



Great Sampford Primary School

Assessment & Marking Policy

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Introduction

This Policy outlines the purpose, nature and management of assessment at Great Sampford Primary School, including our marking arrangements. Assessment complements and assists teaching and learning; it plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at Great Sampford Primary School and enables teachers to deliver education that best suits the needs of their pupils.

Aims

The aim of the policy is to give a clear outline of all assessment techniques at Great Sampford Primary School, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Roles and Responsibilities

The overall responsibility for assessment belongs to the Head Teacher. However, this responsibility can be delegated to the Deputy Head teacher. Class teachers are responsible for assessment of the children in their care and curriculum subject ambassadors are responsible for monitoring assessment within their subject areas.

Entitlement

It is the entitlement of every child at Great Sampford to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

Implementation

Assessment is a daily part of the life of the school. Assessments, through monitoring of children's work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purpose of assessment is:

- to be formative, providing information for the teacher to plan the next steps in the children's learning and support children to identify their own next steps;
- to be diagnostic, providing more detailed information about individual children's strengths and weaknesses;
- to be summative, providing a snapshot of each child's achievement – these can be reported to parents;
- to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching is;
- to inform the children to enable them to develop their learning.

All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

Forms of Assessment

Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of pertinent questioning, marking of pupils' work using our marking guidelines and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Summative Assessment

Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent consultations and enables them to support their child's learning. In **writing**, teachers plan for extended writing at appropriate times in the term. In **maths**, teachers use assessment resources to provide evidence of achievement against the curriculum objectives. In **reading**, teachers use individual and whole class reading sessions to record progress and achievements against the national curriculum objectives. The progress of pupils with additional needs are reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

Nationally Standardised Summative Assessment

Year 1 Phonics Screening Test

This test is administered internally. These results are then reported to the local authority and to parents.

National Key Stage One Assessments.

At the end of Year 2, pupils will be given teacher assessment standards in reading, writing and mathematics. Pupils will be assessed against criteria under the following headings:

- working below the expected standard
- working at the expected standard
- working at greater depth within the expected level.

The pupils will also sit tests which will consist of:

- English reading Paper 1 – combined reading prompt and answer booklet
- English reading Paper 2 – reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1 - spelling
- English grammar, punctuation and spelling Paper 2 - questions
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning

These will be carried out in the classroom during the month of May and the children will receive a standardised score where 100 is the expected attainment.

National Key Stage Two Assessments

Teacher Assessments

At the end of Year 6, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

- Reading- working at the expected standard, has not met the standard and working at Greater Depth
- Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
- Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
- Science- working at the expected standard, has not met the standard and working at Greater Depth

The pupils will also sit tests which will consist of:

- English reading Paper 1 – reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

Marking

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty in order to inform planning for future lessons. This marking policy ensures a consistent approach to marking throughout the school, including opportunities for children to self assess and peer mark their learning. (See appendices)

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

Assessment for learning is a key part of our approach to teaching and learning at Great Sampford Primary School. Staff use success criteria, peer marking and peer and self assessment to involve pupils in their learning and to inform them of their next steps.

Assessment for learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our response of using a pink and green system ensures that children know what they need to do to improve and what they have done well. 'Pink for think and Green for Great!'

National Curriculum assessments (SATs)

End of key stage NC assessments (SATs) are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Leadership Team, in conjunction with core subject leaders, analyse the SATs results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Children in Years 1, 2, 3, 4, 5 and 6 will be assessed using the National Curriculum Objectives which feature on our in house data package. This is completed 6 times per academic year. Staff are expected to analyse the results in preparation for Pupil Progress Meetings (PPM) which take place with the (Deputy) Head Teacher after each batch of assessments have taken place.

End of key stage assessments

Year 2 and Year 6 teachers set a range of work to enable them to assess the children's achievement against the requirements of the new National Curriculum. Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teachers use the results from this work to assess progress and whether children are working at, below or above the expected standard for the end of the key stage. The year group teachers concerned make these judgements, with advice from the core subject leaders, the Headteacher and Deputy Headteacher. Teacher assessments at KS1 & 2 are sometimes moderated by the local authority. Internal moderation is used to validate teacher assessment across the school and takes place at Professional Development Meetings (PDMs) on a regular basis. We also work with our local cluster of schools to ensure validity of our judgements.

