

1. Principles and aims of assessment

Assessment is an integral part of teaching and lies at the heart of promoting pupils' education. Effective assessment is essential for good learning. At Bigland Green, assessment of pupils' attainment and progress are directly linked to the school curriculum and provides information which is clear, reliable and free from bias. Assessment is an opportunity to celebrate pupils' achievement.

Assessment is an on-going process and not an end point. However, there are key milestones in the assessment cycle. At Bigland Green, learning is assessed continuously and used as a means to an end – which is to ensure that pupils make good or better progress. Assessment information is used to inform planning, support feedback, and allow for an evaluation of own teaching.

2. Types and purposes of assessments

Bigland Green uses three main forms of assessment as follows for the purposes as described below.

1. *Informative assessment* - Teachers¹ use this to show clearly what pupils know, understand and can do and use that to plan and support future learning. Examples of this type of assessment at Bigland Green include:
 - Questions and answer during lessons
 - Observational assessments
 - Regular short re-cap questions/quizzes
 - Marking of pupils' learning
 - Scanning learning for pupil attainment and development
2. *Summative assessment* - Enables the school to evaluate how much a pupil has learnt at the end of a teaching period. Examples of this type of assessment at Bigland Green include:
 - End of topic or unit tests (short)
 - QLA (question level analysis) using PiXL² material
3. *National summative assessment* - Used by governors and school leaders (and the government) to hold Bigland Green to account.
 - Early Years Foundation Stage Profile (EYFSP)
 - Year 1 and 2 phonics screening; Key Stage 1 and Key Stage 2 SATs³

3. Use of assessment information

The table below shows how the information obtained through informative and summative assessment is used by different stakeholders.

	Informative assessment	Summative assessment
Pupils	Pupils get to know their knowledge and understanding against learning objectives and wider outcomes. They get to know what and how to improve.	Pupils get to know how well they have learned. May use this as a feedback as to how they can improve further.
Parents	Provides parents with a broad picture of their child's strengths and weaknesses. This	Informs them about the achievement, progress and wider outcomes of their children across a

¹ The word 'teacher' is also used in this policy to refer to all class-based staff members but mainly for teachers

² PiXL (Partners in Excellence) is currently the main intervention used in KS2 and is expected to be used in KS1

³ SATs – Standard Assessment Tests

	knowledge helps them support their children and work in strong partnership with the school.	period, for example, over a term against national expectations.
Teachers (and other staff)	Allows teachers to understand pupils' performance on a continuing basis. Enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. Helps teachers identify pupils who are exceeding in their learning. Helps teachers provide the right support. Enables teachers to evaluate their own teaching and have informed learning discussions about pupil progress.	Enables teachers to evaluate both pupils learning at the end of an instructional unit or period and the impact of their own teaching. These help teachers to plan for subsequent teaching and learning.
School leaders & governors	Provides level of assurance that all pupils are appropriately supported to make expected or better progress.	Enables the monitoring of performance of pupil cohorts, to identify interventions to ensure good support and sufficient progress, and expected attainment.

4. The use of informative and summative assessment

The table below shows the key aspects of the three major types of assessments carried out at Bigland Green. The aspects mentioned are non-negotiable but teachers have the freedom to include other assessment activities that they consider are useful with the approval of the headteacher.

	Informative assessment	Summative assessment	Standardised tests or national assessment
Assessment in EYFS⁴ (Nursery & Reception)	The majority of the evidence will be formed by the practitioners' knowledge of the child gained from observations and insights. Not all observations are formally recorded ⁵ .	Highlighting sheets based on <i>development matters</i> are used in the EYFS. Phonics tracking information (PTI) is also used to track achievement in phonics. Review of pupils with SEN and disabilities.	The school uses the EYFS Profile for Reception.
Assessment in practice for Years 1 to 6	Teachers provide next step marking using the school's policy. Teachers provide verbal feedback on how pupils can improve their learning.	PTI to track achievement in phonics. Assessment of learning (termly) using PiXL tests for (a) reading, (b) writing (GPS) and (c) mathematics.	Year 1 has phonics screening. Year 2 has phonics screening and SATs. Year 6 have SATs. Information of Reading Recovery pupils are submitted and tracked nationally.
	Teachers carry out short re-cap questions/quizzes as they see necessary.	Short end of topic or unit tests/ assessments for maths and science as necessary	
	'What makes good...' board is used to model good learning.	Review of pupils with SEN and disabilities.	

