

*St Margaret Clitherow Catholic
Voluntary Primary and Nursery Academy*



*Assessment
Policy*





St. Margaret Clitherow Catholic
Primary and Nursery Voluntary Academy



Assessment for Learning Policy

This document is the statement of the aims, principles and strategies for Assessment for Learning, at St. Margaret Clitherow Academy.

The policy will be reviewed at in line with the school improvement plan and least every three years.

Assessment

Assessment is an integral part of the learning process; it helps staff to support pupils to reach their full potential.

Teachers make assessments on a continuous basis by; observing ways in which pupils work, assessing children against the learning objective/success criteria, asking questions to determine understanding, identifying difficulties and using further questions to direct pupils through tasks. On-going assessment is formative i.e. it helps to develop learning. Teacher planning is amended during and after teaching in light of Assessment for Learning, (AFL).

Summative assessment is used to assess pupil performance against national expectations. **Early Years Foundation Stage Profiles** are used in Foundation 1 & 2 and **National Curriculum Levels** assess progress in Key Stage 1 and Key Stage 2.

APP (Assessing Pupil Progress) materials are used to support both formative and summative the assessment of pupils.

Pivats and P Levels are used to assess pupils below National Curriculum levels in reading, writing and maths from the Spring Term of Year 1.

Accurate assessments help to predict future performance of pupils and identify when/where support/intervention is needed. Staff participate in training and moderation exercises, in house and with the Pax Christi Trust family of schools to ensure consistency.

Responses to children's work:

How we respond to children's work is fundamentally important. All children's efforts should be responded to in a positive and encouraging way, giving clear feedback about the positive features of the work and drawing attention to opportunities for further improvement.

Responses include:

- ❖ Verbal praise.
- ❖ Award of badge, sticker, house point, star or smiley face.
- ❖ Inclusion in our Shield's assembly.
- ❖ Head Teacher Award/Work displayed in office.
- ❖ Work displayed in school.
- ❖ Work photocopied for pupils to take home and show family.

Marking of work



Marking is an integral part of teaching and learning. It is immediate and most effective with the child present. It is important to be consistent in approaches to marking, we should respond to every piece of work produced by every child.

Each piece of work will be 'marked' to indicate that the teacher has seen and responded in some way, a 'tick' at the bottom of the page/sheet may be the only evidence of this, (or dot if a correction is needed i.e. in maths or spelling test - **not an x**).

When possible and appropriate a written comment and or symbol will be used, (see appendix).

Marking pointers

- ❖ Staff to mark **with** children as much as possible. (VF)
- ❖ All work to be marked with at least a tick.
- ❖ All staff to mark in green pen.

- ❖ All staff to mark against Learning Objective and Success Criteria eg "Excellent work, you have used connectives, (symbol), in your story'
- ❖ Sp and underlined word for spelling corrections.
- ❖ Up to 3 examples to be highlighted in children's work using a green highlighter pen to show where L.O and Success Criteria have been achieved. - staff could go around during lesson giving immediate feedback; older children could find their own examples.
- ❖ Staff to praise what a child has done well by use of a small bubble.
- ❖ Staff to set targets indicating by use of a block.
- ❖ Targets to link to objective or children's own focus.
- ❖ Staff to use symbols in marking to support children (eg A. would indicate children need to work on capital letters and full stops.
- ❖  For child response. Children should be given time to respond to marking as soon as possible.
- ❖ Marked work should be returned to children as soon as possible.
- ❖ Handwriting corrections should be practised in handwriting books.

Support indicators

The following symbols will be used to denote level of support/who was responsible for teaching;

I-Independent	TA-Teaching Assistant	GW -Guided Writing
S -support	1:1 -one to one	VF -Verbal feedback

If no symbol is used it should be assumed that the work was completely independent.

Curriculum Targets

- ❖ Everybody will be familiar with the marking symbols used for Literacy and Numeracy (See Appendix 1 and 2)
- ❖ All classes to develop pictorial target board in main teaching area so children can refer to it whilst working.
- ❖ Target boards to be up dated at least half termly after independent writing assessments.
- ❖ Learning objective and Success Criteria to be displayed in the classroom for each lesson.
- ❖ Generic targets to be displayed to remind children that all work should be neat and spelt correctly.

Self Assessment

- ❖ Success criteria will be used as bench mark for self assessment - teacher modelling, visual examples will be used to show what a 'good one looks like'.
- ❖ Up to 3 success criteria examples to be highlighted in children's work using a green highlighter pen - staff could go around during lesson giving immediate feedback, older children could find their own examples
- ❖ 'Thumbs up' and 'smiley faces' are used for younger children to self assess.
- ❖ Traffic lights should be used at the end of a lesson to inform planning. Older children should give a reason for their self assessment. (e.g. *I'm amber because I understand how to find $\frac{1}{4}$ of an amount but I'm still confused on how to find $\frac{3}{4}$.*)
- ❖ Pupils are given the opportunity in DT, Art, PE etc to evaluate their work and make suggestions for improvement.

Reporting

Parents are, undoubtedly, an important part of the educational process and we recognise the value of their involvement. Informal reporting to parents is on-going, day by day or week by week, parent/teacher consultations take place each term and we report formally to parents annually.





Written reports summarise pupil's progress and attendance, compare achievements in relation to national expectations and set future targets. Parents are given the opportunity to discuss the report if they wish.

Individual and comparative data, on pupil attainment, is shared with parents at the end of Y2 and Y6.








Governors

The Head Teacher reports to Governors termly on the attainment of year groups and specific groups of pupils to advise on; trends, areas for school improvement thus enabling the monitoring of equal opportunities and evaluation of impact and value for money.

Key Stage 1 Literacy Target Symbols






<p>A.</p> <p>Full stops and capital letters</p>	 <p>Finger spaces</p>
<p>+</p> <p>Connectives</p>	 <p>Compound sentences</p>
 <p>Handwriting</p>	 <p>Read it</p>

Key Stage 2 Literacy Target Symbols




 Connectives	 Punctuation
 Compound sentences	 Powerful vocabulary
 Paragraphs	 Presentation
SUB Complex sentences	 Proof read

Targets from KS1 can follow through to KS2 depending on ability. Likewise, if a child is making excellent progress in KS1, KS2 targets can be adopted. Space has been left so new targets can be added, as the policy develops.

Key Stage 1 Numeracy Target Symbols

 Number line	 One number per box
 Partition	 Reversed numbers
 Check method	

Key Stage 2 Numeracy Target Symbols

 <p>Check method Where is method?</p>	 <p>Good method</p>
 <p>Check answer</p>	