



Shakespeare Junior School **Assessment, Marking and Reporting**

Updated

January 2025

Rationale

This policy is driven by the statutory Assessment and Reporting Arrangements, LEA requirements, OFSTED (2022) report and the School Improvement priorities. Additional guidelines have been developed by the senior leadership team and subject leaders.

Purpose

At Shakespeare Junior School the purpose of assessment is to gather information about a pupil's attainment, progress and development; to make effective use of the information in the planning of teaching to ensure continuity and progression for individual children; and to ensure that National Curriculum requirements are met. Information gathered will also be used to evaluate the effectiveness of our teaching and learning programmes.

Assessment will incorporate:

- Baseline testing
- assessment for learning (formative assessment);
- summative assessment, to make statements about attainment or progress at the end of milestones;
- diagnostic assessment, focused on identifying specific barriers to learning or difficulties individual children have using Insight;
- informal assessment, including self-assessment and assessment of attitudes.

Responsibilities

The Head teacher and Leadership Team are responsible for the overall monitoring and evaluation of assessment programmes and the data they provide. They are also responsible for the management, development and coordination of assessment systems throughout the school.

Subject Leaders are responsible for development of assessment within a specified subject area, in consultation with the Leadership team.

Year Leaders are responsible for management of assessment within the year group and for tracking the progress of children, using the assessment platform.

Class teachers are responsible for the assessment, recording, reporting and target setting in relation to the attainment and progress of children within their class or set. Teachers are responsible for updating Insight once they have taught relevant objectives.

Pupils will be involved in self-assessment.

Related Documents

Performance management policy

Special Needs Policy

Teaching and Learning Policy

ASPIRE Criteria document

Definitions

AFL Assessment for Learning

ARE Age Related Expectations

IEP Individual Education Plan

LEA Local Education Authority (Hampshire County Council)

SEN(CO) Special Educational Needs (Coordinator)

ARA Assessment and Reporting Arrangements

ASPIRE Active, Strategic, Persevering, Innovative, Responsible, Empathetic

HAM Hampshire Assessment Model

Procedures

Formative assessment (Assessment for learning).

Formative assessment will be carried out through:

- AFL - observation of and interaction with, groups of or individual pupils as an ongoing process;

- day to day marking of work;
- updating and recording of objectives on Insight;
- additional tasks created for assessment purposes and diagnostic tests.

These continuous judgements form a major part of our assessment procedures and relate directly to teaching in the classroom on a daily basis and inform planning.

The frequency and quality of marking and feedback to pupils will be central to the successful use of Assessment for Learning in our school. The best feedback is always given within lessons directly with the pupil, who can then respond immediately.

Marking

The purposes of marking are as follows:

- To let the children know what they have learned or achieved
- To inform children of their next steps
- To correct misconceptions
- To instruct / confirm expectations, especially in spelling, where key words will need to be spelt correctly.
- To praise/ support self esteem
- To show that their work is valued
- To inform teacher assessment
- To provide evidence of attainment/progress
- To support reporting/ information for parents
- Accountability

A variety of marking types will be used, according to the purpose of the marking, the age and attainment of the children and the subject or work being marked). Marking may include verbal feedback or reference to written marking elsewhere in some circumstances. Marking will be in purple for teachers, pink for TAs and green for children. The best marking and feedback will take place within lessons, with teachers and teaching assistants indicating where they have marked in class through use of their purple or pink pens. This is referred to as 'live marking'.

The following expectations apply to all marking and assessment for learning:

- Where comments are used, they should offer guidance, correction, extension or to remove misconception.
- Work will be assessed before the child sees the work again
- Work will be assessed before the next sequential part of teaching or learning is planned
- Children will be given time to think about and respond to marking

The following expectations apply to all types of marking:

- All formal work will be marked with at least the minimum requirement of marker's initials, or work ticked.
- Children will be allowed to mark some work such as mental maths tests but it should be validated by an adult.