⁴ EYFS – Early Years Foundation Stage

⁵ "Evidence is any material, knowledge of a child, specific anecdotal incident, observation or information from additional sources that supports the overall picture of a child's attainment. There is no expectation or requirement that such evidence is always formally recorded or documented. Practitioners may choose to record specific evidence in order to secure their own judgements" *EYFS Profile Handbook, 2017, page 15*

	<p>Key Performance Indicators (KPI) for reading, writing, mathematics and science. Each class or set tracks the learning of at least eight pupils (excluding SEND and MAP⁶) using the KPI. Recording is done on an on-going basis and the recording is updated and summarised before the half-termly pupil progress reviews.</p>		
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5. Collection and use of assessment outcomes

Informative assessment information is used by teachers to plan to offer the next steps on each pupil's learning pathway which ensures that they make expected or more than expected progress by the end of each half-term and the academic year. Individual teachers decide how they record information which is not specified in this or the school's marking policy.

Teachers gather information about what pupils know, understand and can do through a wide range of activities including those mentioned for informative and summative assessments. This information is communicated to the pupils through next step marking, learning reviews and miscue-analysis. Teachers use the insights gained to inform their planning.

Teachers use informative assessment to prepare for the half-termly pupil progress reviews with Team Leaders and for learning reviews. This information is used to inform parents about their child's learning each term, and report to them in writing at least once a year (annual report to parents).

Insights from summative assessments are used by teachers to address gaps in pupils' learning. Previous summative assessments are also used to look for trends over time. School and subject leaders use summative assessments to evaluate provision and address weaknesses in subjects and/or the learning of groups of pupils. Subject leaders track pupils' attainment in their subjects using the summative data alongside the standardised/national assessments. Relevant information is shared with governors to evaluate school performance and allocate resources.

Teachers use API⁷ designed by the school to track pupils' attainment and progress for their classes. The attainment and progress across the school and over time is tracked using 'Bigland Green Tracker'.

Results from the standardised tests and/or the national assessments are shared with governors and are used for evaluating teacher and overall school performance.

6. Assessment of pupils with SEND

Assessment at Bigland Green aims to contribute to the early and accurate identification of pupil's educational needs. Assessment of SEND pupils draws on the on-going informative and summative assessments while incorporating the views of parents, the pupils and outside agencies. SEND pupils have short and long term learning outcomes that are used to make assessment of their progress.

⁶ SEND – special educational needs and disability; MAP – More-able pupils

⁷ API – Attainment and progress information; Nursery to Year 2 also use PTI (Phonics tracking information) alongside API.

This section of the policy will be updated in light of any guidance circulated by the DfE⁸.

7. Use of moderation and agreement trialling

The school currently works with three partner schools in the local authority (LA) to moderate writing and mathematics at least once a year. EYFS profile is moderated with a partner school in a neighbouring LA. Teachers also attend LA moderation events for the EYFSP. There are moderations which take place in teams and key stages. Years 2 and 6 moderate pupils' writing with schools across the LA.

8. Responsibilities for implementation

All teachers and staff members are responsible for the effective implementation of this policy and the expectations of marking as outlined in Appendix B. If staff members require support, then the first point of call is their team leaders. Below is an overview of specific responsibilities.

Assessment leader

- The assessment leader will keep this policy updated.
- Provide specific support and advice to staff on assessment and school procedures.
- Ensure that the results of summative assessments are uploaded on the tracking system.
- Analyse the data and produce reports that can be shared with relevant colleagues and/or governors.
- Tracking pupil attainment and progress data from standardised and/or national assessments using the Bigland Green Tracker, and maintaining the API and the PTI.
- Advise the headteacher and support him for the effective implementation of this policy.

Classteachers/Teachers

- Seek clarification from the team leader or the subject leader when required
- Have a clear understanding of the policy and ensure it is implemented effectively in their classrooms.
- Provide support to staff members who are line managed (e.g. class-based support staff) so that they are effective in the full implementation of the policy.

Subject leaders

- Analysing the subject data and identifying patterns.
- Monitoring standards in their subjects according to assessment criteria set out in the new national curriculum.
- Share findings with TLR⁹ team and SLT (school leadership team).
- Providing support to teachers, along with the team leader to secure the identified progress.

Team leaders

- All team leaders will be responsible for ensuring that this policy is effectively implemented in their teams and providing team-based induction to staff who are new to the team.
- Ensuring that assessments of individual pupils are being carried out in their teams, recorded and analysed every half-term by the teachers.
- Analysing pupil progress and attainment in their teams.
- Identify pupil groups who are vulnerable of underachievement or not making expected progress and broker support in consultation with the headteacher.
- Leading the work to ensure all pupils make expected progress in their teams and provide regular updates and reports to the headteacher, and the governors when asked.
- Ensuring that CANDO¹⁰ and sharing of learning are used effectively to share insights from assessments of pupils' learning.
- Holding teachers in their team to account for the progress of individual pupils towards their end-of-term and end-of-year targets.

