



ST ANDREW' S CE PRIMARY SCHOOL Assessment, Moderation and Reporting Policy

This Policy reflects St. Andrew's Church of England Primary School's Christian ethos and mission statement. It was written with our Christian values of Wisdom and Perseverance in mind.

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. (This policy should be read in conjunction with Teaching and Learning policy)

Aims of the policy

The Leadership Team aims to:

- Ensure that all teachers know what is expected of them as regards assessing pupils;
- Support teachers in sharing this process with colleagues;
- Help teachers make well-founded judgements about pupils' attainments and progress;
- Track the attainments and progress of individual pupils and pupil groups over time;
- Provide parents with accurate information about their child's attainments and progress;
- Monitor practice in assessment and the use made of assessment information;
- Collate information that enables the Governing Body to evaluate practice across the school;
- Use assessment information when planning training and the deployment of resources;
- Compare the progress made by different groups of pupils to ensure that no group is disadvantaged.

Purpose of Assessment

By assessing pupils accurately and consistently and recording key information we:

- Build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- Identify each pupil's strengths and the priority areas for their future learning;
- Identify an appropriate curriculum for each pupil;
- Identify "next steps" for each pupil and express these as clear learning objectives;
- Identify the progress made in individual lessons or series of lessons;
- Evaluate the progress that each pupil is making over time;
- Evaluate and improve the teaching strategies used with each pupil;
- Support pupils, where appropriate, to monitor their own learning;
- Identify, celebrate and share achievement.

Pupils with significant medical needs, including degenerative conditions, and those in the earliest stages of development and those with challenging behaviour make particular demands on the assessment process. For example, it is very difficult to assess a pupil's attention to stimuli if they are only alert for part of the day or if their physical control is such that they show few unambiguous responses. For these pupils the initial aim of assessment may be to identify potentially reliable responses and, over time, to build a profile of stimuli likely to elicit a response. It is equally difficult to assess learning before a pupil is able to manage their own behaviour sufficiently to focus and show consistent responses.

Principles of assessment are:-

- To raise standards of learning
- To provide information for target setting for individuals, groups and cohorts
- To provide information to support progression in learning through planning
- To share learning goals with children
- To involve children with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To identify children for intervention
- To inform parents and other interested parties of children's progress
- To complete a critical self-evaluation of the school

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St Andrew's CE Primary School we will:

- Evaluate pupils' learning during and after each lesson to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make by RAG rating their work
- Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning
- Teachers will use both formative and summative assessment to assess children's progress
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking guidelines (See appendix 1)
- Complete formal assessments according to the school schedule
- Use Assessment for Learning strategies such as:
 - working walls
 - targets
 - success criteria
 - pupil voice
 - self and peer evaluation
 - discussion and talk
 - conditions for learning – display
 - learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work, which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

To achieve this at St Andrew's CE Primary School the Teachers will: -

- Follow the Assessment schedule and update the data on a regular basis.
- Use information to identify percentages of children working at each level within a cohort
- Analyse the data and review targets and progress for individuals and use the information to identify intervention groups
- Set cohort targets for numeracy and literacy and share information with Headteacher, Assessment Leader, SENCO, subject leaders and governors
- Work with colleagues and other schools in the Thame Partnership to moderate and level writing.
- Analyse data following each of the 4 assessment points and at the end of each academic year, we shall also track 'value added' progress made.

Pass cohort data and analysis to the next teacher

The Leadership Team will also:

- Highlight pupils who have not made expected progress and discuss these pupils on a termly basis with teachers in the Pupil Progress meetings.
- Analyse results to identify attainment and progress made by pupils and for specific groups of pupils such as Pupil Premium children (Free School Meals, Ever 6, service children and Children
- who are Looked After), gender, vulnerable children and children from an ethnic background
- Report to governors regarding the policy, statutory test results and cohort targets

Reporting

At St Andrew's CE Primary School we will:-

- Provide opportunities for parent consultation evenings 3 times a year so that parents can discuss how well their child has settled, progressed and transition into the forthcoming year.
- Provide a yearly written report and a progress check half-way through the year.
- Ensure results of statutory tests at the end of Year 2 and Year 6 are reported to parents
- Discuss pupil progress at the request of parent by appointment.

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

At St Andrew's CE Primary School we will:

- Meet regularly to moderate writing assessments
- Moderate work through planning and book scrutiny, communicate findings to members of staff
- Participate in moderation schemes in the Thame Partnership, Local Authority for EYFS, KS1 and
- KS2
- Provide feedback to raise standards further and to provide continuity

Marking

Marking work is the responsibility of the class teacher however peer marking, self-marking, group marking and Teaching Assistant marking can also be used. Whenever possible, marking should take place with the pupil however, if this is not appropriate, it should always take place as soon as possible and before the next lesson in that subject. Marking should be meaningful to the pupil and should focus on positives as well as development points.

At St Andrew's CE Primary School we will:

- Mark regularly and carefully.
- Follow the school guidelines (see appendix 1)
- Use marking as a tool in the assessment process.
- Ensure children know the next step to improve their work.
- Share our views on each piece of work with the pupils either verbally or in writing

To be reviewed every 3 years

March 2017 Signed chair of Governors

APPENDIX 1
MARKING GUIDELINES

Whilst every teacher needs autonomy to mark in their own way, certain guidelines will be followed to ensure consistency across school.

- Every piece of written work will have some form of assessment or feedback on it.
- Written feedback will be completed in a different colour from the pupil's work.
- Marking should primarily be linked to the objective of the lesson however age appropriate 'basic skills' can be identified.
- The following codes will be used where necessary. More than one code can be used for each piece of work:

	Generic
G	Work completed as a group. Members of the group will have similar outcomes as they have worked as a team to produce a common response.
WS	Work completed with adult support (adult should initial).
C	Written work that has been copied from a model.
I	Independent work
	Foundation Stage Marking Code
.	You have made a mistake
✓	This is correct , a good point
✓ ✓	Excellent idea, well done
	Key Stage One Marking Code
.	You have made a mistake
✓	This is correct , a good point
✓ ✓	Excellent idea, well done
?	I do not understand this
^	A word missing
~	Spelling mistake
fs	Full stop missing
cl	Capital letter missing
fsp	Finger spaces missing
(↑)	Next step
	Key Stage 2 (as above plus)
/	New line should have been started
//	New paragraph should have been started
CM	A common mistake, I will talk to the class about it
G	Grammar needs checking
*	I have missed something important
#	Can you find a better word

BIG WRITING:

- Should be marked fully using highlighters to emphasise 'good bits' and 'development/target' areas.
- Marking should refer to previous targets and comment upon whether the pupil has achieved these.
- Next steps should be used to select appropriate targets and comments.