

1. ***PRINCIPLES AND AIMS OF ASSESSMENT***

***Our principles for assessment***

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to pupils on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils’ learning styles, attainment, progress and the next steps in their learning.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strengths and weaknesses at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling our Professional Partner to have a clear understanding of the performance of the school.

**Aims and Objectives**

The aims and objectives of this policy are:

•To improve the quality of learning and teaching throughout the school.

•To raise the standards of achievement throughout the school.

•To maintain accurate records of the progress and attainment of individual pupils and cohorts.

•To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.

•To enable the active involvement of pupils in their own learning.

•To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils.

•To provide regular information for parents that enables them to support their child’s learning.

•To provide the information that allows school leaders to make judgements about the effectiveness of the school and to evaluate the school’s performance against its own previous attainment over time and against Jersey and England standards.

***Types of assessment:***

At Plat Douet Primary School, we use a combination of formative and summative assessment.

**Formative assessment**

Formative Assessment is an integral, continuous and daily part of the teaching and learning process at Plat Douet. It informs all future planning and motivates and encourages the pupils as they take their next steps in learning. Much of it is done informally as part of each teacher’s and each child’sday to day work. All teaching staff and pupils are actively involved in:

* Ongoing assessment against the 2014 Jersey Curriculum objectives throughout each lesson through probing and effective questioning, (Blooms Taxonomy) observation and dialogue.
* Assessing pupils prior to setting work to ensure groups are fluid and based on the pupils understanding of the objective.
* Setting clear learning objectives – pupils knowing what they are being asked to learn and why.
* Providing progress checks using success criteria discussed and agreed with or formulated by the pupils.
* Three way feedback, child, peer, teacher with clearly defined next steps (can be written or verbal)
* Involving the pupils in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within the lessons over longer periods of time.
* Using assessments and feedback from marking to inform the next stages of learning and planning.
* Providing ‘Rich Assessment’ tasks to assess the way pupils apply their skills and knowledge. *Can pupils demonstrate they have truly mastered their learning by: solving non-routine problems, explaining concepts, appraising, hypothesising, investigating, citing, designing, creating, proving?*
* Regular work scrutiny and moderation (both internal and external)
* ‘Unit’ assessments for Mathematics, Grammar, Punctuation and Spelling (GPS) and Reading.
* English and Maths Subject leaders analyse progress across the school through work scrutiny and pupil voice (Book Bingo).

Formative assessment is a powerful way of raising pupils’ achievement. Formative assessments are used to:

•Identify pupil’s strengths and gaps in their skills/knowledge.

•Identify next steps for learning.

•Inform future planning.

•Enable appropriate strategies to be employed.

•Facilitate the setting of appropriate targets for the class, group and individual.

•Track the child’s rate of progress.

•Facilitate an evaluation of the effectiveness of teaching and learning.

•Inform future teaching and learning strategies.

•Identify individuals and groups for specific intervention support.

Summative assessment – Years 1-6

Summative assessments are used to assess what a child can do at a particular time, and are used as one part of **overall teacher assessment.**

* Year 1 & 2: Phonics & Sight Vocabulary Assessment (Termly)
* Years 1 & 2 (and any KS2 pupils below Level 20): Benchmarking (November & June)
* Years 3 – 6: Suffolk Reading Test (October)
* Years 1 – 6: Rising Stars Progress Tests in Reading, GPS and Mathematics
* Diagnostic tests for targeted pupils, including new arrivals. (e.g. COPs, J-Lait)

Principles for providing feedback to pupils

• Feedback should be continual, ongoing: drip-drip-drip! The most effective feedback is oral, at the point of learning, so teachers should constantly be providing feedback within lessons. Hot marking supports this well.

• Feedback refers to the process of securing information to enable change through adjustment, or calibration of effort, in order to bring a pupil closer to a well-defined goal.

• Feedback works when the goal is known and accurate, precisely defined through realistic assessment. It is essential that teaching staff are clear what the goal is.

