



**RYECROFT C. E. (C) MIDDLE
SCHOOL**

POLICY STATEMENT

ASSESSMENT

And

MARKING

Approved by Governors: Spring 2017
Review date: Spring 2018

ASSESSMENT

RATIONALE FOR ASSESSMENT POLICY

This policy statement is concerned with the assessment of the performance of all Pupils at Ryecroft C. E.(C) Middle School. It relates to assessment in its broadest sense and not simply academic data.

The statement recognises that in assessing pupils, information is also being obtained which contributes to the development of teacher skills and subject content.

The school views assessment as a necessary and integral part of learning and teaching.

The school sees four major purposes of assessment:

- to help teachers to teach and learners to learn.
- to help teachers and learners to monitor and evaluate achievements.
- to provide relevant information about achievement of pupils as appropriate.
- to help this school and other schools in the pyramid to provide efficient and effective education.

The school acknowledges that assessment encompasses a variety of forms and a variety of contexts in order to be valid, and should provide opportunities for pupils to demonstrate what they know, understand and can do.

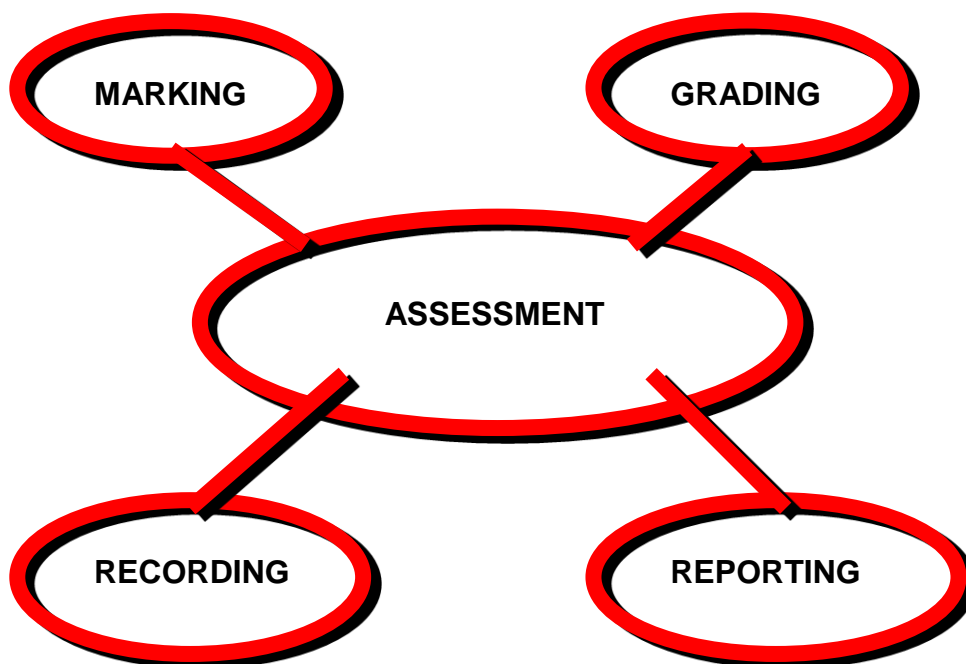
Assessment and Teaching and Learning

The school believes that assessment is an integral part of teaching and learning; that it should serve as a continuous monitor informing the next stages of learning, though ideally should not dominate or even predominate the learning process.

Within this framework, assessment should:-

- inform the next stages in learning – planning what needs to be taught next and how it should be taught;
- reflect what is taught and learned (criteria referencing) and the way in which teaching and learning takes place;
- be sensitive to the different teaching requirements and the different rates of development of individual pupils;

- support and motivate the learner;
- promote progression;
- have a positive influence on teaching and learning;
- be flexible and responsive to changing needs;
- be reasonable in the demands it makes on all concerned.



The main aim of the assessment process must be to facilitate progress in a pupil's learning.

Assessment and the Pupil

The school believes that assessment should be seen as something which is helpful and in which pupils have a part to play, as deemed appropriate by the teacher.

It should be sensitive to the difference in ages and abilities, and to those with particular learning difficulties. It should avoid, gender, racial and social bias.

