



Stella Maris School

Assessment Policy

REVIEWED: MAR 2018

REVIEW DUE: MAR 2019

Stella Maris School is committed to Safeguarding and promoting the welfare and well-being of all members of the school. All school staff and volunteers who work in the school are expected to share this commitment and vision.

This Policy was written in consultation with the Trustees, Headteacher and the staff of Stella Maris School with due regard to our mission statement.

“At Stella Maris we endeavour to put the children at the centre of everything we do. Our mission is to educate, nurture and instil traditional values and cherish our children. We inspire them to achieve their best in every aspect of their lives.”



ASSESSMENT, RECORDING AND REPORTING POLICY

Introduction

Assessment is an integral part of our Curriculum planning at Stella Maris School. We believe that effective assessment provides information which improves both teaching and learning. Regular feedback is given to our children so they are a key part of the process and they can understand what it is they need to do better to make further progress. Parents are given regular progress reports so they are also part of the process. We believe that when parents, children and teachers all work together the process of assessment and the progress of the children is enhanced.

Types of Assessment

Assessment of Learning

Assessment of learning is a summative assessment to ascertain the particular level a child has reached at a given point in the school year. This can be determined on a termly, annually or at the end of a key stage basis, for example through the Foundation Stage profile, Burt and Schonell reading tests, weekly spelling tests and individual class tests and levelling of Literacy and Numeracy work in line with National Curriculum (NC) standards at key points during the school year.

Assessment for Learning

Assessment for learning is the ongoing day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how teaching can be adapted to account for this. Effective examples of this type of assessment are observations by the class teacher, questioning techniques, class and peer group discussions and self-evaluation. Good practice by the class teacher would also ensure that work is analysed, marked and reported back to the children and feedback taken. Tests also help to inform this assessment process.

Planning for Assessment

Assessment takes place at all planning stages. Opportunities are planned on a yearly, termly and class lesson basis. Lessons should have clear learning objectives and be differentiated where necessary. Assessments are recorded by the class teachers and monitored by the Curriculum Leader and Headteacher.

The Objectives of Assessment for Stella Maris School

Our objectives aim to:

- Evaluate children's strengths and weaknesses and support their learning
- Encourage the children to evaluate their own progress
- Enable children to demonstrate what they understand



- Help the children to understand what they need to do next
- Empower teachers to identify the needs of individual children
- Give additional help and support where needed
- Inform staff to plan work which reflects individual ability
- Evaluate success of planning and teaching
- Be a tool for informing parents about the progress of their child
- Provide the Headteacher and SMT with evidence of how effective teaching and learning is in the school

Underlying Principles of Assessment

Our policy is based on a series of principles which helps us to achieve the above objectives. These principles are:

- Planned frequent assessment following our school schedule
- Shared understanding of the criteria used so both teachers and children are clear about the assessment of learning
- Children being actively involved in the process and taking responsibility for their own learning
- Developing the children's ability to self-correct and set realistic targets for their own learning
- Effective planning for teaching and learning
- Recognising assessment as central to classroom practice
- Importance placed on assessment as a key professional skill essential for teachers
- Using assessment as a way to motivate learners and engage them in the process of moving forward in understanding

Target Setting

Target setting takes place across the whole school from EYFS to Year 6.

EYFS

Targets are agreed by staff and pupils and shared with the parents on a termly basis.

K.S.1

Literacy and Numeracy targets are set and agreed between teachers and children at the start of each term and shared with parents via the reading record books. The children also set some class targets which are displayed in their classrooms at the beginning of each term.

K.S.2



Literacy and Numeracy targets are set and agreed between teachers and children at the start of each half-term and shared with parents via the reading record books. The children also set individual targets for themselves at the start of each half-term which are displayed in the classroom.

RECORDING OF PUPIL PROGRESS

The purpose of recording is to provide information on each child's acquisition of skills and achievements, their progress over a given time and their abilities. It should:

- Regularly update information to reflect current achievements;
- Clearly show the strengths and achievements of each child;
- Show the targets for each child; and
- Enable the management of the school to analyse strengths and development areas across different departments of the school.

