ALDERMAN JACOBS PRIMARY SCHOOL (ACADEMY TRUST)

ASSESSMENT, MARKING & TARGET SETTING

Schools are required to keep annually updated records of their pupils' achievements, skills and abilities. This requirement aims to ensure that staff and parents have access to up-to-date information about the progress individual pupils are making.

Aims

Alderman Jacobs Primary School recognises that there are many different ways of organising the curriculum and assessing how pupils are progressing. Our main aim in devising our assessment system is to:

- Clarify what Assessment for Learning (AFL) is and how it is going to support learning and inform teaching.
- Identify how assessment for learning will inform future teaching and learning.
- Involve pupils in their own self-assessment and peer assessment in order to move learning on.
- Identify misconceptions and gaps in learning in order to adapt planning and teaching and also provide appropriate intervention in the short and long term as necessary.
- Involve pupils in tracking their own progress and identifying next steps in their learning.
- Identify how marking should be linked directly to the learning objective of the task.
- Show how marking and feedback should involve the children directly, highlighting the successes and how learning can be improved or enhanced.
- Show how children's self-esteem can be raised and how achievement can be celebrated.
- Confirm end-of-year and statutory assessment and end-of-key-stage teacher assessment.
- Provide equal opportunities for inclusion and SEN.
- To ensure consistency across the school.
- As a means of accountability and a platform for monitoring both the success of individuals and teaching techniques.

It is important that teachers have a consistent and shared understanding of standards and that the assessments they make of their pupils' achievements arise naturally from, and feed effectively into, planning, teaching and learning.

Assessment for learning

The term assessment for learning refers to those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black and William).

Assessment for learning (formative assessment) is different from assessment of learning (summative assessment), which judges children's performance against national standards. Test results indicate the pupils' performance in terms of levels. However, an important aspect of assessment for learning is the formative use of summative data.

Assessment for learning focuses on what is needed to promote pupils' learning and progress. It identifies strengths and weaknesses in children's learning and how learning can be improved further. Various strategies can be used to promote progress and achievement for every child. At Alderman Jacobs Primary school we have adopted the following:

Learning Objectives or sharing learning goals

Learning objectives, that explain to the children what they are going to learn and what is expected of them, are shared with the children. At Alderman Jacobs School the learning objective is made to be 'child friendly' through the language used in every lesson. The children should understand them and be able to re-tell them at a level appropriate to them. For each piece of work children are given the learning objective. The teacher can then mark the piece of work to this learning objective.

Pupil self-assessment

Children achieve more when they are engaged in the learning process and our children use a variety of self-assessment procedures such as the traffic light system, thumbs up, arrows and smiley faces to show how they have understood a piece of work. Children should also be assessing their own work for strengths and weaknesses, and developing an understanding of how they will improve their work, with guidance from the teacher.

Marking and feedback to pupils

Effective feedback that helps pupils to understand through discussion and written comments is important. Children need to be reflective about their own learning. Teachers should focus on the learning objective and success criteria when they give feedback. The teacher's comments should indicate successes, what needs to be improved and how this can be achieved.

We use a variety of other marking indications which are outlined explicitly in the 'Basic Procedures for marking work' section of this document.

Peer assessment

Peer assessment is a useful activity for assessment for learning as children are encouraged to be involved in the assessment procedure. Children commenting on other's work show that they understand what is important about the piece and give the work an 'audience'. They can evaluate

and each other's work by ticking the P.A (peer assess) column on the success criteria in literacy or by using post-its on which they write down one thing they like about another child's work and one way in which it could be improved.

Talk Partners
Talk or response partners are another aspect of assessment for learning. The children talk to a neighbour or allocated peer to discuss questions and any issues raised by the teacher during the lesson. With their talk partner, the children are then asked to feedback what they have discussed to the rest of the class. The purpose of a talk partner should be to give the children an opportunity to work with others, share ideas and give children greater confidence to share their ideas in front of the class. It is essential that when a teacher sets up a talk partner task, that the task is very clearly defined.