Assessment for the pupil must:-

- have a formative purpose which is continuous and should motivate children by building upon strengths and overcoming weaknesses. Pupils should feel that the task is worth doing and that it increases their knowledge and understanding. Pupils should be made aware of what is expected of them and the parameters of any assessment task.
- have a summative purpose which informs themselves and their parents about achievement and progress. It should guide future choices of action.
- provide for the keeping of informative records to which both teachers and pupils contribute in certain curriculum areas, e.g. Computing.
- be aware of the expectations of individual assessments.

Assessment and Teachers

The school believes that teachers have a central role in the assessment of pupils. The importance of the professional judgement of teachers should not be underrated or undervalued.

The school ensures that teachers undergo regular in-service training through outside agencies which gives teachers the necessary competence to fulfil this role confidently and thereby ensure public confidence in their professional judgement.

- Teachers have a responsibility to guarantee that their assessments are as valid and reliable as possible and to provide relevant information to those who have a right and a need to know what is happening.
- A whole school approach to assessment in which the policy and practices of an individual teacher and department are in line with those of the institution as a whole.

These policies and actions are kept under continual review.

Assessment and the Curriculum

Assessment should attempt to measure those qualities which the curriculum seeks to foster, and it should be purposeful and meaningful in the context of each individual's learning programme.

A wide range of modes of assessment is essential if valid judgements of progress and achievement are to be made. This range will involve what pupils say and do as well as what they put on paper, and should assess what is important, not just what is easy to measure.

The dominant mode will vary from one stage to the next, but it is important that the assessment remains integral to the teaching/learning.

Assessment without Levels: 9- Point Scale.

A pupil's learning is measured against key assessment criteria taken from the National Curriculum. Following the removal of levels to measure attainment on progress, schools within the Uttoxeter Pyramid adopted the 9-Point Scale (copy attached at Annex A). The system is based on the principle established by Focus Education.

At the start of each academic year all pupils start on 0, as they study the age related expectations they move along the scale. The points on the Scale relate to a pupils developing understanding (0-1 Emerging; 2-3 Developing; 4-6 Securing; 7-9 Mastering). Pupils are set an end of year target along with interim ones – their Flight Path. Each data capture is used to identify progress against the targets. Core subjects assess pupils' work each half term, whereas non-core (foundation) subjects assess once per term

Formal Assessment

Pupils undertake a range of summative assessments (tests) across the curriculum during the academic year. These may be at the end of a unit of work or teaching year. In addition, the following are undertaken by pupils whilst attending the school:

| | | |
|----------------------|-------------|--|
| <u>Year 6</u> | SATs | Standard Attainment Tasks, nationally prescribed tests for 11 year olds in English and Mathematics. In Science the tests are undertaken by a random sample of schools. If selected, schools are notified in mid-February. As a norm end of KS2 levels are based on teacher assessment. |
| <u>Year 8</u> | Middle/High | Middle schools in the Uttoxeter pyramid undertake a number of common assessment transfer activities throughout Y7/Y8 in English, Mathematics and science. |

Pupils in all year groups are also assessed in English and Maths using the on-line GL Assessments. These are taken by Y5 pupils during the autumn term to provide a baseline. Pupils in all year groups take the next level of the test at the end of the summer term in order to identify progress. The results enable the comparison of individual and cohort performance with national figures.

GUIDANCE FOR STAFF

SUMMARY

1. Outcomes of assessment should modify our teaching methods and provide feedback on the National Curriculum.
2. In addition to 'normal' assessment, opportunities are taken to acknowledge significant points in a child's development such as:
 - * a moment of 'breakthrough' in understanding;
 - * difficulties encountered/areas of weakness and possible reasons for them;
 - * talents and strengths which need developing.
3. Summative tests should indicate what a pupil knows, can do and understands. (Criteria referenced).
4. Assessments may range from simply looking over a pupil's shoulders during normal classwork, to the use of formally administered tests. A number of methods of assessment can be used though not all need contribute to a pupil's National Curriculum record.
5. Opportunities for assessment need to be planned into normal teaching. A variety of learning experiences planned for pupils in schemes of work and in individual lessons, should provide for different forms of assessment to be employed so that weaknesses/strengths can be identified.
6. Consider carefully the nature of the task which pupils are asked to undertake. Match work to the ability of the pupil. Remember to extend able pupils and reinforcement for the less able ones.
7. Probe pupil understanding constantly through directed questions in discussion.
8. Provide pupils with understandable assessment criteria so that they are clear about what they need to learn.
9. Following the provision of the necessary guidance by their teacher pupils should be encouraged to undertake periodic self and peer assessment to better help them understand what they need to do to progress.

