

St John's Upper Holloway CE Primary School



Upper holloway
C.E Primary School

**Assessment policy
November 2023**

Assessment Policy

(including Marking and Target Setting)

Date: Nov 2023

Review: Nov 2025

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1. Mission statement

Our Vision

Jesus said: 'Love each other as I have loved you'. John 15:12

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

Our Mission

St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:

- ❖ promoting the highest standards of teaching and learning, with excellent leadership
- ❖ being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- ❖ providing a rich and stimulating curriculum that will inspire and challenge
- ❖ being a happy, healthy and safe place
- ❖ providing excellent care, guidance and support with a strong partnership between school, parents and the community.

We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:

- ❖ considerate and respectful with excellent manners
- ❖ confident, happy, independent and self-motivated
- ❖ co-operative and collaborative
- ❖ honest and trustworthy
- ❖ resilient, hardworking and determined
- ❖ highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

2. Introduction

This policy is based on the national curriculum and the report of the commission on assessment without levels. The key points of this were:

- schools need better curriculum coherence with a focus on high quality, in-depth teaching and effective assessment
- in-school formative assessment should be used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly
- in-school summative assessment should enable schools to evaluate how much a pupil has learned at the end of a teaching period
- nationally standardised summative assessment, which is used by the Government to hold schools to account

- School policy should have clear aims and principles, clarify how assessment outcomes are used and communicated to pupils, parents and other teachers as well as how teachers are trained and developed.
- Assessment is only effective if it impacts on pupils' achievement
- Pupils' work will continue to be an important consideration when evaluating outcomes for pupils and the effectiveness of teaching and learning.
- High expectations should apply equally to pupils with SEN and disabilities as to all other pupils.

3. Objectives of assessment

The objectives of assessment in our school are:

- To enable children to demonstrate what they know, understand and can do in their learning
- To help our children recognize the standards to aim for and to understand what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the need of each child
- To plan appropriate support and challenge for individuals and groups
- To provide regular information for parents that enables them to support their child's learning
- To provide the school leadership team, including governors, with information that allows them to make judgements about the effectiveness of the school

4. Assessment at St John's

On-going formative assessment (assessment *for* learning)

In KS1 and KS2

- Teachers provide evidence in planning that there is a clear learning focus based on the national curriculum expectations. Key questions are identified in planning to support assessment across all subjects.
- There is an on-going focus on high quality formative assessment to establish what children know, understand or can do. We use effective questioning as well as use of white boards, thumbs up/down etc to quickly identify how well *new* learning objectives are being met and where further support or extension is needed. *Having key questions identified for the lesson is essential.*
- Continued focus on ensuring that marking clearly helps children understand what they have achieved and what they need to do next to make further progress. Children also need to be able to reflect on their own learning e.g. to be able to self-assess against steps to success or to evaluate what they have learnt at the end of a unit of work (see section 5 below)
- Teachers keep regular assessment records to identify children's progress towards learning objectives from the NC. These can be completed during/at the end of a lesson or unit and inform future planning and teaching. End of unit summative judgements are recorded on Arbor.
- Reading assessments and observations are made during guided reading sessions for individual pupils based on phonics and comprehension objectives and a regular record of what book/linked phonics phase they are working at is also kept to ensure pupils are making progress. In addition, PIRA tests and/or benchmarking are used at the end of each term to help support the teacher's assessment judgement and identify any 'gaps' in learning.
- Pupils writing is assessed against clear LO and steps to success within lessons. Each half term, pupils also produce a piece of independent writing and this contributes to an overall teacher judgement
- Pupils are assessed at the end of each maths unit and again at the end of each term, based on the units they have covered. Both assessments are from 'White Rose'. These support the on-going assessments that take place during maths lessons and teachers complete a maths assessment grid

to show progress in securing maths objectives over the course of the year. Pupils who are not secure on a taught maths unit then receive additional teaching through our maths support programme (Number stacks)

