Objectives are shared with pupils as part of everyday practice.
- Pupils are given the opportunity to see and discuss examples of good work as a model for success.
- Pupils' understanding is explored through careful questioning.
- Pupils are given constructive feedback. Where possible, this is verbal.
- Written comments or symbols are used to indicate achievements and areas for improvement (see Marking Policy).
- Pupils are set targets that are clear and achievable. Class or individual targets may be set where necessary. Targets are managed in a variety of ways in different classes.
- Pupils are encouraged to assess their own performance through:
  - Checking and editing their own work.
  - Plenary discussions.

## **Summative Assessment**

The following formal summative assessments are in place:

### **1) Termly Tests in Reading, VGPS and Maths**

#### **Writing moderation Based Activities – All years (only Autumn & Spring Terms for Year 6)**

Administered in the middle of each term these:

- Assist in identifying areas of common weakness;
- Inform pupil tracking, targeting, grouping and planning;
- Inform Pupil Progress Meetings leading to appropriate Intervention Groups
- Can inform IEPs;
- Assist in targeting Year 6 pupils for KS2 booster classes.

### **2) Key Stage 2 SATs**

Administered in the Summer Term in Year 6 these:

- Give a measure of pupils' attainment;
- Inform reports to parents;
- Provide secondary transfer information;
- An evidence file is collated for each pupil throughout the year, showing achievement and progress.

## **Reporting**

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents, serving to support and promote the child's learning.

### **Reporting to Parents:**

- Annual written report to parents in Summer Term.
- Report Cards for parents in Autumn Term and Spring Term.
- Discussion with parents arising from 'open door' policy.
- Discussion with parents on twice-yearly Parents Evening.
- Relevant supportive evidence is shared with interested parties (e.g. parents, other teachers).

### **Reporting to Governors:**

- Headteacher report to Governors.
- Preparation of tracking data is also shared with Governors.
- All assessment data for Year 6 pupils is shared with Governors and the feeder secondary schools to ensure continuity.

## **Special Needs**

1) It is important that assessment, particularly for less able children should focus on what has been achieved, rather than what has not. Therefore;

- Any formative assessment through discussion or marking needs to be supportive.
- Any formal test must have some aspects, which are achievable for the child.

Some support can be given in Key Stage SATs in line with the guidelines given.

In the case of formal tests it may be appropriate to use K.S.1 tests or tests designed for earlier year groups. This may give a better indication of what the child has achieved.

2) In the case of a child with special needs it may be necessary to make additional diagnostic assessments. This will be at the discretion of the Special Education Needs Coordinator (SENCO).



Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations. The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

### **Overview**

The purpose of this policy is to inform and share expectations with all staff so that there is a clear and consistent approach to marking and feedback across the school. This policy applies to all areas of the curriculum and the expectation is that all books will reflect high levels of pupil pride and visible progress over time.

### **Objectives**

It is essential that pupils work as hard as their teachers. For this to happen teachers need to ensure that pupils know the answers to these two key questions:

- **How am I doing well in my learning?**
- **What do I need to do to improve my learning in this subject?**

If the pupils can answer these questions accurately, in subject specific detail, they are receiving effective feedback.

Feedback should ensure that all children have their work marked in such a way that it will improve and extend their learning, develop their self-confidence, raise their self-esteem and provide opportunities for self-assessment.

As a result of this policy there will be greater consistency in the way that children's work is responded to across the school. Feedback will be clear and concise, enabling pupils to reflect on their learning and improve the quality of their outcomes.

As a school, we see the greatest impact when we agree, adopt and maintain a consistent approach. At Townhill Junior School, we believe that pupils' self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress.

Feedback needs to meet the individual needs of the child, therefore differentiated approaches may be used to achieve this.

### **Feedback and marking in practice**

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching

2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning, especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teacher to further adapt teaching.

