


Cunningham Hill Junior School Governing Body



Document:	Marking Policy
Agreed by:	CHJS Governing Body
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Signed:	
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Policy for Assessment

Current Overview

September 2014 saw the Government introduce a New National Curriculum.

The staff at Cunningham Hill Junior School have reviewed and adapted marking, feedback and assessment practice in light of these changes. This policy will therefore need to be read in conjunction with our Marking Policy, Teaching and Learning Policy and Special Educational Needs Policy.

To summarise, the main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B are now removed.
- Age Related Expectations (ARE) will be used to determine whether children meet, exceed or fall below this expectation.
- Cunningham Hill Junior School will use a selection of assessment tools to assess what progress the children have made during and at the end of the academic year.

Rationale:

At Cunningham Hill, assessment is an integral part of all our teaching and learning activities. Assessment can be:

1. Formative
2. Diagnostic
3. Summative
4. Evaluative

1. **Formative assessment** tells pupils and teachers what they know, what they need to do next and how they are going to plan for these next steps.
2. **Diagnostic assessment** helps to analyse a pupil's performance and plan for future achievements. It also enables teachers to look at overall patterns of attainment and plan any remedial actions.
3. **Summative assessment** informs pupil's reports and give parents overall information on pupil achievements. It also informs the schools statutory target setting process, and pupil progress targets.
4. **Evaluative assessment** enables teachers to look at the overall picture of pupil performance and the impact of teaching on learning.

Cunningham Hill Junior School is now using the Herts for Learning (HfL) Steps Assessment criteria.

The new Hertfordshire approach is based on **phases**, within which there are several **steps**.

- Phase A relates to children working within the typical expectations of KS1 (Years 1 and 2).
- Phase B relates to children working within the typical expectations of lower KS2 (Y3/4).
- Phase C relates to children working within the typical expectations of upper KS2 (Y5/6).

Formative Assessment

Although not an exhaustive list, formative assessment processes will take place through:

- Use of the school's marking policy.
- Ongoing dialogue with children during a lesson and after the conclusion of a lesson.
- Quality questioning (often called higher order questioning or Bloom's Taxonomy) which will clarify, stretch and challenge different abilities whilst clarifying the teacher's understanding. This will also inform the direction of the lesson and lead to making adjustments that will best meet the needs of the learner.

Diagnostic Assessment

In many ways, diagnostic assessment is the most important form of assessment in ensuring individual and group needs are met. At Cunningham Hill we achieve this through:

- Teachers making adjustments and annotations to future plans based on the outcomes of marking and feedback. Adjustments to the levels of differentiation, challenge and use of teacher assistant support should also be clearly seen in planning.
- Once a term, all children will take assessment tests in Reading and Maths. Writing and Science are teacher assessed using the HfL (Herts for Learning) Assessment Criteria. This data will be analysed using accompanying ongoing and informal assessments, which will help inform what the children can do and where they need further input.
- In the event of a test resulting in an inconsistent outcome (e.g. the work in a child's book does not reflect their test grade), the school use HfL Assessment Criteria to evidence through the children's work what they have achieved.
- Teachers use subject based tracker spreadsheets to record whether each child has met, exceeded, partially met or not met each objective for all foundation subject areas. These tracker spreadsheets also give quantitative information on how well the overall class has achieved each objective. Trackers are used throughout the year and build a comprehensive picture by the end of the academic year.

Summative Assessment

To assist the school in creating an overall picture of assessment and reporting, we:

- Use Assessment Manager 7 computer package (AM7) to set ambitious but achievable targets in Reading, Writing, Maths and Science for each year group at the start of the year.
- Input confirmed data into AM7 at the end of each term (based on the outcomes of assessment tests and HfL Criteria).
- Produce data which tracks different cohorts and groups of children once a term.
- Update the school data file once a term with printed and electronic reports that consider individual, class, ethnic, gender, SEND and Pupil Premium statistics.

Evaluative Assessment

Formative assessment confirms the judgement and subsequent actions of all other forms of assessment are having an impact. We achieve this through:

- Holding Pupil Progress Meetings (PPM). PPMs are held during each term with the Headteacher, Assistant Headteachers (including INCo) and Class teachers; the meetings consider each child's progress and subsequent need, analysing data from termly tests. Where children require extra support or intervention, this can be planned for as part of PPMs in response to summative assessment.
- Evaluative assessment data from the PPMs is shared by the Headteacher with the governors through the Curriculum committee which is fed back at the full governors meetings.
- Evaluative assessment data is also shared with and challenged by the Hertfordshire Improvement Partner (HIP).
- A summary of pupil progress is shared and discussed at parents' evenings, through reports, access to open classrooms and also through the school's open door policy. Parents are kept updated on the outcomes of pupil progress meetings, particularly when this requires additional support outside the classroom.