- In RE, science, history, geography, computing, DT, music, Spanish & PSHE, 'knowledge organisers' are used by teachers and pupils to outline key objectives for each unit. These are stuck in children's books at the start of a unit of work and set out their prior learning, learning in the unit, key vocabulary and key assessment objectives. These are used by both teachers and pupils to enable them to be clear about the learning that is to take place and to support the processes of assessment and self evaluation. This information is then recorded on Arbor. In PE, the coach assesses each pupil against LOs for the unit – children are aware of what they are learning within each PE unit. Children are taught specific skills in art that lead to an end of unit significant piece of art. This reflects the children's creativity and understanding of the skills and processes involved.
- Moderation, both internally and with other schools, is used to enable teachers to compare and review their judgements on pupil achievement. Literacy and maths advisors will be used to support the process to ensure accurate judgements and to provide professional development for staff.
- The emphasis in the new curriculum is on children learning at greater depth. Where children can apply their knowledge, skill or understanding in a range of contexts or explain their learning accurately to other pupils or adults in a clear manner, they may be deemed to be working at greater depth on that objective.
- Where pupils are working well below or well above the expectation for their chronological age, teachers should plan and assess based on the objectives for lower or higher year groups. ***In line with guidance from the new NC, more able pupils should not be rushed on to higher level objectives too quickly but instead be challenged to show greater depth in their learning through application in a range of contexts. However, once you have sufficient evidence for this, you should be challenging them at a level you feel is suitable to maintain their interest and motivation.***

Early years

- Effective on-going formative assessment is at the heart of high quality early years practice. All adults use questioning and observations of pupils' approach to activities to identify what they can do and what their next steps are. As well as assessing against the prime and specific areas of the early years curriculum, they also consider their characteristics of effective learning. Staff use the Birth to 5 Matters framework to identify goals based on age bands.
- A baseline assessment is carried out for all pupils starting in EYFS. In addition, the Reception Baseline assessment is carried out for Reception children and submitted to the DfE.
- Early year's staff meet weekly to share their observation notes, particularly for focus children, and plan activities based on the next steps of their learning as well as their interests.
- Communication with parents, including through home visits, is used to gain as much information about the children as possible and this also feeds into future planning

In-school summative assessment (assessment of learning)

In Key stage 1 and 2

- Each term, teachers should make a summative judgement about the attainment of all pupils in their class based on whether they believe they are "on track" for that point in the year (using their on-going assessment sheets as well as end of term assessment papers). ***Teachers should use their professional judgement in deciding whether a child has achieved the objectives covered at an appropriate level for that point in the year.*** Many objectives are broad and teachers would expect to cover them several times during the year before they could judge the child to have achieved it

securely. If a child has only partly met one of these objectives by the end of Autumn term, this could still mean they are working at an age appropriate level and are therefore “on track”. This approach will however require teachers to ensure they are covering the curriculum objectives in line with the school’s curriculum maps/schemes of work.

- In year tracking - Arbor will be used every term to record the “step” where each child is. In order to ensure consistency between classes, we will expect children who are “on track” to be secure or better by the end of the year to be identified as:
 - Below (B) by the end of Autumn 2
 - Working within (W) by the end of Spring 2
 - Secure (S) by the end of Summer 2

Pupils in Years 2 and 6 need to carry out end of key stage assessments in May and we will use the guidance from the STA as well as tests to support teachers’ judgements about whether pupils are working towards the expected standard, at the expected standard or at greater depth/high score/higher standard. In KS1 and KS2, writing assessment grids are produced for each year group with the same format as the statutory Y2 and Y6 assessment sheets- helping teachers form more accurate judgements. In addition, pupils in year 4 undertake the multiplication check.

- In year groups and subjects where there is no clear guidance about what represents working towards, working at or greater depth, teachers use their professional judgement to assess how well children have achieved the objectives covered in relation to what would be expected at that point in the year.
- Measuring progress- Using Arbor, pupils will be expected to make 6 “steps” progress over the course of a year. More than this will be considered to be above expected progress. Less will be below expected progress. Where children are working at a much lower level, progress will also be evident in the formative assessment sheets. ***Progress will also be gauged through looking at pupils books and talking with pupils about their learning.***
- Teachers will meet with the head and deputy/inclusion leader for a PPR meeting at the end of each term to review children’s attainment and progress as well as to clarify end of year targets. During these meetings we consider what additional support or challenge each pupil may need in order that they are making at least expected progress. We also ensure we focus on our disadvantaged pupils at these meetings and how any pupil premium may best be spent for each child. Where children are working at a much lower or higher level, their attainment judgement may be from a different year group.
- Pupil progress measures/targets will be used to inform teacher appraisal targets

