Boscastle Community Primary School

Assessment and Marking Policy

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The Purposes and Principles of Assessment

The primary principle of assessment is that it should be fit for the purpose intended. Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. It should provide information which is clear, reliable and free from bias.

There are three broad overarching forms of assessment each with its own purpose:

Day-to-day in-school formative assessment: assessment for learning, for example:
- Discussion, question and answer during class
- Marking of pupils' work
- Observational assessment
- Scanning work for pupil attainment and development

In-school summative assessment: assessment of learning, for example:
- End of term and end of year tests
- Short end of topic or unit tests
- Reviews for pupils with SEND

Nationally standardised summative assessment, for example:
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

What we do

We believe that:
Measuring pupils' progress over a short period through testing is unlikely to be helpful or reliable and it is, therefore, not necessary to conduct and record in-school summative assessment for monitoring progress more than once a term. **Pupils complete an external commercial test (Hodder) once a term that produces a score and an indication of their understanding of the curriculum appropriate to their year group and term of testing.**

The primary purpose of formative assessment is to inform the teacher; indicating where teaching ought to go next. **Formative assessment occurs daily through discussion, question and answer sessions and marking.**

Assessments are also reviewed at least half termly through pupil progress meetings at which pupils causing concern are identified, their barriers to learning discussed and actions to be taken to enable them to catch up with their peers are agreed. These are then monitored by the teacher as part of their daily assessment and the headteacher during learning observations.

Feedback to pupils is only effective if it is understood and acted upon. It needs to tell the pupils what they have completed successfully and how they can improve. **Teachers assess work during the lesson or before the next lesson and give feedback to pupils as soon as is practicably possible. Pupils are given time to clarify and act upon the feedback either at the start of a session or during the next lesson.**

Marking and Feedback
The most important aspect of feedback and marking is that an intervention by the teacher, based on a review of work completed and has had a positive impact on pupils' learning.
It is only effective if:
- It is explicit in informing both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read and respond to the marking
- it is informing the teacher of learning needs which can be incorporated into future planning

The professional judgement of the teacher should guide the response to the information they have received from the pupils. It may be individual comments, group interventions or whole class teaching to tackle a wider misconception. Not all of these will be evidenced in written comments or follow up tasks for pupils.
- We aim to give as much feedback as possible during the lesson through teacher assessment and discussion with pupils

- Peer and self-assessment have a key role in marking and feedback. They empower children to take control of their learning. Pupils are expected to accept responsibility for their learning and to indicate what they have found challenging and where they would like further advice or practice.

Whilst we aim to give as much feedback as possible during lessons, books are expected to be marked on a regular basis. The need for consistency in marking and feedback across the schools is recognised. Consistency in marking means that at an age appropriate level throughout the school:

- Pupils understand the marking protocol in their class
- Key areas of strength and/ or weakness are identified
- Feedback moves learning forward
- The actions taken by pupils in response to marking are completed and assessed for its impact.

Teachers are expected to work within agreed guidelines (Appendix 2) to develop their own marking protocols to ensure that the four points above are addressed.

Learning is marked at two levels in all subjects and may be a written comment or word or through use of highlighting or coded symbols.

1. Progress towards the lessons' learning objective and basic skills (grammar, punctuation, spelling, handwriting). This may be through highlighting parts of the lesson objective or text e.g. a tick, comments in the margin, pupil reflections or the use of coded symbols.
2. Next steps for learning: these are longer term e.g. the duration of the unit of work. They are focused and progressive steps for improvement that children are expected to apply over the course of two-three weeks. An example of progression might be; to use capital letters and full stops in your first 3 sentences……. in half of all of your sentences ……. in all of your work.

Marking is monitored as part of regular work scrutiny. During this process explicit aspects of the process are reviewed. These include; checking that pupils understand the marking protocol in their class, teachers highlighting identifies key areas of strength or weakness, teacher comments move learning forward, reviewing the impact of actions taken by pupils in response to marking.

The most important aspect of marking is not that all protocols are identical across the school or that specific coloured pens or comments are use but that an intervention by the teacher, based on a review of work completed, has had a positive impact on learning.

Peer and Self- Assessment
To improve learning peer and self-assessment must be an activity that engages children with the quality of their work and helps them reflect on how to improve it.

Peer assessment enables children to give each other valuable feedback so they learn from and support each other. It adds a valuable dimension to learning: the opportunity to talk, discuss, explain and challenge each other enables children to achieve beyond what they can learn unaided.

Peer assessment helps develop self-assessment, which promotes independent learning, helping children to take increasing responsibility for their own progress

Presentation of Work
Learning is an active process of exploration, investigation, analysis and reflection allowing the individual to develop skills, knowledge and understanding which they can apply. Learning is recorded in many ways i.e. writing, speaking, art and movement. Exercise books are working documents in which the pupils record their learning. Whilst we expect high standards of presentation there are times when the focus of the work in books is more on the process rather than presentation.

Within the following guidelines teachers are expected to set high standards of presentation that are applied consistently by pupils and staff.