The Responsibilities for the Implementation of this Policy

Teachers

- To follow the requirements of this policy in planning the programme of study for their children.
- All additional teachers, mentors and teaching assistants need to be involved in the assessment arrangements for the children in their classes and groups.
- Clear records which inform and contribute to the agreed plans should be kept.
- Learning outcomes for lessons are carefully planned and shared.
- Be aware of the expectations regarding assessment procedures and activities.
- Consider the next steps to take a child forward in their learning journey.
- Contribute to the assessment of each individual child in their care.

Subject Coordinators/Curriculum Leader

- To know current levels of attainment within subject areas.
- To plan for subject improvement/developments.

Headteacher

- To be aware of the assessment and reporting activities taking place within school.
- To receive regular updates on pupil progress within each year group.
- To work with the Curriculum Leader in developments and other areas.



ASSESSMENT SCHEDULE FOR EACH YEAR GROUP

YEAR GROUP.....EYFS.....

TERM	ACTIVITY
AUTUMN Sept Settling in meeting for all EYFS Parents	Beginning of Term Reading Age – Rec Baseline for new intake EYFS Assessment tracking sheet Mid-Term 1.1 Parent Meetings - Nov End of Term
SPRING	Beginning of Term Mid-Term 1.1 Parent Meetings - Feb End of Term Rec Spring Report
SUMMER	Beginning of Term NUS – Stay & Play – Parents come into school to observe and play with their child/talk to staff Mid-Term End of Term Reading Age - Rec Rec – EYFS P NUS – EYFS Assessment tracking sheet All EYFS – End of year reports

Ongoing Assessment	Continuous Assessment	Through Observation
Writing -in book	Observation	Childs voice
Maths – tracker sheet	‘WOW’ moments	Comments
Sounds – tracker sheet	Photographs	
Reading – with teacher		



ASSESSMENT SCHEDULE FOR EACH YEAR GROUP

YEAR GROUP.....1.....

TERM	ACTIVITY
AUTUMN	<p>Beginning of Term Literacy – levelled work Reading age – BURT Settling in meetings Num test Targets L Num L Lit</p> <p>Mid-Term NFER – Literacy Numeracy Verbal Reasoning</p> <p>End of Term Progress reports</p>
SPRING	<p>Beginning of Term Literacy – levelled work Phonics screening Targets Num Test L Num L Lit</p> <p>Mid-Term Parents meeting</p> <p>End of Term Spring report - tests</p>
SUMMER	<p>Beginning of Term Literacy levelled work Phonics screening Num test Targets L Num L Lit</p> <p>Mid-Term Parents meetings</p> <p>End of Term End of year tests Reports</p>



ASSESSMENT SCHEDULE FOR EACH YEAR GROUP

YEAR GROUP.....Year 1/2.....

TERM	ACTIVITY
AUTUMN	<p>Beginning of Term Level piece of writing Level Maths test Burt reading test Set Maths/English target for each child</p> <p>Mid-Term NFER Tests – Maths, English, Verbal reasoning</p> <p>End of Term Progress report</p>
SPRING	<p>Beginning of Term Level piece of writing Level Maths test Set Maths/English targets</p> <p>Mid-Term Parent meeting</p> <p>End of Term Spring report Class tests</p>
SUMMER	<p>Beginning of Term Level piece of writing Level Maths test Set Maths/English targets</p> <p>Mid-Term Exams/Class tests Spelling/reading test Final report Parent meeting</p> <p>End of Term</p>



ASSESSMENT SCHEDULE FOR EACH YEAR GROUP

YEAR GROUP.....Year3/4.....

