



Assessment and Marking Policy

2025 2027

Assessment

Rationale

Assessment forms an integral part of effective teaching and learning, allowing children to achieve their true potential.

Aims

- To gather information about the performance of individual children, groups and cohorts of children.
- To inform the school's strategic planning process
- To measure the impact of intervention strategies
- To gather information to inform teachers' planning
- To inform the Governing Body of the school's standards and achievement and trends of performance in relation to national standards.

Effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Provides the school with information to track the progress of pupils, groups and cohorts; evaluate and plan strategically.

Assessment Periods

There are three assessment periods during the year: Autumn (December), Spring (March) and Summer (June).

Baseline Assessments

Year 3 baseline assessments are carried out at the beginning of the autumn term in reading, writing and maths. For writing, the KS1 Teacher Assessment Framework is used; in Reading and Maths the NFER Suite 2 Assessment Materials are used and for Phonics, the Little Wandle Revised Letters and Sounds Placement Assessment is used.

New pupils joining the school after their first term in Year 3 will be assessed in reading, writing and maths, at the next assessment point.

Progress meetings, with the Headteacher, Deputy Headteacher and Class Teacher, are held after each assessment period to support the teacher in identifying barriers to learning and to plan strategies to intervene or to further support the pupil.

Summative Assessments

In each assessment period, teachers make a summative assessment judgement, based on the children's work in class and test performance where appropriate, which will help teachers to inform judgements about current attainment and next steps in learning.

Sonar

Sonar is a tool used to help analyse the summative assessment information. Each term, progress from start points and attainment of different groups of pupils are analysed and shared with class teachers during progress meetings and reported to Governors.

Toolkit Progress Tracker

Toolkit Progress Tracker is used to track the progress of children who have personalised curriculums because they are working significantly below age related expectations. Each term the teachers input the assessment information which is collected via the regular updating of the continuums. The SENCO will liaise with all concerned to ensure assessment information on individual children with educational needs supports their teaching and learning.

Writing:

Teachers record when the children have achieved each objective throughout the year. At the assessment points, the teachers use this assessment information to make a summative judgement which is recorded on Sonar. In Year 6 teachers assess against the KS2 Teacher Assessment Framework. In Years 3, 4, and 5, teachers assess against our World's End Junior School Assessment Grid.

Phonics:

Children who have been identified as needing further support in Phonics will be assessed each half term using the Little Wandle Revised Letters and Sounds Assessment. This measures the progress of interventions using the validated Little Wandle Revised Letters and Sounds Scheme.

Reading:

In Years 3, 4, and 5, during Autumn and Summer Terms, teachers assess using the NFER Suite 2 Materials and in Spring Term teachers use NFER Spring Assessments. These give judgements against the National Curriculum. In year 6, past SAT papers are used.

Maths:

In Years 3, 4, and 5, during Autumn and Spring Term, teachers create assessments based on the content that has been taught, from a range of assessment questions appropriate for the age groups. These are sourced from the NCETM Prioritisation Documents, NCETM Reasoning Progression Maps, Rising Stars Assessment Questions and the DfE Primary Guidance. This ensures that teachers are testing the content taught rather than teaching to the tests. These short assessments inform teacher assessments which are guided by the STA Cognitive Domain statements (see appendix). In year 6, past SAT papers are used.

In Summer Term, when all of the content has been taught, teachers complete a Summative Assessment using the NFER Suite 2 materials.

Foundational Knowledge Fluency in maths

- Additive facts are assessed in Year 3

- Multiplicative facts are assessed in Year 4
- Key Instant Recall Facts are assessed in Year 5
- Fluency in arithmetic is assessed using SATS Arithmetic Paper's in Year 6

Moderation and Standardisation

We recognise the importance of ensuring that teachers have a shared understanding of the standard of work expected both at Age Related Expectations and at the Higher Standard in all subjects assessed. We therefore provide opportunities for teachers in all year groups to work together with the support of the subject leaders to standardize judgements. In addition, we regularly meet with outside agencies to moderate judgements (e.g. Maths Hubs, Services for Education and Ladywood Consortium). In addition, the Literacy Leader is a Local Authority Moderator for Birmingham in KS2 Writing.

