



## Poplar Farm School

### Assessment & Marking Policy

Assessment is an essential part of teaching and learning. It informs planning and ensures children's learning is appropriate to their needs. A consistent approach to assessment is vital and a clear understanding of the national curriculum in order to achieve end of year expectations. Assessment tools are the same for all staff, except EYFS, ensuring accuracy of all assessments and validate data.

At Poplar Farm School we aim to ensure that assessment:

- ✓ Informs future learning
- ✓ Is accurate and consistent
- ✓ Is manageable
- ✓ Can identify any gaps in learning

### **Methods of assessment**

#### Ongoing assessment & Termly data entries

Teachers continually assess children's learning against the end of year expectations, which are planned into the medium and weekly planning sessions and delivered through daily lessons. Teachers use their Assessment for Learning strategies to inform future learning and adapt work to ensure it meets the children's needs.

Over the academic year, teachers will assess whether children have independently met the termly learning questions, which in turn, directly relate to the end of year expectations. They will rate the children's understanding across a 5-point system:

- Working Towards (W)
- Working Towards + (W+)
- Expected (E)
- Expected + (E+)
- Greater Depth (G)

At 4 points throughout the academic year, the following assessments also take place:

- Y2 & Y3 'star maths' and 'star reading' assessment, which both give a standardised score for every child.
- Independent piece of writing in the Celebration Writing books.

Every term, children in Year 1 complete a phonics assessment.

All assessments are tracked on the O-Track system.

To fully assess independent work in maths throughout the term, teachers use the White Rose end of unit assessments after a unit of work has been taught. The activities will assess the children's fluency, mastery and problem solving. Teachers are regularly assessing children's fluency through daily fluent in 5 questions which are recorded in maths books. Children in Year 1 upwards will complete the White Rose end of term assessment before assessment data is inputted at the end of Autumn, Spring and Summer terms. This data will be used to help teachers form judgements for their assessments.

Moderation takes place following each termly assessment period to allow teachers and senior leaders to agree stages of progress. Once the moderation process has been completed, any changes to assessments are updated on O-Track. Moderations will take place within school, and with other schools at different times in the year.

Three times a year, teachers submit a Pupil Progress Report to SLT, or have a Pupil Progress Meeting with SLT. The purpose of these is to discuss specific children and possible interventions they may require.

### **Standardised assessment**

Formal assessments such as: Year 1 Phonics Screening Check; SATs for Year 2; Year 4 Times Table Test & SATs for Year 6; take place at specific times of the school year, in line with statutory guidance. These tests enable us to compare the children at Poplar Farm School with other children of the same age across the country. These assessments provide information from which we can set targets and monitor children's performance year on year. They are used to support teacher's formative assessments.

### **Involving children in assessment**

At the start of every lesson, teachers explain to the children what they will be learning and what outcomes the teachers expect using the learning question and success criteria. We do this for a number of reasons:

- ✓ The children are more focused and know what is expected of them.
- ✓ The children can actively participate in assessing their progress.
- ✓ The teachers are communicating their high expectations of the children.
- ✓ Children can demonstrate their own prior knowledge.

Assessment for Learning (AfL) is valued across the school and a range of strategies are used by class teachers. The strategies used by teachers depend on the age of the children. All staff are encouraged to use self and peer assessment.

### **Self Assessment**

Pupils identify aspects that are good about their work and one thing they could do better next time. In Years 1 - 6 children are expected to evaluate and edit their work using their 'Purple Polishing Pens', this allows children to reflect on their own progress and accomplishment. The

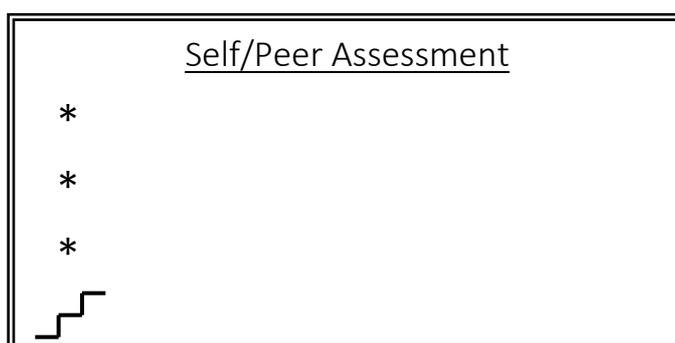
children can self-assess against the Learning Objective or the 'Mr Men' statements, using a red, yellow or green crayon mark next to the LO.

### Peer Assessment

Pupils swap work with another child in their class. They assess what they are given and can provide a piece of written feedback in which strengths and a target are identified.

Year Group	Self Assessment	Peer Assessment
Reception	Thumbs up Red / green mark against LO. Mr Men sheet	Verbally during plenaries from term 5 onwards
Year 1	Thumbs up Red / green mark against LO. Mr Men sheet	Verbally during plenaries
Year 2	Red / green mark against LO. *Assessment slips	Questions *Assessment slips from term 5 onwards
Year 3	Red / yellow / green mark against LO.	Cards - questioning *Assessment slips
Year 4	*Assessment slips	
Year 5	Red / yellow / green mark against LO.	*Assessment slips Questioning
Year 6	*Assessment slips Confidence Line	

\* Assessment Slips are used from Year 2 upwards and are consistent with our whole school marking policy.



