



**Beaumont
Primary
School**

A Learning Community Partnership

Policy For Assessment, Recording and Reporting



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1 Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2. Aims and objectives

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school.

3. Planning for assessment

3.1 We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

3.2 We use the National Curriculum to plan programmes of study.

3.3 We plan our lessons with clear learning intentions. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

3.4 Reception staff use online software to assess the pupils' learning. In the Lower School and Upper School, termly formative assessments in Reading, Maths and Grammar are carried out and the outcomes are discussed with phase leaders. At the end of the year, formative 'sticky knowledge' assessments are given for all pupils in all subjects.

4. Target Setting

- 4.1 We set targets in Mathematics, Reading and Writing for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress and attainment of each child at the end of the academic year and set revised targets.
- 4.2 We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.

5. Recording

- 5.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.
- 5.2 We take the objectives for individual lessons from the broad learning objectives of the National Curriculum. Teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

6. Reporting To Parents

- 6.1 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.
- 6.2 In the Autumn and Spring Terms, Class Teachers meet with parents / carers to discuss progress and attainment. A Pupil Progress Statement provides a written record of the discussion, progress and effort.
- 6.3 During the Summer Term, we give all our 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 include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.
- 6.4 In reports for pupils in Reception, Year 2 and Year 6, we also provide details of their standards achieved in the national tests and teacher assessment.
- 6.5 We offer parents of pupils in Year R the opportunity to discuss the results of the assessment with their child's teacher.
- 6.6 Each of our teachers gives parents a termly 'learning map' update 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 term.

7. Feedback To Pupils

- 7.1** We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way.
- 7.2** We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work following the lesson. We give written comments to children of all ages.
- 7.3** When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.
- 7.4** We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.
- 7.5** We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

8 Marking

8.1 Our Marking and Feedback Policy is based on the principles that:

- children have the right to have their work acknowledged, to be given feedback on their achievements and to be given advice for their future learning.
- feedback informs all participants in the learning process of the progress made and feed into the next cycle of learning,
- regular marking keeps the teacher in tune with the individual needs and abilities within the class and helps to raise standards.

8.2 Who is involved?

- Leadership and Management Team: monitoring, evaluation and inset
- Class Teachers: giving a range of feedback in a variety of forms
- Pupils: self-assessment and marking, peer assessment and marking and improving their own work
- Learning Support Staff: giving a range of feedback in a variety of forms.

8.3 Guidance for marking by teachers

Teacher marking 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/respond to the marking,
- it is informing the teacher of learning needs which can be incorporated.

Remember that:

- marking is most effective in the presence of the child (oral feedback),
- children should be given time to read/reflect on/respond to marking,
- effort should be acknowledged alongside achievement.

Marking and feedback by teachers should take some of the following forms, as appropriate to the work:

- marking should be related directly to the Learning Objective/Challenge/success criteria,
- in year groups, teachers to agree useful symbols to be understood by the class they are working with. These symbols should be shared with the children and displayed in the classroom,
- the use of pink highlighter to promote positive aspects and red pen to draw attention to errors or areas for development within a piece of work,
- positive comments and guidance to pupils moving their learning forward,
- pose an open question specifically related to the WALT/L.C. to think about next steps
- a correct example given by the teacher
- a request to do some correction
- verbal feedback to be acknowledged in books
- use of continuous oral feedback
- use of the visualiser and mini plenaries to model and share good examples
- asking children to check their work again referring to success criteria (with time given to do so)
- drawing attention to how children have moved on
- TAs working with groups can mark their work
- time allocated for conferencing with pupils

8.4 Notes

Teachers' handwriting needs to be legible as a model for the child and in a contrasting colour (red) to the child's work.

Not every incorrect spelling needs to be corrected by the teacher, but persistent errors should be commented on, and incorporated into the planning.

8.5 Guidance for Peer / Self-Assessment

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

In line with the AfL strategies, within most lessons, children should have opportunities to assess their progress (or that of others) against agreed success criteria. Our teaching and learning policy reflects the need to be explicit about success criteria so that feedback can be specific and meaningful. It also acknowledges the need for clear modelling and training of children in how to peer and self-assess meaningfully, and that time is planned into lessons to make improvements.

8.6 Expectations

All pieces of work in books should be acknowledged in line with the approaches listed above: i.e. either through teacher marking, peer marking or self-assessment.

8.7 Detailed marking

- For English and Maths, there should be a fair balance of teacher and child marking.
- Teachers should also be conscious of checking the quality of peer and self-assessments made by children.
- For English and Maths, there should be evidence of detailed teacher marking when a teacher has worked with a group or individuals.
- For Foundation subjects, there should be evidence in Topic Books of teacher, peer and self-assessment. Comments written in the topic books by the teacher or pupils should reflect how children were successful in achieving the success criteria. Children should be given opportunities to feedback their comments about other children's work in the topic books throughout the year.
- Extended writing should be marked in accordance with the English Policy.
- Teachers, Cover/Supply Teachers and TAs need to mark and initial all work.

Relevant elements of detailed marking will be introduced during Reception, in preparation for KS1, although it is expected that children will be given more oral feedback at this stage.

8.8 Alternative ways of sharing/celebrating a child's success

- Opening of lessons
- Mini-plenaries .g. why is this good? (refer to success criteria)
- Plenaries and use of visualiser
- Year Group Assemblies
- Achievement Awards
- Displays
- Learning Walls

9 Consistency

- 9.1** All subject managers aim to collect examples of children's work within their subject area. Subjects use the national exemplification materials to make judgements about the levels of the children's work. Teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

- 9.2** It is the aim of each subject manager to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

Public Sector Equality Duty Statement

The Board of Governors and the School is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief.

Date: Summer 2020

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