Rich Questioning
Learning is enhanced by the use of rich questioning and associated procedures. Rich questions may begin "what do you think …?" "How …?" "What would happened if …?" etc. These are open-ended questions to generate thinking, prompt reflection and aid discussion with response partners. By using open-ended questions teachers gain insight into pupils' learning, assess understanding and any misconceptions. Pupils have the opportunity to show teachers what they understand and have learnt. Refer to Applying Bloom's Taxonomy in the Appendix.

Steps to Success
Steps to success are the steps that children will need to take during the lesson in order for them to achieve their learning objective. The steps to success (success criteria) can be either given to the children at the start of a task, or they can work with the teacher to compile steps to success together. Referring back to steps to success as a task nears completion will support pupils in their self-assessment. In literacy the grid illustrated in the Appendix should be used where possible, particularly for writing tasks.

Feedback and Marking
Our aim, as educators, must be to lead pupils towards higher levels of attainment and ownership of their learning and future development. This depends, to a certain extent on the age and the ability level of individual pupils but must be intrinsic to the learning process in all classrooms at Alderman Jacobs School.

We mark to give feedback and support the development of pupils' learning, celebrate achievement and to set a target(s) for future learning. Our marking is feedback to our pupils about how well they have done in relation to the learning objective for the task and what they need to do to improve even further. Verbal feedback may also be given after an analysis of recorded learning.

From Early Years onwards children can begin to review their own work, initially with an adult beside them. As a pupil progresses through the school this will develop to a stage where each

child checks their work against the learning objective and success criteria. After this process has been completed the work will then be passed to the teacher.

Some teachers may prefer to mark all work themselves. Other teachers, working alongside support staff, may wish these staff to mark, annotate and comment on pupils' learning, particularly where the Teaching Assistant has worked with a group in a session. All work should be marked according to the guidelines of the school.

All staff marking work must adhere to Alderman Jacobs School basic procedures for marking. Class teachers must review any work not marked by themselves to inform their future planning and target setting for their pupils.

Parents and marking

Parents should not write directly onto a pupil's work when it is taken home as homework but should feel welcome to write a comment to the teacher on a separate piece of paper or post-it note whenever the need arises. Reading record comments by parents form part of each child's reading profile and give much insight into reading behaviour.

Basic procedures for marking work

All staff adhere to these principles:

- Feedback should support the achievement of learning objectives and targets and refer specifically to them.
- There is a consistent approach from Early Years to Year 6.
- Green highlighters indicate positives; pink highlighters indicate areas for improvement.
- Blue ink (biro, thin fibre tip, ink) should be used to mark work and to make comments intended for the child.
- All work should be marked promptly and with the child whenever possible.
- All comments to be made using proper punctuation and grammar.
- All writing on work to be legible and aiming towards school script.
- Comments to be positive, appropriate and polite using whole sentences whenever possible i.e. you have worked well. Please complete page 17.
- Marking should support the assessment process.
- Work marked by supply staff should be initialed.
- Comments should include setting realistic targets for future work.
- Work which is to be exhibited (on display boards, in topic book) should be marked in pencil.
- If children mark their own work this should be done in red pen.
- Children must be given time to read and respond to written comments.
- In the interest of staff work-life balance marking must be manageable and achievable, e.g. thorough marking of groups on a rotating basis.
- Picture indicators along with a comment which is read to him/her may be used for non-readers.

The following shorthand system will be used at Alderman Jacobs School:

Highlight green the areas where the child has succeeded against success steps/expectations for the lesson.

Highlight one area pink where further work is required – this is what the child will edit.

The child edits on to the piece of work where the pink area is in red pen.

A peer will comment on the child's work in their green pen.

An (**S**) written for when support is given – (guided group).

An (**I**) written for independent work.

If verbal feedback is given during the lesson write (**V**) near the area it relates to.

(**FWR**) if the child has not understood.