Monitoring and Evaluation

The Head Teacher and Leadership Team will ensure the policy is implemented consistently throughout the school using strategies such as:

- Discussion with teachers and children
- Sampling teachers' planning
- Lesson observations
- Work scrutiny
- Tracking children's progress
- Sampling children's records and reports

Marking

We believe that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Marking and evidence-recording strategies should be efficient, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers.

We believe all marking should:

- relate directly to the learning objective of the lesson and the expected outcomes
- provide evidence achievement
- be immediate – a significant time gap between completion of the work and marking it makes the feedback of little interest to the children and of little relevance to their learning
- support planning for the next step in learning
- be taken note of by the child in a meaningful way
- empower the child to feel in control of their own learning

Guidance on Marking English, Science and Foundation Subjects

- Work is highlighted pink when it is correct (tickled pink) and green when it is incorrect (green for growth)

- In English, all extended pieces of writing and / or one piece of writing per week should be marked in depth, the children should be informed of next steps to support their writing journey.
- In Science and foundation subjects, it is not a routine expectation that next-steps be written into pupils' books. The next lesson should be designed to take account of the next steps.
- For any written comments that the teachers wish to make, consideration should be given to the following questions:
 - Can children read your comments? **It is vital that all teacher comments are legible.**
 - Can the children understand your comments?
 - Have you considered when the child will read your comments?
- Any written comments should take on a positive, rather than negative, form.
- Two or three spellings should be corrected in each piece of work. This should be related to the spelling ability of the child, spelling rules or letter strings currently being taught, or technical vocabulary which has been made explicit during the lesson. This should take place in all books (including maths). Refer to the Spelling Policy.
- When anyone other than the class teacher has marked the work, for example PPA teacher, supply teacher, teaching assistant or child, the work must be initialled.
- Supported work should be clearly identified and initialled by support staff to support the teacher in making decisions regarding next steps
- Pupil's may self-assess and peer assess each other's work, they are expected to edit, improve and up-level work using green pen

Marking in Mathematics

Research (Black et al 2003) shows that the most effective and beneficial forms of assessment are ones which support learning (i.e. are formative) and are built-in to lesson design. In primary mathematics they require:

- well-structured classroom activities;
- regular opportunities for discussion of answers and strategies to support pupils' reasoning skills and check and deepen their understanding;
- interaction and dialogue (between teacher and pupils, and between pupils themselves), focusing in particular on key ideas and concepts (including misconceptions and difficult points) and effective, efficient strategies of working mathematically.

Guidance

- In line with other subjects, work is highlighted pink when it is correct (tickled pink) and green when it is incorrect (green for growth)

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, teachers simply indicate where each slip occurs through highlighting.
- If errors demonstrate lack of understanding for a small number of children, the teacher will address this by working with the children in a guided group in the second part of a lesson or thorough pupil conferencing.
- If errors demonstrate lack of understanding for a large number of children, the errors will be addressed in the next lesson.

- Evidence shows (Black and Wiliam 1998) that pupils benefit from marking their own work. Therefore, when the teacher feels it is appropriate, work in maths books (Year 6) and workbooks may be marked by the children. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on. Maths journals are always marked by the teacher.
- It is not a routine expectation that next-steps be written into pupils' books.
- Any written comments consideration should be given to the following questions:
 - Can children read your comments? **It is vital that all teacher comments are legible.**
 - Can the children understand your comments?
 - Do you allow time for the children to read your marking?
 - Have you considered when the child will read your comments?
- Teachers reward effort and pleasing work with motivational stickers or stamps.
- As with other subjects, spellings and basic skills must be corrected

Peer and self-assessment

For self and peer assessment to be effective the following points should be considered:

- A growth mindset culture should be prominent within the classroom;
- Children should be trained in the process of self-evaluation/peer assessment. This process should be regularly modeled by the class teacher;
- Feedback/peer assessment can be oral or written,