- The Headteacher and Assistant Heads moderate a selection of data for Reading, Writing and Maths ensuring this tallies with the quality of work in books. If any discrepancies between the moderation and the assessment level occur, grades are reviewed and further samples are moderated.
- Moderation for Writing and Maths takes place across year groups vertically and horizontally on a termly basis.
- Class Teachers also attend moderation sessions in year groups across a local group of schools. County organised moderation is also attended regularly.

Target Setting

At the end of each academic year, we use the methods listed below to come to a final judgement on where children stand in their Reading, Writing, Maths and Science. This will form the baseline for the subsequent year and we typically expect to see good levels of progress from this point.

- End of KS statutory assessment data
- End of year test data – standardised, where possible, across the school
- Reading and spelling ages
- RAISE on-line
- Summative teacher assessment

The school follows the Herts for Learning system of assigning an overall grade of ‘age related’, ‘below age related’ and ‘above age related’. The criteria for achievement is reflected in our test criteria.

We strongly believe in nurturing and caring for our children and that attainment and progress should be a supportive, enjoyable experience. However, we feel that setting the children aspirational but achievable targets in Reading, Writing, Maths and Science (which are expressed at the front of exercise books and reviewed regularly) is a helpful and positive way of clarifying what the children need to do to make overall improvements. The children also have a key say in signing off these targets when they feel they have achieved them and are ready to celebrate their progress. This reflects a positive mental attitude towards learning and a ‘growth mindset’ ethos.

Transition

At the end of the academic year, it is important that professional dialogue is held with the new (academic year) teacher so that teachers and teaching assistants familiarise themselves with their new class. To this end, the following will be discussed, shared and collated:

- Group lists (including spellings, literacy, numeracy, etc.)
- SEND Support Plans
- SEND involvement as appropriate, details of interventions
- Test results and spreadsheet analysis
- Spelling/Phonics tests (where relevant)
- AM7 data
- Pupil Progress Meeting information
- Any other relevant tests e.g. reading age, spelling age
- Reports

ROLES AND RESPONSIBILITIES IN RELATION TO ASSESSMENT

Headteacher & Assistant Heads:

- Ensures policy is up to date and regularly reviewed
- Coordinates the target setting process with the LA
- Ensures timetable for regular reviews is in place particularly with reference to vulnerable groups
- Collates assessment data
- Carries out thorough analysis of data
- Uses data to inform next steps of school improvement
- Uses ICT and electronic data management for collection and analysis of data
- Ensures data is shared and understood by all
- Informs staff of new developments
- Supports subject leaders in collection and analysis of appropriate data and portfolios of evidence
- Reviews current school practices to ensure 'best practise'
- Monitors assessment procedures and practices
- Ensures all statutory requirements are met
- Sets the statutory targets with staff
- Through the analysis of data and data trends, ensures appropriate priorities are highlighted in the SIP
- Takes overall responsibility for any key issues arising from data analysis that involve specific staff, parent or child based issues
- Ensures that the Governing Body, parents, staff and children are informed of overall standards of achievement and attainment

SEND Leader:

- Liaises with Headteacher, Class Teachers and Teaching Assistants
- Monitors performance of all vulnerable children and/or groups of children
- Monitors the impact of intervention strategies and informs the Headteacher
- Monitors, reviews and informs SEND Support Plans, in liaison with class teachers
- Liaises with external agencies
- Coordinates team meetings e.g. eCAF, TAF, EHC Plan Reviews, etc.
- Attends PPM
- Assists the HT in producing termly data which demonstrates progress and attainment of different groups

Subject Leaders:

- Ensure the National Curriculum is covered
- Planning ensures clear learning objectives, success criteria and that appropriate strategies are in place
- Monitors planning to ensure assessment informs planning
- Carry out work scrutiny to ensure coverage, support and challenges are appropriate
- Monitors rates of progress and standards of attainment across the school in their subject area

- Uses data to inform any curriculum changes and to review performance and set targets
- Gives a coherent up to date report to the Headteacher and Governors on subject standards via the yearly subject improvement plan
- Ensures a portfolio of levelled work is maintained to show subject standards

Class Teacher:

- Uses clear specific learning objectives and success criteria, shared with the children, including medals
- Maintains ongoing records of pupils progress
- Adheres to the marking policy
- Ensures clear informative records of information are passed on each year
- Carries out reading, spelling and non-statutory testing in line with the school's timetable for assessments
- Analyses tests and books for patterns and indicators to inform future teaching and learning
- Prepares and contributes to the Pupil Progress Meetings
- Liaises with SEND Leader over vulnerable children, their needs and additional support
- Works to the agreed Assessment Policy