• The process of providing and receiving feedback should be a dynamic one: teachers should provide pupils with opportunities to act on feedback.

• Learners want to know how to improve their work so that they can do better next time. Teaching staff must be clear and specific.

• Teaching staff need to show pupils the various ways they will be successful or tell them how they know they will have been successful.

• Pupils need to be told, regularly, that experiencing difficulty is a perfectly normal and expected part of the learning process. All the great thinkers in the world were ‘stuck’ at some point! This will help them build resilience.

• Feedback must be specific; praise must be specific. Praising effort as opposed to praising being ‘clever’ is important for resilience.

1. ***PUPIL PROGRESS***

Tracking pupil performance – pupil progress

Plat Douet School is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Their performance is tracked year on year. The purpose of tracking pupil performance is to:

• monitor academic standards;

• ensure that teachers always know the point that a pupil has reached in his/her learning;

• use this information to plan future learning opportunities that are pitched at an appropriate level of challenge;

• know which pupils require additional support and intervene accordingly;

• know which pupils require additional challenge and provide this;

• be aware of pupils’ rates of progress and evaluate the reasons for this.

Most pupils join our school in the Nursery or in Reception class. Once they have settled, within their first half-term, an on-entry, initial baseline assessment is undertaken. This is the initial starting point for measuring pupil progress.

An accurate judgement against which to measure future progress needs to be established by teachers for those pupils who join the school after the reception year. Every year new pupils join at the start of, or within, an academic year. It is the responsibility of the teacher to quickly ascertain what point these pupils have reached in their learning. Previous school records can be analysed to determine pupils’ respective starting points. Subsequently, suitably ambitious pupil performance targets should be set for the academic year.

Targets and target setting - pupil performance targets

Pupils are set provisional performance targets based on their performance in the last academic year. Subsequently, the new teacher of the class will firm up these targets towards the end of the Autumn Term, after they have had an opportunity to familiarise themselves with the pupils in their new class.

Targets set will be both *aspirational* and *ambitious*. The teacher’s level of expectation for all pupils should be very high.

The progress learners have made towards the performance targets set will be one of the topics for discussion in Pupil Progress Meetings and teachers’ appraisal review meetings, which will take place early in each academic year. All teaching staff are accountable for the value that is added to each child’s learning during the year that they taught that class.

Targets and the progress that pupils have made towards them are discussed during ‘Pupil Conferencing’ sessions. (***see Pupil Conferencing Guidelines)***

Tracking pupil performance on the class tracking grids

At the end of each term, teachers record a ‘Phase and Step’ on the class tracking grids. These grids are used to analyse attainment and progress during Pupil Progress Meetings.

Progress at the end of each curriculum year: Years 1-6

Following the introduction of “Life without Levels”, and in tandem with the introduction of the 2014 Jersey Curriculum, progress will be measured against ‘Age Related Expectations’ - where each child’s progress is measured against their individual starting points.

The 2014 Jersey Curriculum learning objectives are used to assess key outcomes at the end of each curriculum year. From the beginning of the 2015/2016 academic year, Plat Douet, in accordance with the Education Department’s ‘Key Stages 1 and 2 Framework Guide’, have applied a set of assessment measures based on these following descriptions: Emerging, Developing, Secure and Secure Plus.

It is against these measures and according to ‘Age Related Expectations’, we measure progress and based on **overall teacher assessment**, decide upon the key outcome. For example:

* A pupil who has met some key objectives and up to 30% of the yearly objectives would be said to be working at the beginning of Year group expectation. This pupil may sometimes apply objectives learnt with some errors and may need lots of help. Key outcome: **Emerging**
* A pupil who has met most key objectives and between 30% and 70% of the yearly objectives would be said to be working at the mid-year expectation. This pupil should apply objectives learnt often with small errors but may need some help. Key outcome = **Developing**
* A pupil who has met and embedded all key objectives and over 70% of the yearly objectives would be said to be working at the end of Year group expectation. This pupil should apply objectives learnt frequently, generally accurately and with little help. Key outcome = **Secure**
1. ***ASSESSMENT AND THE EARLY YEARS FOUNDATION STAGE (EYFS)***

Teachers of pupils in the Early Years Foundation Stage constantly and continually assess the performance of pupils.