Pupils will be informed, from time-to-time, where they are working and what they need to do to progress. Information may be transmitted to them by the teacher:

- **orally** - to the whole class (this will not be specifically about an individual's level unless by way of celebration of achievement)
- **orally** - by a comment made to the individual pupil

- **orally** – at a parents evening or during other professional discussions
- **written** – at the end of a piece of work
- **written** – on a test paper
- **on a report** – either internal or for distribution to parents or other organisations
- **end of year targets** will be recorded in the pupils’ exercise book or folder
- **Flight Paths** are used to show a pupil’s progress towards their end of year target on the 9-Point Scale. The target is based on attainment at the end of the previous Key Stage. The Flight Paths in the front of exercise books are updated following each data capture by the teacher in discussion with the pupil. Flight paths for disadvantaged pupils are modified to set more aspirational targets.

MARKING

RATIONALE FOR MARKING POLICY

The policy is a working document which generates and informs good practice within our school. It is also a means of promoting learning. Throughout the school practice is consistent.

Aims of the policy:

- To be manageable for staff and accessible to the pupils.
- Relate to Learning Objective.
- Involve working with the pupils.
- Give recognition and praise for achievement and clear strategies for improvement.
- Allow specific time for children to read, reflect and respond to marking where appropriate.
- Respond to individual learning needs taking opportunities to mark face-to-face where appropriate.
- To inform future planning.
- To raise standards and be seen by pupils as a positive approach to improving their learning.

Marking Scheme

Marking – Non Negotiables for all year groups

- All key pieces of work are marked with the 1-9 point scale stamp. The point is clearly identified and followed up with a teacher comment, next step and/or question and an opportunity for pupil response.
- The work of disadvantaged pupils must be marked first and include two next steps and/or questions.
- Work is marked up to date within the week for core subjects and within a fortnight for foundation subjects.
- Pupils should be praised for improvement, including small steps and high quality work, to encourage and promote self-esteem.
- Pupils respond to the next steps in Dedicated Improvement and Reflection Time, this is no more than 5 minutes at the start/end of a lesson or for homework.
- Pupils' responses during DIRT are checked by the teacher and acknowledged with a comment/signature. Oral feedback or a shared learning dialogue can be evidenced as a pupil response.
- Teacher comments are written in green.
- Pupil comments are written in purple.
- Pupils' take pride in the presentation of their work and book. When this is not the case then the teacher follows this up.
- Blue pen is used in Y6 and above.
- Worksheets/paper must be secured into books at the appropriate place.
- In every lesson the date should be written in full e.g. Tuesday 2nd February 2016 and underlined.
- Every piece of work should have clear learning objectives which should be written by the pupils in their books. Any titles should be underlined.
- Pupils in Year 6 to 8 should all be using a pen to write with. Pen licences are issued to pupils in Y5 if they show consistently neat presentation. Allowances will be made for pupils with particular learning needs.

Subject Specific Requirements

Marking for Literacy

- All exercise books will carry a Literacy marking Key. This will be shared with and explained to the students. Marking for Literacy should be evident in all subject areas as part of the regular marking cycles and quality assurance procedures.

- The identified code should be written in the margin of the exercise book with the actual area for focus identified on the same line in green pen.

Language Work

- The Learning Objectives will determine the style of marking used. The individual ability of the pupil whose work is being marked should be taken into account and will influence how the work is marked.
- The type of written work being undertaken will affect the style of marking. For example, Creative Writing could be allowed to develop freely without too much emphasis upon spelling if the focus was vocabulary or paragraphs. Again, the individual ability and age of the pupil should be considered.
- The pupil's age and development level related to age should be considered.

Spelling

- The correction of spelling errors should be selective. Spelling errors should be underlined and the correct version written above or in the margin by the incorrect spelling. Mistakes then can be discussed with the child. As pupils progress through the school they should be encouraged to look up their own errors, which have been marked sp.
- As the pupil's written work progresses corrections to spellings should be written out 3 times by the pupil. Max of 3 words at a time.
- Pupils are encouraged to self-correct spellings. Where an error is frequently repeated it is simply underlined and the pupil corrects.