Accuracy and consistency of judgements

Moderation is necessary to ensure accuracy and consistency of teachers' judgements about standards. It is important to agree judgements if our decisions are to be given credence. Teachers will often share opinions informally with other colleagues to clarify 'best fit' judgements or for statutory teacher assessments. Professional Development Meetings and Teacher Development days are arranged for teachers to compare judgements and agree standards. Great Sampford Primary School also works with colleagues in our cluster to ensure that our judgements are accurate and consistent.

Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment. Staff members attend training and cluster meetings for their subject to ensure they stay abreast of good practice. Feedback from this training is shared with staff so that we continue to develop and improve our practice.

Target Setting

At the beginning and end of the academic year percentages of pupils expected to meet or exceed the national standards in English and Maths are set for children in Years 1 – 6. Short term (next steps) targets in writing, reading and maths are set in Early Years Foundation Stage (EYFS) and Years 1 – 6. They are reviewed regularly.

Foundation Stage Assessments

All children will take part in The Reception Baseline Assessment (RBA), which is a short assessment, taken in the first six weeks in which a child starts reception. The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. The EYFS teacher meets with the Head Teacher to discuss the children's progress at termly PPM meetings.

The seven areas of learning are regularly assessed through both teacher and child initiated activities in the form of observations and evaluations. These assessments are then inputted into 'Tapestry' on a regular basis and progress is tracked over the year. In the summer term, the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. The Profile will reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

These assessments are sent to the Local Authority and sometimes moderated by them too.

Records

We have a rigorous in house system which tracks pupils progress and records their achievement. Staff are required to complete formal assessment recording on a half-termly basis. Our in house system calculates progress and produces a score out of 10 based on the number of National Curriculum Statements achieved. Each child is expected to make a minimum of 1.0 points progress each half term.

Foundation Subjects

We assess the children in every subject of the National Curriculum. Teachers record the number of children who have achieved the expectation for their year group at the end of each term. A data summary document is produced which indicates successes and next steps for year groups, per subject.

Curriculum Links

Assessment is an integral part of curriculum delivery at Great Sampford Primary School. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area. For example, in maths regular testing of subject knowledge is appropriate, whereas in art teachers will use their observations of children's work to inform their judgements.

Monitoring

The Leadership Team monitor class assessment data during the year. Monitoring of assessment and classroom practice will be carried out through lesson observations, book and planning scrutiny and pupil conferences. This includes monitoring of agreed assessment arrangements defined in this policy. Feedback, with necessary actions, is then provided to staff to ensure consistency across the school. If required, staff meetings are held to discuss and review the procedures in the assessment policy. Staff development meetings are used to moderate vertically across the school to give all teachers input into school development.

Equal Opportunities

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with additional needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Great Sampford Primary School ensures that identification of these children is systematic and effective.

Additional Needs

When assessment indicates a child may have additional needs or has a disability, the Head Teacher is informed and the child's progress is carefully monitored. Further assessment then takes place, as outlined in the additional needs policy. For all children at the "My Support Plan" stage of the Code of Practice or above, an individual Education Plan, or 'One Plan' will be implemented. When teachers assess a child with additional needs they will draw upon any on-going formative and summative assessment. Where necessary, they will gain views from parents, the pupil and any external specialists.

Reporting to Parents

Parents receive a written report at the end of each academic year. In KS1 and KS2 this comments on the child's academic progress in the core and foundation subjects and on their skills and abilities in all areas of the curriculum. SATs results for children in Year 6 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals.

Parents are offered the opportunity to discuss their child's report with the class teacher. Parent consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' age related attainment against national expectations, next step targets and the progress pupils have made to date. An Open Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns. We also offer 'Open Door' opportunities for the children to share their work with their parents.

Staff are prepared to make themselves available at the end of the school day to discuss parents' concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with 'One Plans' may be given an additional opportunity to meet with staff.

Appendix A

Marking Key

MARKING



1:3 This shows the size of group you were working in.

→ Your learning changed direction during the lesson.

✓ or . This shows if your work is correct/incorrect. If it is incorrect, can you have another go?

Λ You have missed something out. Can you add it in?



You need a little more support or practise to help you meet the learning objective.



You are growing in confidence with this area of learning.



You have met your learning objective and are ready for the next step!

**Green
for
Great!**

**Pink
for
Think!**

**Yell'
for
Spell!**



Untidy presentation



**Sampford
Smile**



Housepoint