

# Marking, Assessment, Recording and Reporting Policy 2023



## Foreword

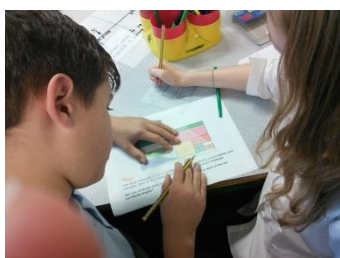
*The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment: in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and nationally standardised summative assessment, which is used by the Government to hold schools to account. Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.*

*(Final report of the Commission on Assessment without Levels)*

At Cromer Junior School we use a combination of formative and summative assessment.

## Formative Assessment

Formative assessment is used to precisely identify gaps in learning, to inform whole class and small group/1-2-1 teaching. To be effective, this needs to be underpinned by a principle of accurately delivered feedback alongside high engagement with learning by pupils. Children should understand that questions in class and the marking of their work enables adults to help them to move on with their learning, filling gaps and preparing them for extension. Adults will watch children while they work, intervening to anticipate and correct misconceptions, asking probing questions that encourage either greater depth of understanding or direct them toward the next step in their learning. Plenaries are used at various points during an activity to help children to consolidate their understanding or reshape the lesson to ensure that intended outcomes are met.



Formative assessment is always focussed on the individual child even if it is approached with larger groups. Despite the urgency for all pupils to reach the expected standard, it is wholly recognised that routes of learning may differ; each child requiring a different level or 'micro-management' with the level of intervention needed. Some children may need more intensive support than others and this will change over time, depending on curriculum strengths and weaknesses. Low stakes hinge questions and quizzing provide 'moment in time understanding' assessment. Questions from previous learning are used to check knowledge retention.

Informal conversations between teachers, teaching assistants, along with outside agencies or adult helpers, strengthen the breadth of formative assessment.

## Summative Assessment

Summative assessment is used to assess learning at key points in the curriculum cycle. It is important that teachers and the school leadership team are able to track the progress of individuals or cohorts against that made by children nationally.

Children sit national assessment tests at the end of the key stage, for which the school is accountable.

A range of formal assessments are used in each of the core subjects, providing clear data for analysis and presentation to parents. Performance in these tests contributes to the overall decision, alongside formative assessment, as to whether a child is meeting national expectation or on track to do so by the end of Year 6. Readers are always provided, in line with what is normal classroom practice, for those children that need support accessing the tests.



Besides the data collected by summative assessment, question analysis provides very clear indicators of gaps that need to be filled or strengthened. Targets are identified for children if formative and summative assessment agree that there is a particular weakness. Children are encouraged to aspire to beating previous scores.

Each child is recorded as either being above, at or below the level expected for them at their age and point of the year on venn diagrams in the headteacher's office. This provides a dynamic view of the individual pupil, cohort, class or specific group's performance at a given time. Pupil Progress meetings with teachers interrogate the intervention given to individuals, insisting on sufficient urgency to ensure that expectations are quickly met.

Pupil Asset is also used to track pupils' progress, enabling teachers to record where children are working beyond the level expected by most children, or indeed how far behind they are. This numeric data allows the school leadership team and subject leaders to analyse the overall performance of pupils and pupil groups.

## Beyond Cromer Junior School

Cromer Junior School shares this assessment policy with other schools in the cluster, in particular with the Suffield Park Infant and Nursery school (main feeder) and Cromer Academy (main transfer High School). This serves dual purposes: to ensure that transition of pupils and data is as effective as possible and to evaluate the strengths of the policy in relation to that of other schools. The school leadership team has had detailed discussions with leaders at successful schools (from a range of local authorities) to evaluate and assimilate aspects of good practice.