√ if the child has somewhat understood, √√ if the child has met the learning objective.

There is no substitute for helpful, informative marking which indicates high expectations, relates to the learning objective, gives praise and sets a future target(s).

Summative/Statutory and Other Non-Statutory Assessments

Assessment of learning
Assessment of learning (summative) is the statutory and non-statutory testing that we carry out in school, such as; Key Stage 1 assessment, Optional Y3, Y4 and Y5 SATs and end of Key Stage 2 SATs. (Please refer to further explanations and procedures, later in this document.

Early Years Foundation Stage
As the children enter our school an informal Baseline assessment is completed. Over the year evidence is collected through regular observations, discussion, planned and independently led activities. This evidence is used to complete the EYFS profile which summaries and describes attainment at the end of the EYFS. This relates to the three prime, and four specific, areas of learning together with the three characteristics of effective learning. There are seventeen Early Learning Goals and at the end of the year each child will be judged to be meeting the level of development expected at the end of reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).
The completed EYFS will be sent to parents and a full copy will be filed in the pupil's individual profile.

The children's achievements are revised every half term. They are shared with parents at parents' evenings and at the end of the school year. The views of the children are also collected and recorded.

Year 1

Teacher assessments in mathematics and English are supported by regular bench marking of children's progress in reading. All year 1 children will complete the National phonic screening. Regular assessments are made to ensure that all children are positioned correctly within Read Write Inc. and therefore maximum progress is being made.

Year 2

Teacher assessments are made as well as the administration of Standard Assessment Tasks (SATS) in English and mathematics to aid teacher assessment. Science is teacher assessed. Year 2 SATs are used to support teacher assessment and are implemented throughout the year as one means of assessment. Accelerated reading scheme takes place in Year 2.

Years 3, 4 and 5

Optional SATs, appropriate levelled tests (E.g. 'Rising Stars' tests in English) and APP grids/Band statements are used throughout the year to ensure that a current picture of each child is kept for and used to inform future teaching. Up to date information is entered into the schools tracking programs where it is used to inform both class, group and subject progress. Results are analyzed half termly and then discussed during pupil progress meetings when strategies are suggested to move learning on or ways to support vulnerable children are discussed.

The use of the Accelerated reading scheme is used in years 3, 4 and 5 and this should make the monitoring of reading and assessment sharper but it does need each individual teacher to be aware of the level of engagement of all children in his or her English group. Good practice includes teachers highlighting the 85% club and celebrating the individual successes.

Year 6

Practice SATS in English and mathematics are administered and marked internally throughout the year to enable teachers to identify gaps in learning that need to be addressed. Externally marked SAT tests are sat at school in May. Accelerated reading scheme takes place in year 6.

PIXL

PIXL is a portal which is used by schools to analyse and support the learning of pupils in Year 5 and 6.

In the summer term of year 5, pupil progress is assessed and gaps in learning identified. PIXL is then used to pinpoint fine areas of misconception and enables these to be addressed systematically, both in class and intervention groups. In Year 6, PIXL is used to track the progress of pupils who have fallen behind or are at risk of falling behind. Tests taken by children are analysed on the PIXL system with Question Level Analysis, enabling fine-tuning of any interventions required to support the children.

PIXL offers three SAT type tests which are administered termly in Year 6 to aid teacher assessment and enable children to become comfortable with the style of SAT papers. Question Level Analysis is performed after these tests.

Tracking the progress of pupils on PIXL is done alongside the tracking on SIMs. Teachers assess against end of Key Stage statements as well as KPI grids to enable them to ensure that children have the opportunity to succeed fully in Year 6.

KPI grids

In all year groups statement grids and Key Performance Indicators are used to record progress against targets. This allows target setting to be manageable for each child and teachers use this as an assessment aid.

Within SIMs attainment is assessed through a system of steps that is consistent from EYFS to the end of year 6. The terminology aims to provide consistency and clarity while avoiding judgements when describing the attainment of pupils working below the expected band for their year group.