Diagnostic tests

At the start of the year all children will be assessed using the Salford and Nelson reading and Vernon spelling tests. The data from these tests will be used to track progress but also to identify specific issues that may present barriers to learning, for example, poor phonic awareness. In subsequent terms, these particular children, along with any children whose progress and attainment are inadequate, will be assessed again, following interventions and to show the amount of progress the child has made and also to inform for children's IEPs, EHCPs, or for identification of next steps in learning.

Children with specific issues may be tested by other means. This will be approved by and organised in consultation with the SENCO. Further information is available in the SEN policy.

Summative Assessment

Teacher Assessment.

Reading, Writing and Maths: Children will be assessed against the Hampshire Assessment Model criteria which show a progression of skills linked to ARE for each Year group. Some children may be assessed using the 2021 Pre-Key Stage 2 Teacher Assessment framework.

Science and Foundation subjects: Each child will be assessed against key objectives. MTPs will identify the standard that should be met to be ME and EE (in the form of WILF). At the end of each half term, assessments will be made against key objectives for foundation subjects and children who are working below or above that level identified. Rest of cohort not named will be meeting expectations.

End of Key Stage assessments

Maths and English:

Shakespeare Junior School will continue to administer the end of key stage tests in maths, reading and GPS according to the statutory ARA. Writing will be assessed using the HAM and end of key stage guidance from the DFE and the Standards and Testing Agency.

Children will be tested in maths and reading using a range of assessments which assess children's knowledge based on ARE.

Baseline assessment

It is recognised that assessment procedures are different between key stage 1 and key stage 2. To support statements about progress across the first year of key stage 2, therefore, baseline assessments will be undertaken by year 3 children at the beginning of the Autumn term each year in maths, reading and writing. This will be organised by the year 3 leader.

Informal assessments

Pupil self-assessment

Children will be given opportunities to contribute to the assessment of their work and learning in all subjects.

Currently, self-assessment can be seen in the following forms:

- Children's self-assessment in foundation subjects in topic books.
- Children's evaluations of D&T work in topic books.
- Responses to English and Maths feedback in English and maths books.

PSHE and ASPIRE assessment

The nature of PDL (personal development learning) means that much of the learning and many of the outcomes have an ephemeral nature.

On occasions when there is a permanent outcome (e.g. writing, drawing, recording) any marking should be in line with the school marking policy, however, PDL cannot be judged in the same way as many other curricular subjects, due to the individual nature of the learning and the learner. Comments therefore should recognise a child's ability to communicate, recognise their learning or recognise their next steps. Any judgements made about learning are likely to be subjective and based on assessor's personal values or viewpoints.

Much marking of PDL will be verbal and probably immediate, although children should be given longer term opportunities to reflect, through discussion with peers and the teacher, on their progress towards intended longer term goals. These will sometimes relate to the ASPIRE values. Comments on permanent outcomes will also relate to ASPIRE.

The PDL aspects of learning are also assessed via 'ASPIRE'. ASPIRE qualities can be demonstrated during lessons (as identified in the MTPs) or at other times in the school day. Examples of the expectation in different year groups can be found in individual MTPs and also in the ASPIRE criteria document stored on the network. However, this is not a definitive list and teachers should use their professional judgement to identify whether a child has met their year's requirement for a particular aspect of ASPIRE. The ASPIRE record sheet must be displayed in all classes and be clearly visible to the children.

Procedures to support assessment and reporting.

The following procedures are required to ensure that the processes of assessment and reporting are carried out in a consistent way across the school and that the results of these activities are of maximum value.

Record keeping

Assessment records fall into one of three categories:

1. Whole school information e.g. overviews, end of key stage results
2. Teacher's information: This includes information recorded in personal mark books, or in personal digital files.
3. Children's records: This may include any of the following:
 - Foundation subject records
 - Any marking and comments written in children's exercise books.
 - Digital information stored in children's folders on the network and on PE App.
 - Annotated photographs of work completed.
 - Class matrices, updated regularly in line with the HAM.
 - Spelling and Reading test scores
 - Any other internal assessment test scores

Each class teacher must keep records of their children's attainment/ progress, these will relate to marking and be used to inform planning and reporting.