## Procedural Aspects

### Maths

- Headstart tests (40 minutes) at the beginning and end of each unit – analysis sheets used to identify individual or group gaps – children record their own score to aim at personal best
- Tables tests weekly – cup presented to upper and lower school in assembly
- NFER tests twice yearly

### Reading

- Salford test for children with an IEP (or being explored for IEP) three times a year
- High Frequency Word reading for children with an IEP (or being explored for IEP) three times a year
- Star test each term – steering book bands – teachers monitor quiz scores on a weekly basis
- Accelerated Reading (AR) quizzes – part of the conversation/evidence gathering to target progress in reading – Early Literacy assessments are taken monthly for those children below the minimum access standard for AR levels
- Vocabulary tests where possible
- NFER tests twice yearly
- Phonics phase screening for children being considered for intervention – at the beginning of Y3

### Writing

- Green Pobble book writing assessment – half-termly
- Writing moderation and assessment grids are used to assess writing (tracked twice yearly)

### Spelling, Punctuation and Grammar

- Youngs spelling test for children with an IEP (or being explored for IEP) three times a year
- High Frequency Word spelling for children with an IEP (or being explored for IEP) three times a year
- Big Sixty spelling test each half term
- NFER SPAG tests twice yearly

## Science and Foundation Subjects

- Quizzes are used at the end of each topic to assess learning. A 'best fit' approach is taken to record an annual grading of below, at or above expected. This is very much 'in development' following the adoption of Cornerstones 22 curriculum.



## SEND

- A broad range of assessments are used with SEND children. The outcomes of such assessment helps to inform the conversation with parents, three times a year, at their IEP review meetings. Children with IEPs (or in some cases, compound disadvantage) have a one-page profile. Sometimes assessments will be completed by our specialist SEN teacher or an outside agency. Children are entirely consulted with and included in all aspects of their IEP writing and review progress.

*(for more information see the School Information Report)*

## Using Pupil Asset to track progress

Children are recorded as being **below**, **at** or **above** the expected standard. Some children may be described as being **just below** or **just above** the expected standard.

The venn diagrams continue to be the most interactive, dynamic view of current data. Pupil Progress meetings take place twice a year.

## Reporting to parents

*\*Parents receive a mini-report twice a year, indicating whether their child is below, at or above the expected standard for core subjects. This is described by allocating colours to match the different descriptions. An 'effort' grade is also attached. Mini-reports assist the conversation between parents and teachers at Parent's Evenings\* **Currently under review.***

An annual report to parents goes out towards the end of the year. This informs the conversation with parents. Teachers make contact with parents where pupil progress meetings identify children making less than expected progress.

## Appendix (i) Marking guidance – responding to children’s work

Through marking and feedback staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

### **Aims**

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.

### Objectives

- Children will be able to explain what teacher’s marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking to inform future planning.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

### When a child works with an adult as part of a guided session:

- Red pen is used by the adult to draw ‘stick people’ at the top of the child’s work – this indicates that the child has worked with an adult and has received instant and integrated feedback during the lesson. An **MO** is written to indicate a child has been ‘**Moved On**’ in their learning.
- When working in guided groups with pupils, teachers may find it useful to annotate pupils work using a red pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Red pen is used by the adult to initial pupils work at the bottom on completion.
- Sometimes there will be a combination of independent work and adult intervention – the story of that lesson will be easy to see from the changes between red and green

### When a child works independently of an adult

- Green pen is used by the child to draw ‘stick people’ at the top of their work – this indicates that they have worked independently of an adult (they may have worked alone, with a partner or as part of a group).
- All independent work is checked by the class teacher and stamped using coloured stamps – stickers may be used for rewards where appropriate.

- Where the pupil outcome is 'as expected', a stamp other than red are used to indicate this.
- Where the pupil outcome is 'as expected' but there are 'minor corrections' required, a stamp other than red are used to indicate this and corrections are addressed by the teacher using a red pen (See appendix ii for definition of 'minor corrections').
- When the pupil outcome is 'not as expected', a red stamp is used to indicate this and the teacher will make a note of their planned next steps for the child on the Distance Feedback Sheet. Next steps will include a wide range of strategies including verbal feedback, change of teaching group, further challenge, support of an adult or resource for the next lesson etc. This need not be recorded in detail, the DF sheet is to be used by teachers as an aide memoir.



- Red stamps can indicate that particular praise has been earned.
- When a child has exceeded expectations, teachers will use a sticker symbol (s) to indicate to the child that they are impressed with their achievements.

## Appendix (ii) Minor Corrections

What constitutes a 'minor correction'?

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, *"oh yes, I missed that"* rather than, *"oh, I didn't know that"*

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the use of the red stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this.

*(appendices adapted from Shaw Primary Academy – Ockendon)*