



## **AKELEY WOOD JUNIOR SCHOOL & NURSERY: Assessment Policy**

### **Rationale**

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

### **Principles**

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group

### **Types of Assessment:**

**Formative:** This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books.

**Summative:** These occur at defined periods of the academic year such as at the end of a unit's of work. Summative tests help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level for the pupil.

**Diagnostic:** All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. CATs etc. Further information can be obtained from the school's SENCo or Deputy Head.

### **Assessment on entry to AWJS**

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each term to ensure that the next steps in learning are appropriately planned in order to help children make progress.

### **Assessment in the Foundation Stage**

During their Reception year children will be assessed using the Foundation Stage Profile which is based on the teacher's ongoing observations and assessments in the six areas of learning. Each child's typical developments and achievements are recorded in the Profile. Children will undertake their Baseline assessments at the beginning and end of Reception year.

### **Records and Record Keeping**

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's notes e.g. Outcomes
- Teacher's mark books
- Assessment results in school's Assessment Manager programme (Pupil Asset/Assertive Mentoring)
- National baseline, Early Learning Profile, Tapestry
- CAT, NGRT, PTE, PTM tests

### **Standardisation/Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school and externally moderating with Quinton House School
- By attending courses to ensure our judgements are in line with other schools
- By using pre written assessment materials

School portfolios of moderated work will be kept by curriculum leaders.

### **Reporting**

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A full written report for each child is sent to parents at the end of the Summer term. In the Autumn term, a Maths, English and Form report is sent home and in the Spring term an achievement and target report is sent home and discussed at Parents' Evening.

Reports outline a child's progress in the core subjects. The teacher will make a comment on the attainment of the pupil as well as effort.

Targets for English and Maths are also set, along with advice for parents with how they can help at home.

Parents are invited to attend formal interviews with the teacher during the Autumn and Spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher, Head of Year or Head teacher at other times.

### **Target Setting and reviewing progress**

Target setting fits into the annual cycle of school review, planning and action. Specific developments in target setting are found in the annual School Improvement Plan.

### **The Role of the School Assessment Co-ordinator**

A member of the teaching staff has the responsibility for the development of the assessment,

Recording and reporting procedures in school.

The co-ordinator's responsibilities include:

- contribute to the SIP through work with the SLT
- Leading school development in assessment, recording and reporting (ARR) procedures
- Liaison with subject co-ordinators within the school
- Liaison with other assessment co-ordinators
- attend and lead INSET where appropriate

### **Monitoring and Evaluation**

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.

AWJS– Assessment Framework

**Reception** – Baseline- teacher Maths assessment termly, Foundation Stage E Profiles, GL Baseline assessments on entry and exit, continual Read Write Inc. monitoring, ongoing Tapestry observations.

**Year 1** On-going Teacher Assessments, termly Literacy assessment using Assertive Mentoring, termly Maths assessment using Assertive Mentoring, NGRT paper based diagnostic reading age and comprehension test, continual Read Write Inc. monitoring, NFER diagnostic spelling test, Progress Tests in English and Maths.

**Year 2** On-going Teacher Assessments, termly Literacy assessment using Assertive Mentoring, termly Maths assessment using Assertive Mentoring, NGRT digital diagnostic reading age and comprehension test, continual Read Write Inc. monitoring, NFER diagnostic spelling test, Progress Tests in English and Maths.

**Year 3** On-going Teacher Assessments, termly Literacy assessment using Assertive Mentoring, termly Maths assessment using Assertive Mentoring, NGRT digital diagnostic reading age and comprehension test, NFER diagnostic spelling test, Progress Tests in English and Maths.

**Year 4** On-going Teacher Assessments, termly Literacy assessment using Assertive Mentoring, termly Maths assessment using Assertive Mentoring, NGRT digital diagnostic reading age and comprehension test, NFER diagnostic spelling test, Progress Tests in English and Maths, CAT4 testing.

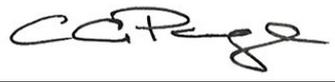
**Year 5** On-going Teacher Assessments, termly Literacy assessment using Assertive Mentoring, termly Maths assessment using Assertive Mentoring, NGRT digital diagnostic reading age and comprehension test, NFER diagnostic spelling test, Progress Tests in English and Maths, CAT4 testing.

**Year 6** On-going Teacher Assessments, termly Literacy assessment using Assertive Mentoring, termly Maths assessment using Assertive Mentoring, NGRT digital diagnostic reading age and comprehension test, NFER diagnostic spelling test, Progress Tests in English and Maths, CAT4 testing. LUCID testing is done by the Senior School in preparation for the children's move into Year 7. 11+ testing for those children whose parents enter them for it.