### **Procedures**

An assessment overview is produced every year which details term by term all aspects of assessment and monitoring across the school. Staff carry out assessments in line with the overview.

## **SEND**

Children who have been identified as having SEND are monitored very closely. The SENDCo liaises with class teachers about these children. Children on the register have an IEP, which the class teachers use to aid their planning. These IEP's are also used to assess a child's progress at the end of each term so that a new IEP can be written, in consultation with the child, parents and the SENDCo. Assessments are adapted as necessary to meet the needs of SEND children. Those children regularly receiving SEND intervention will be monitored to assess their individual progress and the effectiveness of the interventions.

## **Assessment in the Early Years**

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations using the online journal, Tapestry. Everyone is encouraged to contribute, including parents. These on-going observations are used to inform the EYFS Profile. The child's progress is reviewed every term.

Within the final term of FS2, we provide the parents with a report based on the child's progress in the profile. The parents are then given the opportunity to discuss these judgements with the teacher.

Final assessments are reported to the Local Authority, Head teacher and the governing body.

## **Information for the next Teacher**

Towards the end of the year teachers meet with the next class teacher to discuss the children they will be receiving. Discussions include details related to personal, physical, medical information and friendship groups as well as achievement and attainment. It is important that there is a formal process of handing over information, which includes the latest assessments and the handover of books. This helps to ensure continuity and progression when planning for future learning needs.

Year 1 teachers are given a copy of the EYFS outcomes from EYFS teachers together with a short commentary on each child's skills and abilities in relation to the key characteristics of effective learning.

## **Reporting to Parents**

Parents are informed about their child's progress through a mixture of informal open afternoons in terms 1 and 3 accompanied by formal parents' evenings in terms 2 and 4. At these formal meetings parents are informed of their child's current stage of learning in relation to end of year expectations, on a consultation from.

An annual report is given to parents at the end of the school year. The report is written by the class teacher using language that can be easily understood by parents. It states all achievements over the year and also highlights any difficulties a pupil may be experiencing. Every effort is

made not to unintentionally mislead parents about their child's progress. Parents are able to comment on the report and are asked to sign it.

Throughout the year parents are invited into school for verbal feedback on their child's progress. Class teachers also inform parents in writing, at the start of every term, the work that will be covered in their child's class.

## MARKING

Marking is an essential tool for assessment. Teachers use marking to gather evidence about a child's progress, to evaluate progress and extend learning. Most important marking must be **meaningful, manageable and motivating**.

The purpose of marking is to:

- Improve pupil performance by acknowledging effort.
- Reinforce success, praise and self-esteem against the success criteria and indicate areas for improvement and follow-up activities.
- To enable the teacher to make assessments of each child's skills, knowledge and understanding against the learning question.
- To enable staff to plan for progression in future work.
- To give the child information on how well they understand the learning question and give guidance and encouragement for progress against the success criteria.

All pupils' work will be acknowledged by teaching and support staff in a variety of ways. Staff should use a combination of oral and written assessment for learning strategies for marking such as:

- Marking alongside the pupil.
- Engaging in dialogue.
- Peer or self-assessment using a range of strategies including traffic lights to indicate how confident a child felt about a task.
- Use of red / yellow / green mark against LO or Mr Men sheet and marking against these.
- Where appropriate, the pupils will be encouraged to reflect on their own work in a constructive manner, using a purple polishing pen.
- Using feedback at the start of the lesson.
- Use of ICT to aid assessments.
- Use of marking and feedback sheet for recording whole class overview.

Marking will focus on a limited number of points, which are related to the learning objective and success criteria from the lesson. The learning objective - or an abbreviated form - should be on the piece of work.

Children should be aware of the marking convention used in the classroom, and what response is required with respect to marked work. Children can respond using a purple polishing pen.

### Marking convention guidelines

- When given written feedback in books, work should be marked in green by the class teacher, support staff and supply staff showing comments and correct or incorrect work.
- Mark will be worked alongside the Learning Objective, or the Mr Men sheets with the following symbols:
  - ✓✓ - achieved
  - ✓ - developing
  - No tick - not met
- Work needs to be marked according to the ability and needs of the child.
- Next steps will be identified to the child using the following symbol - 
- A high proportion of corrected errors can be a disincentive. It is not always good practice to correct all mistakes.
- Spellings can be brought to the pupil's attention by underlining the incorrect spelling, or for older children writing SP in the margin. Red words and common exception words should be prioritised for children to correct first.

### Next steps

Next steps should be followed up to ensure a pupil response. This can be done in a variety of ways:

- Children should respond to the next step or challenge using a purple pen. If the work needs editing, this will be done using the 'purple polishing' pen.
- Time should be created at the start of the next lesson in order that children have opportunity to review & respond to their work - either through written feedback, or the whole class overview sheet.
- Comments requiring referral to the teacher should be initialled by the teacher when they have seen the pupil.

### Marking code

The following codes can be used to identify the level of support the children have received during the lesson:

**T** - Teacher assisted

**TA** - Teaching assistant assisted

**I** - Independent work

**P** - Paired work

**GW** - Group work

**VF** - Verbal feedback

**S** - Supply teacher

This policy was adopted on:	<b>July 2020</b>
Review Cycle:	<b>Two Yearly</b>
This policy was subsequently reviewed:	<b>July 2021</b>