**Nursery**

The electronic class tracking grids are used for summative assessments which are completed in March and June, following an initial baseline assessment which must be completed before autumn half-term. These baseline assessments focus upon the three prime areas of Personal Social and Emotional, Language and Communication and Physical Development plus Mathematics and Literacy.

**Reception**

The electronic class tracking grids are used for summative assessments which are completed at the end of each term, following an initial assessment at the point of entry to the school (*within the first three weeks*).

On entry assessments establishes pupil’s starting points. These first, baseline assessments focus upon attainment in the three prime areas of learning:

• Communication and Language

 • Physical Development

 • Personal, Social and Emotional Development

In addition, staff-assess pencil grip, name writing, letter and number recognition and counting skills.

|  |
| --- |
| **ON ENTRY ASSESSMENT JUDGEMENTS** |
| **Nursery** | **Reception** |
| **Working at age related expectations (ARE):** working within 30-50 months or 22-36 months secure. | **Working at age related expectations (ARE):** working within 40-60 months or 30-50 months secure. |
| **Below ARE:** working within ‘emerging’ or ‘developing’ 22-36 month expectations | **Below ARE:** working within ‘emerging’ or ‘developing’ 30-50 month expectations |
| **Well below ARE:** working below 22-36 months  | **Well below ARE:** working within 22-36 months or lower. |

**Tapestry profiles**

Observations are recorded on an electronic system called Tapestry. Entries are made based on ongoing observation and assessment in the three prime (Personal Social and Emotional, Language and Communication and Physical), four specific areas of learning, and the three characteristics of effective learning, set out below:

**Assessment areas**

The specific areas of learning are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. In addition, comments are made about how the pupil demonstrates ***characteristics of effective learning*** (playing and exploring, active learning and creating and thinking critically).

Assessments will be based primarily on observation of daily activities and events. Practitioners should note in particular the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts. Accurate assessment will take account of a range of perspectives, including those of the child, parents/carers and other adults who have significant interactions with the child. Tapestry enables parents and carers to engage in their child’s learning as the package is web based and can be accessed from anywhere. Parents/carers can contribute to the Learning Journey by creating their own ‘observations’. This creates a partnership with parents/carers and teachers jointly involved in the assessment process.

**Reporting to the Education Department – Nursery in here?**

Nursery are required to report their initial assessments to the Education Department towards the end of the first half of the autumn term. These assessments focus upon the three prime areas of Personal Social and Emotional, Language and Communication and Physical Development plus Mathematics and Literacy.

At the end of the year, Reception teachers must judge whether a child is meeting the level of development expected at the end of the Reception year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging) for each ELG. These will be reported to the Education Department in June / July each year.

There are 7 areas of learning covering 17 early learning goals (ELGs). In the Jersey EYFS reporting system a child is scored 1 for emerging, 2 for expected, and 3 for exceeded. Therefore the minimum score is 17 points (17 x 1) and the maximum possible score is 51 points (17 x 3).

**Reporting to Parents**

The parents/carers of pupils in the Foundation Stage are informed of their child’s progress and attainment at Parent/Carer Consultation Evenings in October and March and in a report in the summer term (Appendix 1a & 1b) which covers the seven areas of the Early Years Foundation Stage Curriculum using the 'Two Stars and a wish' approach.

**Pupil Progress Meetings**

Reception teachers attend termly Pupil Progress Meetings. During these meetings pupil’s achievement and attainment are discussed and work is scrutinised to ensure accurate judgements are being made.

**A good level of development (GLD)**

Pupils will be defined as having reached a good level of development at the end of the EYFS if they achieve at least the expected level in:

• the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;

• the early learning goals in the specific areas of mathematics and literacy.