Each year band has been broken down into four steps:
1. B – below: working significantly below the standard of the year group expectations
2. M – emerging: working towards the standard of the year group expectations
3. X – expected: working at the expected standard of the year group expectations
4. G – exceeding: working at greater depth within the expected standard of the year group expectations

These sections may be thought of in these terms:
1. Below – pupil learning is focused on the criteria for the year group expectations, however the pupil requires significant support to access this and may have large areas of the previous year's expectations which require more work to become embedded.
2. Emerging – pupil learning is chiefly focused on the criteria for the year group. There may be minimal elements of the previous band still to gain complete confidence in.
3. Expected – pupil learning is fully focused on the criteria for the band
4. Exceeding – the pupil has confidence in all areas of the band and learning is focused on exploring the curriculum in many different contexts to embed and extend learning.

At 4 assessment periods per year, practitioners select a step to show where each pupil is working. Lower achieving pupils may be working at a band outside of their current year and will be recorded as 'B'. For children to be working at age related expectation, they would need to reach the expected step at the end of the appropriate year.

Exceeding effectively represents the consolidation of a band and it allows us to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. It is important for children to have opportunities to

apply their understanding in a range of challenging, real life contexts and to demonstrate their skill at a deep and thorough level before moving on.

Target Setting
Target setting, from whole school down to the individual, impacts on learning, as children are able to understand where they are going next and what they need to do to get there. Also teachers use targets to help focus on areas that the children are not so confident in and also for areas that have been identified as a weakness in teaching or curriculum coverage. Achieving targets set at these levels helps to ensure that we are continuously improving the opportunities we give to the children and we are personalising their learning.

Target setting, where possible, is driven by children's end points from the previous phase. For example, targets for the end of key stage 2 are set against attainment at the end of key stage 1. Target setting from EYFS to KS1 is managed carefully as the children move from the Early Learning Goals to the National Primary Curriculum, and makes full use of teacher knowledge of pupils learning to ensure that the level of challenge for each pupil is appropriate.

Recording Data
At 4 assessment points in the year, each class teacher will update their data for class or groups onto "SIMs" and then the data will be analysed carefully by teacher, phase and subject leaders as well as SLT during pupil progress meetings. The school will then react to the needs of the children in order to maintain the desired outstanding progress across the school. The use of KPI grids, ticked statements and teacher worksheets will be the focal point for such assessments and these will then give rise to the targets for the children providing the next steps in their learning.

The target setting process at Alderman Jacobs School
Individual pupil targets are set in a number of ways.

- In early years the Foundation Stage Profile and our own Baseline Assessment allows very detailed individual pupil target setting for all aspects of the Foundation Stage curriculum.

- Writing, reading and maths targets are identified from the pupil's attainment. The targets are signaled by a T on the KPI guides which are stuck into the front of the children's writing books, reading journals and maths books. Each target is ticked by pupils when they feel that they have been successful and teachers initial when they have seen evidence of accomplishment. These records of progress should be used to provide "Next steps" for the children and also provide evidence for APP grids.

- Please see performance Management Policy for teacher targets.

Reporting to parents

There are 3 opportunities each academic year for parents to be invited to discuss their child's progress.

October – Review how your child has settled into the new year group and consider progress so far after the first round of assessment. Teachers to share these levels with the child and their parents and provide appropriate information to support their understanding of National Expectations and give parents a copy of their discussions.

February/March – review progress towards English and maths targets and look carefully at expected progress and new levels achieved by individuals. How can this be extended with support from home?

June/July – Annual Report to parents including levels attained and opportunity to set new targets for next academic year. Parents are given the opportunity to meet and discuss with teachers.

In addition to this we provide an 'open door policy' where parents can arrange to meet teachers or phase leaders to discuss their child's work at any other time during the year.

At Alderman Jacobs School, we provide equal opportunities and are fully inclusive. We follow and include all pupils with appropriate assessment procedures to suit the particular needs of every child.