At Townhill Junior School, these practices can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
<b>Immediate</b>	<ul style="list-style-type: none"> <li>• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.</li> <li>• Takes place in lessons with individuals or small groups</li> <li>• Often given verbally to pupils for immediate action</li> <li>• Note key points of discussion in books as a reminder for pupils</li> <li>• May involve use of a teaching assistant to provide support or further challenge</li> <li>• May re-direct the focus of teaching or the task</li> <li>• May include highlighting/annotations according to the marking code</li> <li>• This should include spelling, punctuation and handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Some evidence of annotations or use of marking code/highlighting</li> </ul>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• Takes place at the end of a lesson or activity</li> <li>• Often involves whole groups or classes</li> <li>• Provides an opportunity for evaluation of learning in the lesson</li> <li>• May take form of self- or peer- assessment against an agreed set of criteria</li> <li>• <b>All lessons will include Success Criteria being shared by pupils</b></li> <li>• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need</li> <li>• Extended pieces of work, eg: long writing or a Maths investigation will be marked in depth to reflect the effort the child has made</li> <li>• Whole class feedback sheets may be used to support this practice</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations/learning walks</li> <li>• Timetabled pre and post teaching based on assessment</li> <li>• Some evidence of self- and peer assessment</li> <li>• May be reflected in selected focus review feedback (marking)</li> </ul>
<b>Review</b>	<ul style="list-style-type: none"> <li>• Takes place away from the point of teaching</li> <li>• May involve written comments/annotations for pupils to read / respond to (these should relate to the Learning Objective and Success Criteria)</li> <li>• Provides teachers with opportunities for assessment of understanding</li> <li>• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks</li> <li>• May lead to targets being set for pupils' future attention, or immediate action</li> <li>• Intervention will be planned for when children have a misconception or if they need further challenge</li> <li>• Time will be planned for pupils to review and respond to feedback (this may be during morning response time, but could be during lessons)</li> </ul>	<ul style="list-style-type: none"> <li>• Acknowledgement of work completed</li> <li>• Written comments and appropriate responses/action</li> <li>• Adaptations to teaching sequences tasks when compared to planning</li> <li>• Use of annotations to indicate future groupings</li> </ul>

### **Self-Assessment**

- Children should use purple pen to make improvements and corrections so that they can see how they have improved their own work.
- Children should evaluate their own work where possible.
- Pupils will be taught the skills and strategies for marking.
- Children to be trained in peer marking and ground rules to be established.
- Children will be encouraged to discuss each other's work together.
- Pupils should self-assess their own work against the Learning Objective / Success Criteria on a frequent basis. (This may include opportunities for children to 'Prove It', find examples in their own work, or make improvements)

### **Agreed Marking Code**

Whilst accepting that written feedback of work has to be tailored to meet the abilities and ages of each child and the subject being marked, at Townhill Junior School we do believe that a common framework is helpful in achieving consistency. The agreed code, on the following page, will be displayed in every classroom.



## Marking Code

### Symbols to be used for marking

- Teachers mark in green pen
- LSTs mark in black pen
- Children respond in purple pen

✓	<b>Good Work:</b> Tick what is good (when deep marking this should include specific feedback)
✓✓	<b>Excellent Work:</b> Double (when deep marking this should include specific feedback)
↗	<b>Next Step:</b> Next step for that piece of work and could be achieved in the next lesson or next piece of work. (Should not be too many)
Ⓣ	<b>Target: (<i>Ongoing and will take time to achieve</i>)</b> Target area for development – only small amount of writing needed
○	<b>Mistake:</b> Circle around the mistake
?	<b>Sense:</b> Doesn't make sense or is unclear
^	<b>Missing:</b> Something missing
//	New paragraph
CL	Capital Letter
Wiggly line under word ~~~~~ <i>In the margin it will have:</i> sp: correct spelling	Spelling mistake (maximum of 3 to 4 key words)  The correct spelling will need to be copied out 3 times
Purple Pen	Correction made by pupil
Green Highlighter	Positive examples of learning
Pink Highlighter	Area that needs correcting or improving

### Indications of support where necessary

No Support Code given	Independent Work
ⓐ	Teacher or LST worked with group (This may include guided, modelled or shared work)
ⓈⓉ or stamp	Supply Teacher

NB: Other strategies may be trialled by different classes / teachers. When this is the case, guidance will be displayed in the classroom.