The [Tickell review of the EYFS (2011)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180919/DFE-00177-2011.pdf) stated that the prime areas of learning are essential for pupil’s healthy development. A good foundation in mathematics and literacy is crucial for later success, particularly in terms of pupil’s readiness for school. However, we know that all areas of learning within the EYFS are important and the GLD measure will be supported by a measure of the average of the cohort’s total point score across all the early learning goals in order to also help to promote the attainment of all pupils across all the early learning goals.

**Metacognition & Reflection**

Learning at Plat Douet is not exclusively about content. Teachers provide children with opportunities to engage in a dialogue about the learning process, or metalearning. They create regular opportunities that help children to understand how they learn new things. (*See Metacognition & Reflection Policy*)

1. ***ASSESSMENT AND THE 2014 JERSEY CURRICULUM (Year 1 – 6)***

The electronic class tracking grids for Reading, Writing and Mathematics are used for summative assessments which are completed at the end of each term.

Summative judgements of pupil attainment are made using professional judgement and evidence from pupil work gathered throughout the term/year. Below is a guide to the performance indicators that teachers use to make an appropriate judgement. Summative assessments will be based on the extent to which a pupil is demonstrating a ‘Secure’ grasp of curriculum objectives, using a ‘best fit’ approach.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Emerging** | **Developing** | **Secure**  | **Secure +** |
| **Key Objectives met** | Some key objectives met | Most key objectives met | All key objectives met *and embedded* | All key objectives met *and embedded* |
| **% of yearly objectives met** | Up to *30%* of yearly objectives met | Between *30% and 70%* of yearly objectives met | Over *70%* of yearly objectives met and embedded | *All* yearly objectives met *and embedded* |
| **Application of objectives learnt** | **Frequency** | Sometimes | Often | Frequently | Always / Naturally |
| **Accuracy** | Some errors | Small errors | Generally accurate | Accurate and Controlled |
| **Independence** | With lots of help | With some help | With little help | Unaided |

**Reporting to parents**

Parents are informed of pupil progress and attainment at Parent/Carer Consultation Evenings in January and through End of Year Reports. Y5 and Y6 pupils have the opportunity to attend parent consultations.

The End of Year Report format (*Appendix 2*) informs in detail using ‘Two Stars and A Wish’ for Attitude as a Learner/Behaviour, Reading, Writing, and Maths. In addition to this, the report records the teacher’s judgements which identify where a pupil is working in relation to national expectations in Reading, Writing and Maths.

**Reporting to the Education Department**

The table below shows a guide to the Education Department’s requirements for reporting Key Stage 1 and 2 data. Exact dates will be sent to the Headteacher during the academic year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Initial Collection | Second Collection | Final Submission |
| Years 2 & 6 | Early January  | May / June | June / July |
| Years 1, 3, 4 & 5 | N/A | N/A | June / July |

The ***‘initial collection’*** of Y2 and Y6 data is for a sense check only.

The ***‘second collection’*** of Y2 & Y6 data is for use in moderation meetings.

The ***‘final submission’*** for Y2 and Y6 data will only be required if data has been amended as a result of moderation.

**Pupil Progress Meetings**

Y1 – Y6 teachers attend termly Pupil Progress Meetings. During these meetings pupil’s achievement and attainment are discussed and work is scrutinised to ensure accurate judgements are being made.

**Metacognition & Reflection**

Learning at Plat Douet is not exclusively about content. Teachers provide children with opportunities to engage in a dialogue about the learning process, or ‘Metalearning’. They create regular opportunities that help children to understand how they learn new things. (*see Metacognition & Reflection Policy*).

**Assessment Calendar**

Each year the Headteacher produces an ‘Assessment Calendar’ (*see example - Appendix 3)* which gives a whole school overview to assessments being carried out during the academic year. This is updated on an annual basis.