If a pupil is absent for one of the above assessments, every effort should be made to administer it at the earliest opportunity

Updated: April 2016

Next Review Date: August 2017

Signed 

Mrs C G Page

**Headteacher**

## APPENDIX 1



# Akeley Wood Junior School Marking Policy

### *Purpose of Marking*

- *to ascertain the extent of a child's progress*
- *to inform future planning needs*
- *to acknowledge effort and demonstrate the value of a child's work*
- *to identify targets for future improvement*
- *to enable the children to recognise and act upon areas in need of development*

### *Types of Marking*

- *'Ticks' where work is correct; a dot where mistakes are made.*
- *Teachers' comments: A negative comment should be supported by a constructive statement. Where possible 2 stars and a wish should be used.*
- *Verbal feedback, which will sometimes be in place of a written remark, will be noted on a child's work.*
- *Self-marking should be used where appropriate and can also be done against the LI and Success Criteria.*
- *Effort and achievement are recognised by stickers, stamps and stars and House Points as well as comments.*

### *Marking Implementation*

- *Some work may be marked in class to provide immediate feedback and to address individual problems.*
- *Work is marked promptly and will be returned to the children when it can be discussed and any points for development may emerge.*
- *The nature of written comments varies according to the age and stage of the children.*
- *Teachers will not necessarily highlight every error in a piece of work. Each piece of work has a specific focus which the marking will reflect. This purpose should be in line with the LI and SC.*
- *Teachers adhere to the Common Correction list (see appendix 1)*
- *Information accumulated throughout will be reflected in end of term reports.*
- *Time should be planned into lessons for a) children to read and reflect on the teacher's comments and b) for the comments to be actioned.*

## APPENDIX 2

# Marking as Part of Assessment

We mark pupils' work:-

- to confirm that we have seen it and value it.
- to give pupils feedback and encouragement to improve their work.
- to encourage pupils to assess their own work critically.
- to give parents feedback on their child's attainment.
- for our own diagnostic purposes

All written work must be clearly, accurately, legibly and promptly marked in green pen. Any writing by the teacher should be in the school style of print or cursive handwriting as appropriate to the age of the child whose work is being marked.

In Foundation and Year 1, teachers should highlight spelling errors appropriate to a child's ability and experience. It is also important to develop self-esteem and teachers should use their discretion when marking. Particular attention can be paid to the formation of individual letters and one or two can be practised at the bottom of the page.

In Year 2 and above obvious spelling and grammar errors should be corrected as is appropriate to maintaining confidence with the individual pupil. Spelling errors should be re-written by the pupil. In story-writing a few key words should be re-written. In topic books all errors should be at least acknowledged by the teacher e.g. by a line underneath.

In Mathematics books, incorrect sums should preferably be redone alongside the incorrect sum or after the heading 'Corrections'. If, as in some cases, it is better to rub out the wrong answer and correct it in the original sum, then the teacher must put a 'c' by the original cross to show this has been done.

If a pupil fails to complete much work because of a peripatetic music lesson this should be noted in the child's exercise book. Similarly, if a child has needed considerable support and the completed work has not been done at all independently, a note to this effect can be made on the page as it is useful for future reference.

All teachers are teachers of handwriting and presentation and should give them attention at all times.

Teachers should, in their marking, reinforce the recommendations on the presentation of work. It is often more effective for a child to rewrite neatly a small section of untidy work than simply to be told it is untidy.

Above all, marking should be as encouraging and constructive as possible. Give praise wherever it is deserved; where possible challenge all pupils by offering ideas for further development. Stars, stickers and house points are acceptable. Remember that some pupils have put much effort into what appears to be a poor piece of work: all we ask is that pupils do their personal best. Where work is discussed with pupils, WD (work discussed) would suffice.

Sets of exercise books are reviewed by the Heads of Year as part of the overall monitoring process.

*April 2017*

## AWJS Marking Code

All Marking done in green pen. Applicable to writing in all subjects although more detailed in English writing tasks.

Sp	Spelling Error (in margin)
	A spelling or you should know (wiggly underline) or
P	Punctuation error (in margin)
?	Does not make sense (in margin)
T	Tense error (in margin)
✓✓	Recognition for good or remembered elements/criteria
//	New paragraph (in work)
GA	Child writes initials to say has proofread work
* * *	2 Stars and a wish
☹ ☺ ☻	Self assessment faces (sad face: I don't really understand, medium: I understand somewhat, happy face: I've got it)
● ● ●	Self assessment traffic lights (red dot: I don't really understand, orange dot: I understand somewhat, green dot: I've got it)

*abc*

Letter formation (written in cursive)

^

missing word



finger space

TS

Teacher support

TA

TA support

I

Independent work

V

Verbal feedback given (not to be over used)

Where a Learning Intention or Success Criteria have been stuck in to a book, the child and the teacher should mark/ feedback against it, whether this be through a comment or through traffic lights etc next to the LI/SC.  
Time should be given to correct or improve in all subjects.

## Maths

As above where applicable and :

✓

correct

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Incorrect – time or additional questions set to ensure learnt. Corrections made in either a different colour or re-written next to original.

Reviewed: April 2017