Punctuation

- As a pupil progresses through the school they will be expected to use an increasing range of punctuation marks. Mistakes will be pointed out and the correct punctuation should be inserted. Work that is poorly punctuated needs discussing further with the pupil.
- In KS2 a Literacy marking guide is at the front of their exercise books to help support during punctuation tasks.

Marking in Maths

- Incorrect work or misconceptions should be highlighted to the pupil for correction during DIRT (see below), with either a cross or a dot.
- Next Steps will be provided for specific pupils to consolidate or extend their learning and understanding at regular intervals. These should

include independently correcting work and/or completing a question focussing on mathematical fluency, reasoning or problem solving.

- Pupils are to correct work and complete Next Steps with their purple pens to highlight the area of misunderstanding and allow further support if needed.
- All work will be completed in pencil, other than where there are opportunities for a more extended piece of writing during investigations or reasoning work. This type of work will be completed in pen by any KS3 pupil or KS2 pupil with a pen licence.
- The date will be written in numerical form and underlined with a ruler along with the learning objective.

GUIDANCE FOR STAFF

COMMON ERRORS RELATED TO DYSLEXIA

1. Although the primary aim of the marking policy is to avoid penalising students for mistakes made with spelling, punctuation and grammar, other dyslexia-related errors can also impair the quality of a student's written work. The main difficulties are presented here to allow you to recognise errors that may be dyslexia-related.
2. Spelling errors are often evident and may include: erratic and inconsistent spelling where words can be spelt in several different ways in the same document; inappropriate use of phonetic spelling choices (*eny/any ordeance/audience*); misuse of spell check facility leading to incorrectly selected words (*sublimely perception* instead of *subliminal perception*); misspelling proper names such as the names of researchers; telescoping polysyllabic words (*rembered/remembered*); misuse of homophones (*to/too*), and letter reversals (*dose/does*).
3. Punctuation and grammatical mistakes can be present in written work and may include: misuse or omission of punctuation marks; failure to identify sentence boundaries with possible overuse of conjunctions; short, unsophisticated sentences lacking in complexity, and inappropriate grammatical constructions.
4. General presentation skills may be poor even when work has been produced through the use of computer packages.
5. The following problems can be present with handwritten work: untidy handwriting or the inability to use cursive style; confusion of visually similar letters (*b/d, p/q*), and the misuse of capital letters which is sometimes used as a strategy to select b/d correctly (*consiDeraBle*). Any additional pressures with time or stress, such as writing quickly in lectures or an examination situation, can cause handwriting to deteriorate further.

6. There may be difficulties in expressing ideas in a conventional academic style of writing and written constructions may be unsophisticated.
7. Pupils with dyslexia may digress from the assignment topic by either including information that is irrelevant or expanding unnecessarily on points of minor importance. Sometimes unusual links between topics are made that reflect a student's lateral and creative thinking skills but do not meet the learning outcomes. Even though it will not be possible to award marks for such digressions, it can be supportive to acknowledge the student's research attempts when providing written feedback.
8. Written work can lack structure at the level of both sentences and paragraphs leading to a repetition of information in different parts of the work and a failure to develop a sustained and detailed discussion.
9. A student with dyslexia may find it difficult to express his/her ideas in a conventional academic written format and may find it difficult to attain the recommended word limit.
10. Students with dyslexia often spend considerably more time on assignment production than their non-dyslexic peers, but this effort is not always reflected in their written work. Sometimes there may be a marked difference between the student's abilities as demonstrated in oral discussions and that indicated by written expression.
11. Students with dyslexia can have speech and language difficulties that affect the pronunciation of words. Some experience a stammer when under pressure and this can cause high levels anxiety in formal speaking situations, such as oral presentations.

RECORDING

The school recognises that the keeping of records allows teachers to:-

- Track pupils progress in order to support teaching and learning. The records may be academic and/or pastoral and inform the teacher of what is required teacher of what is required for the next stage;
- make judgements about pupil performances which are valid and reliable. Academic judgement will be determined by on-going teacher assessment, and periodically determining the level at which the pupil is working, using the 'best fit' model of the subject level descriptors;
- justify the professional judgements made about pupils to interested individuals and bodies;

- standardise professional judgements so that individual teachers appreciation of the value of the standard required is secure;
- generate evidence for moderation, particularly when teaching groups are being organised, or at the point of transfer from one phase of schooling to another.