⁸ DfE – Department for Education

⁹ TLR team – Teaching and learning responsibility team (middle leaders)

¹⁰ CANDO (a meeting for parents to find out what pupils have learnt and the plans for the coming term)

Headteacher

- Ensuring that all staff who are new to the school and/or role are given high-quality induction and identified continuous professional development opportunities on assessment.
- Providing all staff members with an overview of assessment requirements as part of the school's termly calendar.
- Monitoring the overall standards in the core and foundation subjects and report to governors as appropriate.
- Supporting the team leaders with the implementation of the identified and agreed strategies to ensure that all pupils make the expected progress.
- Reporting to governors on all key aspects of pupils' attainment and progress including those supported by pupil premium.
- Holding team and subject leaders to account for the progress of classes and Year groups towards their end-of-term and end-of-year targets.

A summary of how the assessment information for KS1 and KS2 will be used by different staff members is provided in appendix A.

9. Monitoring the impact of this policy

The SLT will have the overall responsibility for ensuring that this policy is implemented effectively across the school. The SLT evaluate the impact of this policy on raising standards as part of the planning for the half-termly progress meetings.

The governors will focus on the implementation of aspects of this policy during their termly planning learning walks. The teaching & learning committee of the governing body will discuss and evaluate the impact of this policy as part of the termly review of standards.

The policy will be reviewed in June 2019. However, parts of the policy will be updated as new guidance is available from the DfE.

Date approved	Signature	Review
24 May 2021		May 2022

Temporary adjustments to the marking policy to be effective from 16 November 2020 to 20 July 2021

Covid-19 temporary adjustments to the marking policy:

1. It may not be feasible or necessary that every piece of learning is initialled to limit contact with pupils' books and proximity to children/pupils.
2. Use of marking codes by adults to provide feedback for writing to pupils may be limited.
3. Staff members are encouraged to make greater use of pupils-self-marking their learning using a green pen where possible.
4. Staff members to make use of desk at the front of the class for any live marking to maintain adequate distance between them and the pupils.
5. NS (next step) marking in Year 1 will be paused until January 2021 as the vast majority of pupils are not able to respond to the feedback. Alternative strategies to provide feedback have already been put in place. The impact of these strategies will be reviewed regularly as part of 'progress discussions'.

Appendix A: Overview of assessments for KS1 and KS2

Type of assessment	Specific assessment	Teacher	Subject Leader	Team Leader (TL)	SLT / Headteacher
Informative	Marking and feedback	Use marking effectively to assess learning and inform planning. Follow the school policy.	Evaluate the effectiveness of marking and feedback by teachers, and provide any support required.	Evaluate the effectiveness of marking and feedback for individual teachers and provide support.	Develop and implement support plan for individual staff members working in partnership with the TL.
	Tracking sheets (KPI)	Complete for at least 8 pupils. Update on an on-going basis. Use to assess learning and inform planning.	Check quality for subjects and identify any gaps.	Check quality of assessment for individual teachers and provide support.	Review the overall quality of the assessment system and arrange CPD as necessary.
Summative	Interim assessments of learning	Administer the termly assessments for PiXL for reading, GPS, mathematics unit test appropriate for the Year group.	Support colleagues and model good practice for analysing the question-level-analysis.	Use the analysis done by teachers for half-termly pupil progress review alongside other information.	Monitor performance of cohorts, identify interventions to ensure good support. Review expected attainment targets.
		Mark tests and upload results for QLA. Analyse results for own sets.			
	Review of SEND progress	Contribute to the review.			
Age standardised/ national SATs	Phonics and SATs test	Administer the screening and the SATs tests.	Analyse data for subject and evaluate strategies for raising standards.	Analyse the data and identify main patterns.	Use results to review targets for pupil attainment and progress

Agreement for marking

May 2021

English and Mathematics

- Every piece of English and mathematics learning to be looked at using the agreed marking codes. All such learning to be initialled by staff.
- In general, once a week each pupils' English and mathematics books to be marked with a next step – clearly stating what needs to be done next to improve further or to consolidate. When appropriate an acknowledgment can be given about what has been done well.
- There must be an opportunity for each pupil to respond to 'next step' marking every week (reflect 5, see below). The response will be in green pen.