The records kept within the school are intended to be manageable and will have a clear informative purpose.

Tracking pupil progress

Termly teacher assessment for reading, writing and maths and regular tests for reading and maths will be recorded. Termly tracking meetings will focus on children not meeting their expected attainment and be recorded on class matrices. Comments will focus on interventions and learning opportunities to correct progress deficit.

Year teams will also look at the progress and attainment of specific groups of children in relation to the main cohort, including vulnerable children and children on the SEN register.

Transfer of records: In order to support consistent assessment of children across year groups, some of these records are passed up to receiving class teachers at the end of the school year.

For records relating specifically to children on the SEN register, see SEN policy.

Moderation of assessment

Moderation of writing within each year group will take place regularly as part of PPA. In addition to this, moderation across year groups and between key stages will take place on a regular basis. Subject leaders attend moderation meetings for their subject and Year groups will moderate with other schools where appropriate.

Target setting (core subjects)

- Targets will be set for each year group and defined by % of children expected to meet and exceed Age Related Expectations. These will be set as part of the performance management process.
- Progress targets for class teachers will be set for all children on an individual basis during annual target setting meetings with the Head teacher and year leader. This information will feed into the performance management of class teachers.
- Teachers use their regular assessments to provide the children with Individual short term targets in the core subjects.

For targets relating to IEPs, see the SEN policy.

Reporting arrangements

Reporting to Parents

Progress and attainment of all children is reported formally to parents twice each year through written reports. In the spring term, a mid-year progress review is sent to parents. This includes key individual targets for English and mathematics. The review is followed up by parent-teacher interviews.

In the summer term a full written report is sent to parents. This refers to earlier targets and sets new ones in English and maths. It also summarises progress and attainment in the curricular subjects and updates information on personal and social development.

In October, there is an early parent-teacher meeting to discuss early progress and targets. Parents will book appointment times online, supported by the school office if required.

There will also be information about the results of End of Year tests, accompanied by an attendance report. Parents of year 6 children will receive information on their children's performance in national tests after the results have been returned to the school, usually in the first two weeks of July.

There will be an informal opportunity to discuss children's progress and other important information at the open evening in July.

Parents can request a meeting at other times during the year and agree this with the classteacher in advance.

Reporting to the governing body

The Head teacher and English and maths managers will report to the governing body on the progress and attainment of all year groups in reading, writing and maths. The verbal report will be accompanied by data summaries prepared by the Head teacher or subject leaders. During the year, other subject leaders will be required to report to the governing body about their area of subject responsibility and this may include

assessment. Developments in assessment in the school will be communicated to the governors at full governor body meetings.

Reporting to and from feeder schools

- At regular meetings involving teachers from Shakespeare Junior School and local secondary schools it is agreed what is to be passed on in terms of records and evidence.
- Year 2/3: At regular meetings between teachers from Shakespeare Junior School and Shakespeare Infant School it is agreed what is to be passed on in terms of records and evidence. Phonics test results and end of key stage assessments will be shared.

Reporting to the LEA

The end of key stage results in core subjects are reported to the LEA in accordance with the national requirements.

National data

The school has a statutory duty to report end of key stage results and other data for use in national statistics. This will be managed by the Head teacher.

Monitoring of implementation of the policy

The policy will be approved by the Leadership team and Governing body before becoming active.

From that date all staff will be expected to be familiar with the policy and to put it into practice. The Leadership team will share the responsibility for the monitoring of the implementation of the policy.

Appendix : Subject Marking and Assessment expectations.

Computing:

- Evidence of work to be saved in each child's folder for the current year.

Art:

- Children to assess final piece of work in each unit using 2 stars and a wish.

Design and Technology:

- Record of children's work to be recorded in topic books with an evaluation completed by the child (photographic evidence is likely to be the most common form of recording)
- Teacher to follow up with 2 stars and a wish.

Music:

- Evidence of achievement in music should include recordings of performances, photos of performances or lessons.