What is recorded?

Teachers keep records of marked work, test percentages, grades on the 9-Point Scale, and homework completed. These are usually recorded in their Teacher's Planner, on a day to day and informal basis.

Teachers must also record on each Department's Programme of Study Tracker a pupils attainment against the Key Assessment Criteria. These are taken from the National Curriculum and are specific to the age of the pupil. The tracker allow for a developing picture of learning and the positioning of the pupils on the 9-Point Scale at the data collect points.

In addition to the Programme of Study Trackers, permanent records about pupils attainment in all subjects (excluding drama) are collected and recorded in the school's administration system - SIMS. In addition to attainment, for each subject marks are given for attitudes to learning. This data is collected at the end of each half term for core subjects and termly for foundation subjects.

The data is used to generate Tracking Grids that show the progress of individuals and groups against their mile stones. These facilitate the identification of pupils who are falling behind and direct interventions.

Records of pupil's performances in other formal assessments including QCA tests, Reading Ages, Spelling Ages are stored centrally on SIMS.

Matters concerning a pupil's welfare are recorded in their personal record file and may be discussed during staff meetings in order to keep staff aware and up to date with matters of a personal nature.

Education Health and Care Plans/Statements of Special Educational Needs are shared with staff by the SEN Co-ordinator.

At the start of each academic year, each pupil is to be set an end of year target in each subject. This is based on Key Stage 1 attainment for pupils in Years 5 and 6 and Key Stage 2 performance for pupils in Years 7 and 8.

The information reported above is recorded on Sims.

REPORTING

Statutory Requirements

Schools must send parents at least one written report every school year and notify them as to the arrangements for discussion of those reports.

The pattern of reporting to parents

The following shows the current pattern of reporting to parents over the academic year:-

- Parents' evenings – Two per year for each year group during the spring and autumn terms.
- Interim written report - end of the autumn and spring terms.
 - Using the 9-Point Scale this gives the pupil's current attainment; their target at that point in the year; the cohort average attainment; and end of year target.
 - A score of the Attitude the Learning Scale (see Annex B)
- Pupil Profile report - end of academic year

Less formal arrangements exist for parents to meet with teachers to discuss their child's schooling including the review of SEN and/or Pupil Premium Learning Passports where applicable. SEN pupils with statements require a statutory annual review where the provision of their statement/EHCP is assessed. These meetings are arranged between both parties and relevant external agencies at mutually agreeable times.

PUPIL PROFILES

These are issued to parents towards the end of an academic year. They contain all or some of the following:-

- A record of attendance in each subject including:
 - end of year target
 - actual end of year attainment
 - Cohort average attainment.
 - behaviour, including the number of positive/negative points issued during the year
 - Attitude to Learning
- An overview of a pupil's general progress including aspects of academic progress; her/his behaviour; her/his contribution to the life of the school; and any special achievement during the year, both in and out of school.
- The End of Key Stage 2 Test results.