In Early Years

- A baseline is used to identify what pupils can do within the first few weeks of starting in Nursery or Reception class. This is used to measure progress over the course of the year. In addition, the Reception Baseline assessment is carried out for Reception children and submitted to the DfE.
- Each term, a summative judgment is made regarding the attainment of pupils in all areas of the Early Years curriculum. Pupil progress review meetings are held with the leadership team to identify whether pupils are “on track” in terms of attainment and progress and to plan additional support or challenge where needed.
- Termly parent meetings allow teachers to share information about each child’s progress and to identify areas for further development

National summative assessments

The school carries out statutory summative assessment of pupils and submits the data to the local authority and DfE. This includes the end of Reception class data, Y1 and Y2 phonics check data as well as end of KS1 and KS2 test and teacher assessment data and Y4 multiplication tables check. The leadership team and governing body use this information to compare the outcomes of our pupils with local and national data and to identify areas for further improvement.

5. Marking and Feedback

It is vital that children receive swift feedback on the quality of their work and the extent to which they have met the learning objective. Often this feedback will be oral, particularly in early years and KS1.

Not all pieces of work can be 'quality marked'. At St John's we aim to quality mark writing, maths, RE and science and humanities.

Quality marking should enable all pupils to understand their own achievements and know what they need to do next to make progress. Teachers mark the children's work against the learning objective for that task. They use a set of criteria (steps to success) to assess whether the children have met the learning objective.

Appendices 2 and 3 show the marking code agreed by all class teachers. A green highlighter is used to show where the child has best met the learning objective. An orange highlighter is used to indicate where the child needs to make improvements in their work. The teacher may talk with the child to explain how the improvement may be made or a range of written improvement prompts may be used with older children.

Appendix 4 shows examples of prompts for effective marking in maths.

Feedback in the Early years and KS 1

Most feedback will be oral through questioning and discussion and staff will highlight what the child did successfully and where they could make an improvement. The records kept may consist of a short or long observation sheet. The long observation sheets are completed once every half term for each child when they are a focus child within class.

Simple oral Targets will be agreed with the child as appropriate. The profile books showcase samples of work from across the early years and foundation stage curriculum and contain comments from both the teacher and pupils. There are also opportunities for parents/ carers to add comments about the piece of work.

In Year 1, Autumn term is a transition period between the EYFS and KS1. Success in written work may sometimes be highlighted in green and improvement in orange to lay the foundations of the school policy. Throughout the rest of year 1 and year 2, pupils are mainly supported and enabled to make improvements while they are working with the teacher or TA- this will be evident in support prompts written in green and a VF indicates verbal feedback and support.

Follow-up is essential after marking; it is the crucial element in moving children forward in their learning. Time needs to be set aside for all children to respond to the teachers marking as a means of making improvements to their work. Teachers also need to check the quality of the pupil's response to establish whether further support is required.

If nothing happens following marking, pupils soon get to know that they don't have to respond in terms of improving their work.

6. Target setting

Each year, we set end of year targets for pupils in each class in reading, writing and maths, based on their previous year's outcomes and after discussion with teachers as part of the Autumn term pupil progress review meetings. In early years, we base the targets on their baseline information as well as further

information gathered during Autumn term. These pupil progress review meetings take place each term and enable us to review the attainment and progress of each child, planning additional support or challenge as needed. We also consider how well specific groups of pupils are achieving, such as disadvantaged pupils or those with SEN.

7. Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. In Autumn term we hold an initial "meet the teacher" session in September followed by a progress meeting in December. In the Spring term we evaluate their child's progress as measured against the targets. At the third meeting of the year we review their child's written report and the targets identified in it for the next school year (see next paragraph).

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, and on religious education. In this written report we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of the standards achieved in the National Curriculum tests.

Each term, parents are invited in to the classroom to look at their child's books and learning with them prior to attending parents evening in order that they have a clearer idea of how well their child is progressing.

We offer parents of pupils in Nursery and Reception regular opportunities to look at and contribute to their child's Learning Profile with the teacher.

At the start of a term each of our teachers gives parents a class newsletter that identifies the main areas of study for that particular class. In this update the teacher identifies how parents can support any elements of the work during the rest of the term. This information is also contained in the class page of the school website and updated to show some of the learning that is taking place within the classroom.

8. Inclusion and assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

9. Consistency

We hold planned professional development opportunities where all staff come together to discuss, moderate and agree the standard of a range of pieces of work. This will generally indicate whether a piece of work reflects the standard expected of a child for that year group or whether they are working below or above that standard. We seek to have regular opportunities to undertake moderation with other local schools to ensure quality of judgements. Literacy and maths advisors will be used to support the process to ensure accurate judgements and to provide professional development for staff.