TERM	ACTIVITY
AUTUMN	<p>Beginning of Term Reading Age Test (Burt) Writing Task Reading Comprehension Mathematics Skills Test</p> <p>Mid-Term NFER Tests</p> <p>End of Term Writing Task Reading Comprehension Mathematics Skills Test Christmas Progress Report – teacher assessment</p>
SPRING	<p>Beginning of Term</p> <p>Mid-Term Reading Age Test (Suffolk)</p> <p>End of Term Internal core subject tests for written report Non-core teacher assessments based on classwork/progress</p>
SUMMER	<p>Beginning of Term</p> <p>Mid-Term</p> <p>End of Term Language Comprehension Creative Writing Spelling Age Reading Age Number Problem Solving Mental Arithmetic Ability in Tables</p>



ASSESSMENT SCHEDULE FOR EACH YEAR GROUP

YEAR GROUP.....5.....

TERM	ACTIVITY
AUTUMN	<p>Beginning of Term Burt Reading Test Levelled piece of creative writing Maths skill test to determine level of ability</p> <p>Mid-Term NFER Language/Maths/Verbal/Non-Verbal</p> <p>End of Term Christmas Progress Report – teacher assessment</p>
SPRING	<p>Beginning of Term Levelled piece of writing Level 4/5 Maths skills test</p> <p>Mid-Term Reading Comprehension Test (Suffolk)</p> <p>End of Term Internal core subject tests for written report Non-core teacher assessments based on class work/progress</p>
SUMMER	<p>Beginning of Term Levelled piece of writing</p> <p>Mid-Term Schonell Reading Test Schonell Spelling Age Test</p> <p>End of Term Internal exams for all subjects for end of year academic report</p>

Targets for Numeracy and Literacy set at beginning of each half term



ASSESSMENT SCHEDULE FOR EACH YEAR GROUP

YEAR GROUP.....Year 6.....

TERM	ACTIVITY
AUTUMN	<p>Beginning of Term Burt Reading Test Levelled piece of creative writing Level 5 Maths paper to determine security within level</p> <p>Mid-Term 11+ Trafford Exams NFER Lang/Maths/Verbal/Non-Verbal Tests</p> <p>End of Term Headteacher’s Ref. based on internal levels in Lang/Maths/Reasoning</p>
SPRING	<p>Beginning of Term Levelled piece of creative writing Level 5/6 Maths paper Senior Schools Exams</p> <p>Mid-Term Reading Comprehension Test</p> <p>End of Term Internal core subject tests for written report Non-core teacher assessments based on class work/progress</p>
SUMMER	<p>Beginning of Term Levelled piece of creative writing Level 5/6 + Maths assessment test</p> <p>Mid-Term Schonell Reading Age Test Schonell Spelling Age Test</p> <p>End of Term Internal Exams for all subjects for end of year academic report</p>

Targets for numeracy and literacy set at beginning of each half term

Reporting to Parents



We have a range of strategies which keep parents fully informed of their child's progress in school. Parents are encouraged to communicate with the class teacher daily by signing the reading record book and raising any concerns about homework etc. They are also welcome to contact school at any time and talk to the class teachers. Teachers are available in their classrooms from 8.45 am to 9 am and from 3.05 pm to 3.30 pm. For a longer more formal chat an appointment can be made with the class teachers.

SCHEDULE FOR REPORTING

Autumn	Introductory meeting during first couple of weeks. Targets for Literacy and Numeracy sent home. Progress Report (Years 1-5) Confidential References sent to Senior Schools (Year 6)
Spring	Targets for Literacy and Numeracy sent home. Parent Meetings to report on progress. End of Term Report (Reception – Year 6)
Summer	Targets for Literacy and Numeracy sent home. End of year Parent meetings. End of Year academic report.

Feedback to Pupils

At Stella Maris School, we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

We believe that marking should always inform planning and provide information for assessment. Marking must always encourage, motivate, support and promote positive attitudes and provide constructive feedback to pupils. The use of effective marking shows that teachers recognise achievement, presentation and effort and value pupils work. Marking should always promote higher standards, correct errors and clear up misunderstandings. The end goal of marking should be to assist learning and to allow pupils to reflect on their performance and to set new targets together with their teacher.