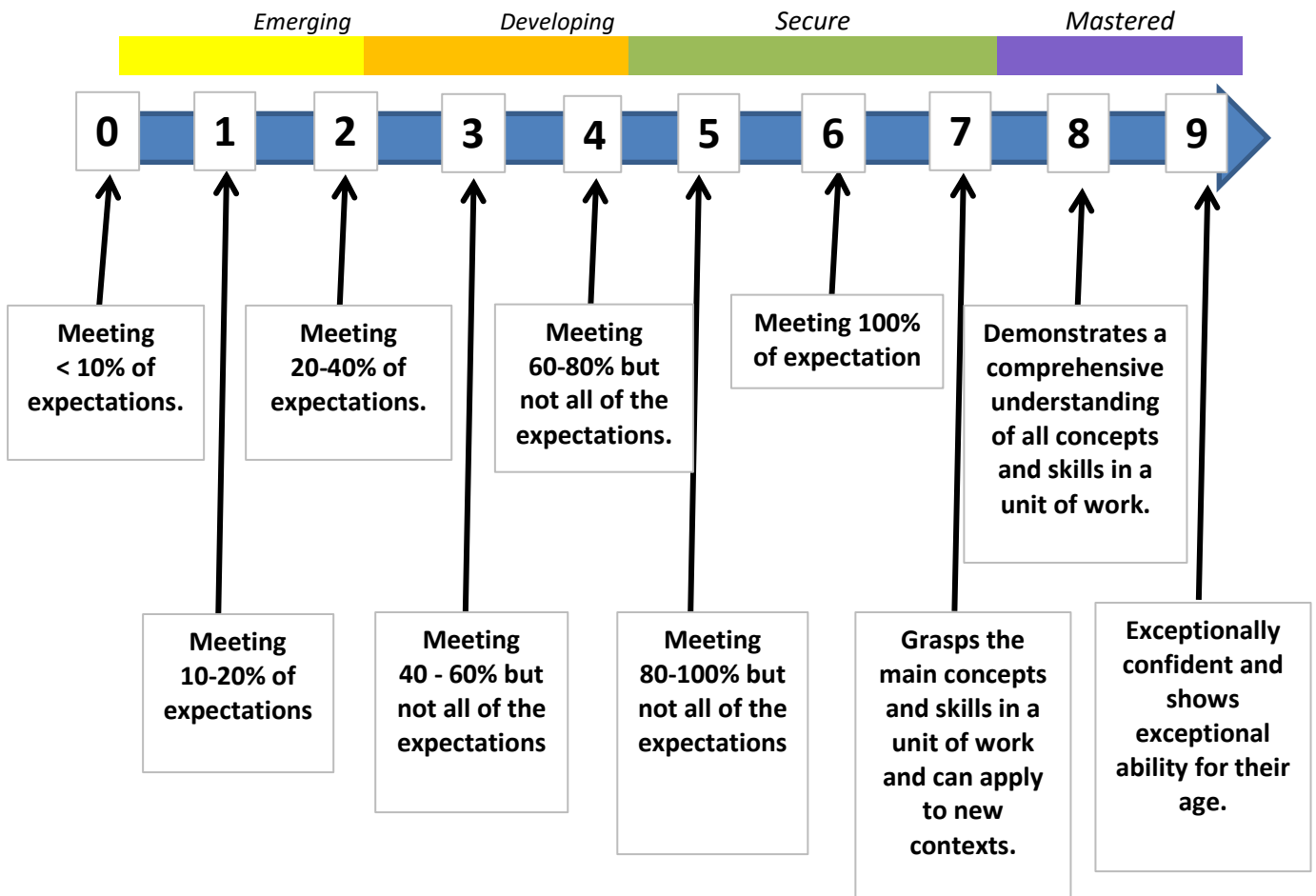
- Pupils on the Special Educational Needs Register.

Signed on behalf of the Governing Body

Chair Date

Approved by Governors: Spring 2017
Review date: Spring 2018

Annex 1: 9-Point Scale



| Attitude to Learning | |
|-----------------------------|---|
| 1 | <ul style="list-style-type: none"> a) Works off own initiative b) Never gives up c) Asks outstanding questions d) Is a highly inventive learner e) Highly motivated f) Reflects on learning and sets goals g) Takes a lead, participates well and listens to others h) Engaged all of the time |
| 2 | <ul style="list-style-type: none"> a) Mostly works off own initiative b) Never gives up c) Asks excellent questions d) Is an inventive learner e) Well motivated f) Reflects on learning and seeks to improve g) Can take a lead and listens to others h) Engaged nearly all of the time |
| 3 | <ul style="list-style-type: none"> a) Sometimes works off own initiative and listens to/follows instructions well b) Rarely gives up c) Asks good questions d) Can be an inventive learner e) Motivated f) Tries hard to correct mistakes g) Contributes ideas and listens well h) Engaged for the majority of the time |
| 4 | <ul style="list-style-type: none"> a) Usually listens/follows instructions well b) Sometimes gives up c) Sometimes asks good questions d) Usually works hard but is not often inventive e) Occasionally lacks motivation f) Usually learns from previous mistakes g) Occasionally goes off-task h) Engaged some of the time |
| 5 | <ul style="list-style-type: none"> a) Finds it hard to listen/follow instructions b) Gives up when tasks are challenging c) Rarely asks questions d) Is unwilling to take risks/be inventive e) Lacks motivation f) Repeats mistakes g) Often off-task h) Rarely engaged |
| 6 | <ul style="list-style-type: none"> a) Shows little interest in learning b) Frequently gives up c) Never asks questions d) Never takes risks e) Unmotivated f) Frequently repeats mistakes g) Off-task h) Shows no engagement |