An intervention policy is in place which tracks children's individual progress and provides appropriate strategies for each individual child.

This policy should be read together with the school's policies on:
Special Educational needs (SEN)
Intervention
Equal Opportunities
Recording and Reporting

~~Statutory~~/Non-Statutory							
~~Created/Updated~~ /Reviewed		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Elaine Crane	Apr 2015	Achievement Committee	Summer 2015	3 Years	Summer 2018	Cathy Carlisle	Allend
~~Created/~~Updated ~~/Reviewed~~		SLT	Spring 2017				

Appendix

Applying Bloom's Taxonomy

Knowledge

Useful Verbs	Sample Question Ideas	Possible outcomes
Tell	What happened after…?	A list of the main events
List	How many…?	A timeline
Describe	Who was it that…?	A facts chart
Relate	Describe what happened at…?	A list of remembered
Locate	Find the meaning of…?	information
Write	Who spoke to…?	Reciting a poem
Find	Can you name the…?	A chart showing…
State		
Name		

Comprehension

Useful verbs	Sample Question Ideas	Possible Outcomes
Explain	Write in your own words	Pictures to show a
Interpret	Write a brief outline	particular event
Outline	What do you think could have	An illustration of the
Discuss	happened next?	main idea
Distinguish	What was the main idea?	A cartoon strip of a
Predict	Who was the key character?	sequence of events
Translate	What differences exist between?	A performance of a play
Compare	Can you provide an example of what	based on the story
Describe	you mean?	Flow chart
	Provide a definition for…	Summary report

Application

Useful verbs	Sample Question Ideas	Possible Outcomes
Solve	Do you know another instance	A book / leaflet about…
Show	where…?	A model made from
Use	Could this have happened in…?	instructions
Illustrate	Can you group characteristics such	A report in a similar style
Construct	as…?	A presentation about a
Complete	What factors would you change	particular point
Examine	if…?	A collection of

Classify	Can you apply the method/ ideas to some experience of your own? What questions would you ask of…? Using the information, can you write a set of instructions about…?	*photographs or annotated diagrams about a subject A map which includes relevant information about an event*

Useful Verbs	Sample Question Ideas	Possible outcomes	
Analyse **Distinguish** **Examine** **Compare** **Contrast** **Investigate** **Categorise** **Identify** **Explain** **Separate** **Advertise**	If…happened, what might the ending have been? How was this similar to…? What was the underlying theme of…? What do you see as other possible outcomes? Can you explain what happened when…? How is… similar to…? What were the motives behind…? What was the turning point in the plot?	*A questionnaire to gather information A flow chart to show critical stages A play about the study area A biography A prepared report about a particular topic A review*	**Analysis** **Synthesis**

Useful Verbs	Sample Question Ideas	Possible Outcomes
Create **Invent** **Compose** **Predict** **Plan** **Construct** **Design** **Imagine** **Propose** **Devise** **Formulate**	Can you design a… to…? Can you compose a piece of music for…? What would happen if…? How many ways can you…? Can you create new and unusual uses for…? If you had access to all resources how would you deal with…? Can you write a tasty new recipe for…?	*An invention A new product, named, and marketed A record, book, magazine cover A musical composition to accompany prose A performance A newspaper A stall at the fete*

Evaluation

Useful Verbs	Sample Question Ideas	Possible Outcomes
Judge **Select** **Choose**	Is there a better solution to…? Judge the value of…? Can you defend your position	*A list of criteria to judge something by A debate*

Decide **Justify** **Debate** **Verify** **Argue** **Recommend** **Assess** **Discuss** **Prioritise** **Determine**	about…? Do you think… is a good thing or a bad thing…? How would you have handled…? What changes would you recommend…? How would you feel if…? How effective are…? What do you think about…?	*A school council* *A reading group/* *workshop* *An end of term/ unit* *report* *A letter of persuasion/* *argument*