Assessment: A whole School Approach

Teaching staff are committed to:

• Using assessment, day-to-day, in the classroom to raise pupil’s achievement and their aspirations. We believe that learners will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

• Providing pupils with clear, precise and easily comprehensible feedback, in oral and written form will have a positive impact on their learning. We will always expect pupils to engage with this feedback and ask them to respond to it at least fortnightly. The quality and value of teachers’ feedback will be evaluated by how much of an impact it has on pupils’ future progress. This is supported by the Marking Policy (*see Appendix 4)*

• Involving pupils in an ongoing self-improvement process and assisting them to attain this. Talking with learners is key which is one reason why ‘hot marking’ (marking with the pupil) can be so effective. Assessment feedback should inspire greater effort and this should be reflected in improvements in the child’s learning.

• Seeking and interpreting evidence for use by pupils and their teachers to decide where learners currently are in their learning, where they need to go next and how best to get there.

• Tracking the performance of pupils and using this information to ensure that all pupils are suitably challenged, provide additional challenge for those who are ready for this, provide additional learning support for those who are currently finding learning more difficult and to ensure that every child really does matter and nobody is overlooked.

• Giving reliable, meaningful and regular information to parents/carers about how their child is performing.

• Using the opportunities for regular moderation of assessment judgments by professionals, working within and beyond our school, as a mechanism for refining the accuracy of those judgments.

**The Assessment Co-ordinator is committed to:**

* Maintaining the Assessment Policy
* Ensuring all staff understand the schools assessment procedures.
* Providing information about current policy, practice and professional development opportunities for Assessment, Recording and Reporting (ARR).
* Ensuring that ARR requirements across subjects are coherent, effective and manageable.
* Ensuring that assessment requirements are carried out and targets for development are set. The school currently requires staff to maintain assessment rubrics for Reading, Writing and Mathematics.
* Ensuring that marking and record keeping is consistent between staff and across subjects. (*See marking policy*)
* Being aware of the range of strategies that are being used in everyday assessments across the curriculum.
* Analysing assessment data to identify individual pupil needs and curriculum development needs.

**The Head Teacher is committed to:**

* Ensuring that the school has effective procedures for Assessment, Recording and Reporting (ARR).
* Ensuring that ARR procedures are being carried out.
* Ensuring that School, Department and Statutory requirements are met.
* Including ARR initiatives in the school’s development plan as appropriate.
* Monitoring long, medium and short term planning for clarity and appropriateness of learning intentions.
* Monitoring the progress of pupils with different abilities. (with the Leadership and Management Team).
* Analysing assessment data to identify individual pupil needs and curriculum development needs

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***Appendix 4***

**Plat Douet School Marking Policy (Y1 to Y6)**

**Why do we mark work?**

**To establish where a pupil is in their learning:**

* Assess against learning intention / success criteria
* Check understanding
* Indicate level of work
* Identify gaps in knowledge
* Clarify misconceptions
* Identify work which may need repeating or enriching

**To inform future planning:**

* Move learning forward
* Indicate next step
* Set targets

**To motivate and celebrate success**

* Instant praise / rewards
* Acknowledge effort, progress and achievement

**To be accountable**

* Feedback to parents
* Transparency & openness for moderation process

**To develop self evaluation skills**

* Peer and self-assessment
* How to be a successful learner

**Literacy Marking**

The development of literacy skills is the responsibility of all teachers.

Our aim is to develop students' knowledge, understanding and skills relating to the use of language through consistent and constructive quality Literacy marking.

Marking must respond to the learning intentions. Learning intention and / or success criteria are highlighted to indicate attainment:

* **Green**: the learning intention is fully understood
* **Orange**: the learning intention has not been understood
* **Green (highlighted with diagonally dashed lines)**: the learning intention needs more practice

If a pupil has completed their work without teacher input (they may have listened to the lesson introduction and used available resources) their work will be judged to have been ‘Independent’. This work will not have a code recorded. However, if a pupil has received ‘support’ for each piece of work the level of support should be indicated as below:

* **C**- (copied) the pupil has copied the teacher’s work.
* **S**- (supported) the pupil has required the support of a teacher, TA or another pupil.