PSHE:

- Within each class, children's progress towards their year group ASPIRE award will be recorded and displayed in a form accessible to all children. Each child have a key question at the start of each unit where they record their initial responses. They return to this at the end of the unit.

Appendix 2

Shakespeare Junior School EFFECTIVE FEEDBACK & MARKING GUIDANCE

Rationale

Marking will provide constructive feedback to every pupil. It will focus on success and improvement needs against learning intentions (WALT) and key skills (WILF); enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

The best feedback is done during the lesson and this will be evidenced through purple and pink pen in books.

Aim

Marking and feedback will:

- **Be made throughout the lesson to reflect on learning.**
- Relate to learning objectives (WALT) and key skills from assessment stickers, which have been shared with the pupils.
- When appropriate give recognition and praise for achievements but must give clear strategies for improvement which is related to individual needs.
- Allow specific time for pupils to read, reflect and respond to feedback and make improvements during the lesson.
- Marking and pupils responses should inform future planning
- To be accessible to all pupils and seen as a positive aspect in improving their learning
- Be used consistently throughout each lesson

Implementation

Effective feedback and marking is a key tool in providing feedback to pupil's learning and forms part of formative assessment which is essential in improving and moving pupils forward towards desired learning outcomes. Teachers will give feedback to children verbally and in writing during lessons and also may distance mark as appropriate.

Effective feedback comes under different headings:

- Consolidate and challenge
- Identifying achievement
- Removing misconceptions

Specifying Attainment is teacher feedback, which identifies specific aspects of successful attainment.

Specific Improvement identifies where mistakes lie and how work can be improved.

Responsibility

It is the responsibility of the class teachers to ensure that this policy is carried out.

Each subject leader has got the responsibility for checking that the policy is being carried out in their particular subject area.

It is the responsibility of the Subject Leaders to feed back to the Headteacher and Governors on the implementation of this policy.

Time

If the work has been distance marked by the teachers, children will be given time to reflect on any comments. This will normally be done as part of the next lesson and children will respond in green pen.

The Pupil's Role in Marking

If the work has been distance marked against the learning objective (WALT) and key skills (WILF), the pupils will be given the opportunity to respond to the comments, and make any corrections, if appropriate, using a green pen. The aim of all feedback and marking is that it becomes a two-way communication between the pupils and the class teacher to enable next steps in learning. They will also be asked to correct key spellings.

Other Adults

Support staff will mark work with groups of pupils with whom they have been working. When this is the case they will follow the guidelines above. The class teacher is still responsible for ensuring this is done.

Supply teachers who carry out work in the school are expected to mark all work in accordance with this policy. This will be given to all new supply teachers as part of the welcome pack on arrival in the school.

Monitoring and Evaluation

- Work sampling will take place to identify where support is required and to identify good practice.
- There will be an annual review of the policy and any future training will be addressed. In line with the teaching and learning policy, objectives (WALT) will be clear in all lessons. Key skills (WILF) will be referred to throughout the lesson to refocus the children's learning and help them to recognise success and areas for improvement.

Marking Formats

- **Verbal Response**, as with all marking strategies, will consist of assessment against the learning objective (WALT).
- **Peer to Peer**. Time and training must be given to encourage the use of response partners.
- **Distance Marking** is most effective when marking in depth and may involve the use of full comments. If these are to be used they will fall into three main categories:

1. Challenge prompts e.g. what else could you say about the boy?
2. Consolidation prompts e.g. choose either the adjective wrinkled or lined for the description – this could be a question to prompt their learning.
3. Assessment prompt e.g. you have really used some good adjectives.

Written Comments

- Comments will reflect the learning objectives (WALT) of the lesson and key skills (WILF), where appropriate.
- Comments could be praise or next steps in learning where appropriate.
- Comment could be “See Me” and then evidenced by teacher input in following lesson.
- Could be in the form of an example to complete or a sentence to edit.