- Date on each piece of work. Pupils should have experience of writing the date in long or short format.
- Rulers should be used for any underlining and to draw straight lines in any subject e.g. maths, science
- Errors should be crossed out with a single line
- Children may use erasers at the teachers discretion
- Children may use any type of pens a the teachers discretion

Appendix 1
The purposes of formative assessment

For teachers: Formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers 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 or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For pupils: In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve

For parents: When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

Principles of formative assessment

What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill? For example:
- whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.
- whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence.

How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve? For example:
- whether this is better done orally (e.g. through discussion or targeted question and answer), or in writing and whether it is communicated to individuals, groups or the whole class.

How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning? For example:
- building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.

How will I ensure my approaches to assessment are inclusive of all abilities? For example:
- finding alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents.

How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result? For example:
- identifying which pupils to target for additional support or which areas of the topic to recap.

What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure? For example:
- assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding.
- providing opportunities for exploring a concept in greater depth before moving on to new work.

Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently? For example:
- do not assume that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple.

The purposes of Summative assessment

For teachers: Summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

For pupils: Summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents: Summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

Principles of in-school summative assessment

Who will use the information provided by this assessment? For example:
- the teacher responsible for these pupils now or in the following year, whole school review or for reporting to parents.

Will it give them the information they need for their purposes? For example:
- how secure a pupil was in their knowledge of the curriculum and how ready they are for progression
- useful information on levels of independence, confidence and attitudes to learning of pupils including those with SEN and disabilities.

How will it be used to support broader progress, attainment and outcomes for the pupils? For example:
- how the information provided by the assessment can aid the teacher in differentiating the support given to pupils in the class to achieve the positive outcomes.

How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future? For example:
- as part of pupil progress meetings, so that attainment marks are supported by the broader context of the child's progress and understanding.

How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs? For example:
- how might you communicate to parents that a child who got 12/40 on the test has actually done quite well, all things considered?

How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes? For example:
- how it can be used to provide evidence for Ofsted of how pupil progress informs teaching, or how it informs school improvement, e.g. curriculum development

Appendix 2
Feedback and Marking Guidelines

The most important aspect of marking is that an intervention by the teacher, based on a review of work completed, has had a positive impact on pupils' learning.

It is only effective if:
- it informs both the child and the teacher of what has been achieved and what needs to happen next
- the child has an opportunity to read and respond to the marking
- it is informing the teacher of learning needs which can be incorporated into future planning

Effective marking is not that all protocols are identical across the school or that specific coloured pens or comment are used.

Teachers must regularly check:
1. That pupils understand the marking in their class
2. Highlighting identifies key areas of strength and/ or weakness
3. Comments move learning forward
4. The impact of actions taken by pupils in response to marking.

Remember that
- Marking is most effective in the presence of the child
- Children should be given time to read/reflect on/ respond to marking
- Effort should be acknowledged alongside achievement

Teaching Assistants working with groups or individual pupils should mark work according to these and the teachers guidelines.

Marking and feedback should take some of the following forms, as appropriate to the work. It is essential that when pupils are required to respond they must have time to do so and their response must be reviewed.

- Marking should be related directly to the learning objective e.g. by comment or highlighting of labels
- In classes teachers to agree useful symbols to be understood by the pupils with whom they are working. These should be shared with the pupils and displayed in the room.
- Teachers may choose to use a colour coded system e.g. pink to highlight examples of excellence and green to draw attention to errors or areas of development within a piece of work. However, it is the quality of the comments/discussion that is important and not the colour of the ink used.
- The use of tool kits by pupils and teachers as a useful way to breakdown the learning objective and provide feedback to teachers. These can be used to assess that pupils:
  - Know what the learning objective means
  - Know the steps involved with a close learning objective e.g. to find the percentage of a whole number
  - Know the elements of a particular writing form e.g. a newspaper report
  - Know the possible ingredients from an open learning objective e.g. a ghost story opening
  - Can identify where success has been achieved and where help might be needed
  - Can be clearer about where improvements can be made
  - Discuss possible strategies for improvement
  - Reflect on progress

- Pose a question/ an open question specifically related to the learning objective to think about next steps
- A request to do some corrections.
- Spellings: up to three words that children are required to do something with e.g. copy out, put in personal dictionary, write in a sentence, rewrite the sentence in their text with no errors
- Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on and progress monitored
- Persistent errors in number and letter formation should be commented on and progress monitored
- Verbal feedback
- Use of Apple TV and mini-plenary to model and share good examples
- Asking children to check their work again referring to the toolkit
- Drawing attention to how children have moved on

Guidance for peer and self-assessment and reflection

Peer and self-assessment have a key role in marking and feedback. They empower children to take control of their learning.

Within most lessons pupils should have the opportunities to assess their progress (or that of others) against agreed specific criteria generally identified through the learning objective or tool kits. Pupils need frequently and consistent opportunities for peer/self-assessment and reflection on their learning and guidance to identify their next steps in order that time spent on this is beneficial to learning.

Peer and self-assessment could take some of the following forms, as appropriate to the work:
- Assessment against the learning objective or toolkit
- A written response. This will often need to be structured to develop appropriate language.
- Opportunities in lessons to discuss and reflect on problem-solving and reasoning strategies, comparing and evaluating approaches