Key Principles:

Marking should:



- be constructive
- be related to needs, attainment and ability
- be related to specific learning objectives and curricular targets
- where possible, be accompanied by verbal feedback/comments
- follow consistent practice throughout the school
- ensure that pupils know how well they are doing and what they need to improve to make further progress (next steps)
- provide pupils with opportunities to assess their own work and that of others
- show the pupils that we value their work
- aid teachers in the evaluation of their lessons - helping them to identify any pupils who struggled and how they can adapt/scaffold their lessons. It will also allow them to identify pupils who found the tasks too easy and how they can further extend their learning.

Feedback to pupils:

This is a very important part of our Assessment Policy as children are always encouraged to take ownership of their work and learning at Stella Maris School. Verbal feedback daily is paramount as it clearly informs a child how they have performed in an activity and what the next steps are in moving that child on in their understanding and competence.

This verbal feedback can be done in a range of ways depending on the age and ability of the children. It can be carried out on an individual basis, in a group session or as part of a peer group activity. Children who engage in peer assessment must be taught how to do this to ensure that it is fit for purpose and constructive.

However, it is important that all verbal feedback is given immediately and it must be clear, constructive and informative.

Written Feedback/Marking of Work

We believe that effective marking and written feedback is a very important part of the assessment process and provides a key tool in providing children with the next clear steps which need to be taken for them to move on in their understanding and at a level they are working at. Marking must be scaffolded as appropriate to allow all children to benefit from effective marking. This means that marking will look different across the stages of school life.

Types of marking

Within school, there are two types of marking, which we will refer to as hard marking and soft marking. The majority of this section of the policy relates to **hard marking**, which is marking to identify progress and next steps to learning. There is a place for **soft marking**, which is marking with a tick or a single comment such as “Good”. A tick simply informs the pupil that their work has been seen. This could be used for:



1. Individual maths calculations
2. Writing a sentence using given criteria in a class lesson, which is then shared around the class
3. A spelling test
4. Answering questions in a science task.

A single word comment such as “Good” tells the pupil that they have successfully completed the task given and there is no follow up necessary.

Hard Marking

At Stella Maris School, we always aim to focus on the learning objective for the lesson when giving written feedback so that we are not overwhelming the child with instructions and information. Marking is given in the form of a two-part process. Where possible the teacher will use a combination of red and black ink. Older children usually write in blue ink when they are at the stage of writing in pen, so it is clear that any written feedback will be red or black. At the end of a piece of work there will be a comment in black, with the focus on a positive statement. Under that comment any recommendations and/or necessary steps which need to be taken by the child to move on will be in red ink. Where necessary, punctuation marks or “sp.” for spelling mistakes will be noted in red to ensure that they are clearly visible when a child is looking back at the written feedback given for a piece of work. Generally written feedback will always be given to the child at a time when they are in the presence of the marker so discussions surrounding the piece of work or any misunderstandings can be talked about.

Written comments and advice will be clear and meaningful and written in a way which will allow the child to understand and act on what is being said.

After marking

Time needs to be given to pupils to reflect upon marking to ensure that they benefit from it. Pupils must be given time to respond to marking, therefore marking needs to be explicit about what the pupil needs to do. Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. Concepts that are persistently misunderstood by individual children need to be recorded by the teacher and explained personally. Where a large proportion of the class have misunderstood a concept, this should be planned into the teaching session of the next lesson.

Foundation Stage

In the Foundation Stage, positive comments are accompanied by achievement stampers or stickers. Wherever appropriate we provide the child with a simple Next Steps target. On all pieces of work it is indicated whether the child has completed the work independently or with some assistance.



I - Independent work

T - Work supported by teacher

Children always receive verbal feedback and positive reinforcement. Stampers and/or stickers are used as additional rewards and 'Dojo' points are given out.

In conclusion

In applying these principles, we will maintain a consistency throughout school that will support all children in their learning by focusing explicitly on what children 'can do' and identifying clearly 'next steps' for their continued progress and improvement.

Success Criteria

- We know our policy is working if:
- there is evidence that work is being marked regularly
- marking informs future planning
- pupils acknowledge targets or 'next steps' and work towards achieving them.