Comments should:

- Be positive, indicating what has been done well.
- Indicate an area which will be focussed on in next lesson.
- Question the pupils next steps in learning

When marking teachers need to consider:

1. Do the marking comments relate to planned WALT and WILF?
2. Can they be read clearly and understood?
3. Do they indicate a next step in learning?

Although spelling, grammar and presentation will be commented on, it must be remembered that marking focuses on the planned learning objectives (WALT) and key skills (WILF). Comments on other areas should be limited so that the children can focus on the learning objectives.

High frequency spelling mistakes need to be underlined and written at the bottom of the work by the teacher, with the misspelt part left blank before the pupil can respond by writing out the correct spelling three times. These should be limited to two or three misspelt words which relate to the key spelling relevant to their development. e.g. misspelt **warter**, underline and then at bottom write **w_ ter**, they fill in missing letters/sounds. Then write out correctly 3 times.

The Response Partner/Talk Partners

Response partners are used to involve the pupils in their own learning. A good response partner is not always the pupils’ best friend. An effective response partner will critically comment on their partner’s work, highlighting strengths and areas that could be developed.

Pupils need to be trained before they can effectively utilise response partners. This is done through whole class modelling of the role of a response partner.

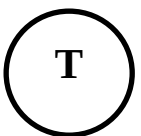
Agreed Marking Code



= Verbal feedback



= Positive praise/ achievement



= Structured comment based on a challenge or consolidating (next step)

Misspelt words = Underline misspelt word and then corrected at the bottom of page for children to practise writing it out three times.

Guidance: Next steps in marking

- Should identify what has been done well and what still needs improvement
- Give guidance on how to make that improvement
- Need to be focussed on specific learning points to avoid 'information overload'

There are three types of improvement prompts:

- Reminder (reminding the child of the learning question)
- Scaffold (providing examples of what they need to do)
- Example (giving exact sentences, words or phrases to copy)

Examples of literacy improvement prompts:

Challenge: *How would David be feeling after Sam had run away?*

Consolidate: *What was the monster doing? 'The monster was so angry that he'*

Example: *Choose one of the following to make your work even better or try and think of your own sentence.*

'James was a kind, likeable boy with a great sense of humour'

'James was easily bored and liked lots of attention'

Examples of numeracy improvement prompts:

Challenge: *Say more about.....*

Explain why you think this is.....

Consolidate: *question – Can you explain why?*

directive - Please check answers by.....

Unfinished sentence – The numbers in the sequence are

Example: *Choose which of these is correct...*

Examples of other improvement prompts

- WALT achieved! You have done well at...
- Improve by making sure you...
- Don't forget to... Try this tomorrow.
- Question:
 - Try question 10 again?
 - How do you think you can improve this work?
 - Now trying solving 25% of 12?
 - What are you missing from the WILF?

APPENDIX 3

Shakespeare Junior School's Assessment Model

End of Year Assessment:

- Teachers carry out assessment on a daily basis against end of year objectives for each year group
- This assessment is based on the Hampshire Assessment Model.
- At the end of each milestone,

Phased Teacher Assessment snapshots:

- Teachers will conduct snapshots of whether children are on track at three phases throughout the year:
 1. Phase 1 the end of November
 2. Phase 2 – the end of February
 3. Phase 3 the end of April

A final assessment is conducted in July this is carried out using all of the HAM criteria.

- Staff and SLT will create tables of where children are at each phase
- The amount of children BE is key, this is compared to last phase and progress will be shown by this reducing e.g Phase 1- 10 BE, Phase 2- 5 BE
- When assessment snapshots have been logged a staff meeting/ppa in the last week will be used to scrutinise work from each category (BE, ME and So on) to ensure teacher assessment is accurate, this work sampling will be collected as evidence and both Year leaders and subject managers will have a copy
- Interventions will be planned for children not on track for Meeting ARE (BE)

Half Termly Test assessment:

- Each half term tests may be conducted in Reading, Spelling, Grammar and Maths dependent on Year leaders
- Teachers record their raw scores
- Leadership/subject leaders then create tables of this assessment (teacher assessment of each phase)
- This is used to support and aid teacher assessment