We have a detailed monitoring programme each term and this includes all aspects of assessment such as planning files, planning files, lesson observations and pupil progress review meetings.

10. Monitoring and review

The leadership team, Subject leaders and class teachers are responsible for monitoring the implementation of this policy.

This policy will be reviewed every two years, or earlier if necessary

Approved by staff _____ (head) on _____ (date)

**Approved by governors _____ (chair of C & S committee) on
_____ (date)**

Appendix 1
Assessment annual overview*

Year groups	Assessments	When?
Nursery & Reception	Entry level assessments (baseline)	October
	On-going assessments to inform profile books and EYFS profiles.	Weekly / daily
	Review of EYFS profiles and levels (Birth to 5 Matters and ELGs) Use to create individual and class tracking sheets.	End of each term
Nursery, Reception, Years 1 and 2	Phonic assessments- knowing phonemes and using these to read and spell (blending and segmenting)	On-going as part of daily phonics lessons plus end of half term assessments (Nursery termly)
Years 1 - 6	Termly summative assessment tests/ tasks for reading, writing and maths	Assessment week
Years 1 - 6	On-going assessments for reading, writing and maths based on end of year objectives.	On-going as well as end of unit assessment tasks
	Assessment against key objectives for science, RE, computing and all foundation subjects.	Weekly or at end of unit
Years 2 and 6	SATs papers to inform teacher assessment data	1 st half Summer term

Appendix 2

Marking Code for Year 1 & Year 2



Well done!	My teacher marks my work in green pen.
	If I get a green smiley face, it means I have achieved what I was learning about.
Green highlighter over your work	This part of your work has met the Learning Objective (well done you!)
Words or phrases underline in orange	This spelling is not correct (write out the correct spelling 3 times). Can also indicate an element to focus on next.
VF	Indicates verbal feedback during the lesson to support learning.

Marking Code for Years 3 - 6



Marking in green pen	This shows you that your teacher has read your work very carefully and wants to show you how to make it even better.
Green highlighter over your work	This part of your work has met the Learning Objective (well done you!)
individual words underlined/ highlighted in orange highlighter	This spelling is not correct (write out the correct spelling 3 times).
^	This is an insertion (can you put another word in here to improve the sentence?).
O	You need to check your punctuation (please use this correctly next time).
-	Your teacher will write an improvement prompt next to an orange dash. This will help you to improve your work next time. You will write your response in blue.

Appendix 4

Prompts for effective maths marking

1. Model

A model provides a worked example for pupils to follow in the way that the teacher might if working with the child:

$$14 + 12 = 14 + 10 + 2$$

Now try

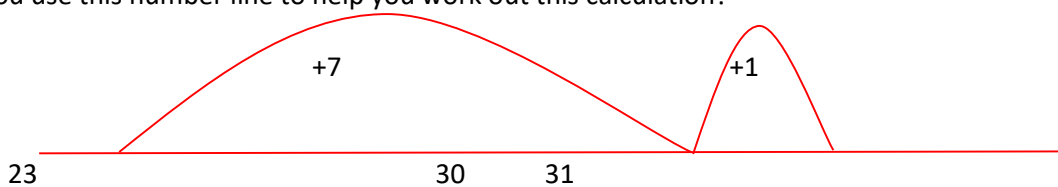
15+13 by partitioning

2. Image

An image gives a visual picture of the thinking behind a concept:

Can you use this number line to help you work out this calculation?

$$23 + 8$$



Now try 36+7

3. Closed/multiple choice question

Direct question provides an opportunity to judge the pupil's level of understanding of the learning objective at an appropriate level:

If you combine these digit cards, what number will be made?



"Circle the numbers that round to 50."

44 45 54 59 49 40 55

4. Open question

Allows for more elaborate answers with multiple possibilities that may lead to elements of generalisation:

"I have two 1-10 dice. What numbers could be thrown with each dice to total 15?"

"I'm thinking of a number. When I round it to the nearest ten I get 460.

List the numbers I could be thinking of."

5. Finish the sentence

Gives an opportunity for pupils to clarify their understanding and generalise:

"If a whole turn is 360° then half a turn is..... because..."

“Can you finish this sentence and give a number sentence as an example? When you divide by 10, the digits....”