Other subjects

- For science and all foundation subjects - every piece of learning will be looked at using the agreed marking codes. Pupils' learning will be initialled by staff.
- Each half-term, at least two pieces of learning for science and two other pieces of learning in foundation subjects (4 pieces in total for each pupil) will have next step marking - stating what needs to be done to improve further or consolidate, and when appropriate what has been done well.

Marking during learning time

- Any marking during learning time must be with the pupils and be planned for. All other marking must always be done outside of the delegated learning time.

Pupil self-evaluation – Reflect 5

- All pupils will have at least a weekly opportunity that is planned for to assess and evaluate their own learning and respond to 'next step' marking for at least 5 minutes. This will be carried out in **green** pen. Younger children may evaluate and respond verbally. Pupil self-evaluation and response to 'next step' marking may be carried out in any curricular area.
- During class time pupils' understanding of learning will be indicated with a thumb up, a horizontal thumb, or thumb down. This strategy will be used across the school to assess and evaluate understanding.

Other

- Supply teachers will initial (all supply will use 'supply' as their initial) learning using the agreed marking codes. Supply teachers will be guided by a SLT member in terms of what particular learning should be marked. When an absence is pre-planned the classteacher will leave instructions for the cover/supply teacher.

Marking policy in action

Definition of consistency

Consistency is every child getting effective feedback which is moving their learning forward and is adhering to the school's marking policy.

Consistency, in relation to marking, is not applying everything for every child in the same manner, every day.

Four simple steps to effective marking...



Read the learning intention so you are clear what the child is meant to be learning.



Read the child's learning or check for child's understanding.



Decide on the main thing that needs addressing in order for that particular child to make progress. Write the appropriate code.



For next step marking, in language appropriate to the child, write what the child needs to do to make the identified progress. When appropriate, acknowledge what has been done well.

Only use the relevant code(s) taking into account the child's *stage of learning* and *ability*. For example, in Year 1, 'sp' may not be used but corrections made to 1/2 relevant spellings. In Year 5, 'sp' is used and pupils are expected to correct a number of spelling mistakes. A low attaining Year 3 pupil may not be introduced to 'sp' or have all the spelling corrected but a high attaining Year 2 pupil's learning is marked with 'sp' and have a few spellings identified that need correcting.

Any writing done in a pupil's book by an adult must

- Be written in handwriting which is appropriate and legible to the pupil/child
- Start at the margin and be written across the page on the line
- Be grammatically correct and correctly punctuated
- Have correct spelling

If verbal feedback has been given to a younger child or a SEN child the gist of this should be recorded in the pupil's book.

Marking Codes

Across the school

AF adult focus

I independent

X not correct answer

✓ correct answer

^ insert word

NS next step

VF verbal feedback



Bigland
Green
Primary
School

EYFS

Areas of learning to be put inside brackets when relevant e.g. (SSM) or (MFB)

Shape, space and measures
or
Managing feelings and behaviour

Key Stage 1 and 2

// paragraph

* missing phrase or sentences

Gr grammar

P punctuation

Sp spelling

Curiosity and perseverance ~ a pathway to excellence

The non-negotiable

Quality of presentation in pupils' learning/books

High expectations in terms of the quality of presentation of pupils' learning in their books continue to be a focus across the whole school. Each and every staff member, particularly support staff will play a crucial role to ensure success.



Ensure the quality of presentation is of the best possible standard

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| <ul style="list-style-type: none">• Trim worksheets beforehand.• Keep a margin of at least 1cm around any learning which is stuck into the book.• Teach pupils how to stick worksheets in books. No folded or overhanging paper/sheets• All books to have plastic cover | <ul style="list-style-type: none">• Ensure pupils' handwriting is developed in accordance with the school policy.• Try to get pupils to record their learning in the books and avoid worksheets when possible.• Teach pupils to take pride in their learning and their books.• Show how to look after books. |
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Provide feedback that helps the pupils to improve and make good progress

- Provide verbal feedback, particularly to young pupils when appropriate.
- When doing next step marking – think carefully and comment suggesting the one most important thing that will help the pupil to reach the next level or to improve.
- Only provide praise when it is deserved.

Three simple tests



Look at a piece of learning in a pupil's book. Now look at another piece of learning after four weeks for the same pupil. **Is the improvement obvious?**



Look at a feedback given to a pupil. Now look through the learning for the next four weeks. Can you find evidence to show that the feedback resulted in the pupil **improving or making progress?**



Pick up a pupil's learning book. Can you see anything sticking out or bent corners of pages?