**When a student's work is marked the following symbols should be used:**

|  |  |  |
| --- | --- | --- |
| Mark in text | Mark in Margin | Means… |
|  | **C** | the pupil has copied the teacher’s work. |
|  | **S** | the pupil has required the support of a teacher, TA or another pupil. |
| **^** |  | You have missed a word out |
| **\_\_\_\_\_** | **?** | This part (underlined) is confusing, perhaps the tense is incorrect |
|  | **sp.** | Spelling mistake |
|  | **//** | New paragraph |
|  | **\*** | See comment next to \* below |
|  |  | Correct the missing or misplaced capital letters |
|  | **p** | Punctuation mistake |

**Correcting Spelling Errors**:

It is recommended that only two or three spelling errors should be identified in a single piece of work.

Spelling should be corrected in a way that is personal to the pupil, i.e. for pupils working at Level 2 and below, teachers should correct High Frequency words that are appropriate to the pupil’s level. For pupils working at Level 3 and above it is expected that High Frequency words should be spelt correctly therefore allowing teachers to correct other words that have been spelt incorrectly.

The pupil should be encouraged to learn these spellings by writing them underneath their work 3 times. It is the teacher’s responsibility to ensure that pupils continue to spell these words correctly in their future written work. Persistent spelling errors should form part of the KS2 weekly PSP spelling homework.

**To ensure quality marking in Literacy, teachers should ensure that**:

**KS1**

* all work is marked and consistently follows the marking policy guidelines
* at least once a week work should be marked with the pupils
* written comments are constructive; they provide a ‘way forward’ for the pupil’s learning/understanding
* written comments are positive and praise effort as well as achievement
* written comments are written neatly and in a way in which reflects the standard of presentation expected from that pupil (joined writing as soon as applicable)
* written comments will occasionally be recorded as ‘two stars and a wish’
* the presentation of the pupil’s work will be acknowledged in the teacher’s marking and poor presentation will be addressed
* pupils will have questions posed, at least once a fortnight, which they will respond to either independently or scribed by the teacher.

**KS2**

* for pupils writing less than one page of A4, all work is marked and consistently follows the marking policy guidelines
* for pupils who are regularly writing more than one page of A4 teachers will ensure that a section / paragraph of the writing is marked in depth and that a comment is made relating to learning intentions.
* teachers to write comments for pupils to respond to, either to check understanding or move the learning forward. This should happen at least once a fortnight.
* pupils are given time in the week to complete corrections and respond to comments.
* written comments are constructive; they provide a ‘way forward’ for the pupil’s learning/understanding
* written comments are positive and praise effort as well as achievement
* written comments are written neatly and in a way in which reflects the standard of presentation expected from that pupil (joined writing as soon as applicable)
* written comments will occasionally be recorded as ‘two stars and a wish’
* the presentation of the pupil’s work will be acknowledged in the teacher’s marking and poor presentation will be addressed
* when appropriate the National Curriculum level for a specific piece of work will be recorded onto the pupil’s work

**Maths Marking**

At Plat Douet School we use symbols to help pupils understand how well they have done and the amount of support they have needed.

Marking responds to the learning intentions. Learning intention and success criteria are highlighted to indicate attainment.

* **Green**: the learning intention is fully understood
* **Green diagonal lines**: the learning intention needs more practice
* **Orange:** the learning intention has not been understood

The letters S and C are to be used daily in the books to indicate whether the work has been completed with support or copied.

If the answer is incorrect the teacher will put a dot next to it. The teacher will then circle the dot in orange if they require the pupil to try again. The teacher will then re-mark the correction and write a tick next to it.

When a teacher writes a comment requiring a pupil response, an arrow will be drawn in front of the comment.

|  |  |
| --- | --- |
| ✓ | Correct |
|  | Answer is not correct |
|  | Need to think about the answer as it is not correct and correct it. |
| → | Question has been written for pupil to respond to, → will then be ticked and dated once pupil has responded. |
| C | Copied |
| S | Support given |

**Key Stage 1**

* Teachers, wherever possible, should mark work with the pupil /group.
* Teachers to write a comment once a week about the pupil’s learning that week.
* Pupils will have questions posed, at least once a fortnight, which they will respond to either independently or scribed by the teacher.

**Key Stage 2**

* Teachers to write comments for pupils to respond to, either to check understanding or move the learning forward. This should happen at least once a fortnight.
* Pupils are given time in the week to complete corrections and respond to comments.
* Teachers monitor responses and ensure application of new learning.

**Science Marking**

Within science marking we distinguish between the marking of science factual knowledge and the marking of AT1 enquiry strand.

Factual Knowledge

When marking factual knowledge (eg solar system, food groups) a tick at the end of each piece of work is sufficient.

AT1 Enquiry Strand

When marking AT1 enquiry strand (practical and experimental science), marking must respond to the learning intentions. Learning intention and / or success criteria are highlighted to indicate attainment:

* **Green**: the learning intention is fully understood
* **Orange**: the learning intention has not been understood or has needed the support of an adult
* **Green (highlighted with diagonally dashed lines)**: the learning intention needs more practice

At KS2 teachers will write comments for pupils to respond to, either to check understanding or move the learning forward. This should happen at least twice during a unit of study. Time should be allocated for pupils to read and respond to the teacher’s comments.

Spelling corrections should only be for scientific vocabulary. The pupil should be encouraged to learn these spellings by writing them underneath their work 3 times.

**History / Geography Marking**

On at least two occasions during the History / Geography topic, the learning intention should be highlighted to indicate attainment:

* **Green**: the learning intention is fully understood
* **Orange**: the learning intention has not been understood or has needed the support of an adult
* **Green (highlighted with diagonally dashed lines)**: the learning intention needs more practice

In KS1 each piece of work should be ticked and additionally a comment should be made on the work which has been highlighted against the learning intentions. (At least twice per unit.)

In KS2, at the end of the unit / end of term individual written feedback must be given to every pupil in the form of ‘two stars and a wish.’ This should reflect evidence from the highlighted learning intentions.

**Peer and Self-Assessment**

At least once every term pupils should have the opportunity to assess their own work or the work of their peers using the ‘two stars and a wish’ approach.

Agreed by all Plat Douet Teachers

January 2017

***Appendix 5***

|  |  |
| --- | --- |
| **Term** | **Description** |
| achievement | The amount of progress a child has made from her starting point at the beginning of the year |
| assessment for learning | An approach to teaching that maximises the impact of assessment on learner progress |
| attainment | The standards a child has reached (as measured by the national average) |
| best description | An approach to assessment that involves forming a broad impression based on looking at evidence of a pupil’s performance |
| class tracking grids | An electronic spreadsheet containing pupil performance information |
| formative assessment | Day-to-day assessment. Forming an impression of how well pupils are doing by reflecting on their written and oral performance |
| Good Level of Development | A term used for learners at the end of the reception year that refers to them attaining the national standards: the Early Learning Goals |
| hot marking | This is when the teacher marks the piece of work with the pupil.  |
| on entry assessment | The assessment of pupils when they first join the school. |
| parent consultation meetings | A teacher-parent discussion about the attainment and achievement of pupils. |
| peer assessment | pupil assessing each other’s work |
| performance tier | A sub division within a year group assessment e.g. 2E, 2D, 2S |
| pupil conferencing | A one-to-one meeting between the teacher and a pupil |
| pupil performance target | The numerical academic attainment assessment the teacher aims to assist the pupil to reach |
| pupil profile | A picture of the significant achievements of a reception or nursery aged pupil over a year |
| reflection and review time | Teachers building in quality time – often at the start of a lesson – for pupils to read and discuss written/oral feedback; respond in writing to their teachers written comments; consider and evaluate examples of quality work produced by others |
| self-assessment  | Pupil assessing their own work using specific criteria |
| summative assessment | A summary of what a child has attained that is completed after a period of time has elapsed (usually a test) |
| termly assessments | A summary assessment of a child’s performance at the end of a term |
| tracking | Checking on how pupils are doing, identifying need and putting in place support to meet that need |
| value added | A measurement of how much a child has improved over a defined period of time. |