

# **St John Baptist (Southend) CE Primary School**



# **ASSESSMENT POLICY**

**Agreed: Dec 2016**

**Review Date: Dec 2019**

**By: Curriculum and Pupil Welfare Committee**

# **St John Baptist (Southend) CE Primary School**

## **Assessment Policy**

The aim of this policy is to:

- To ensure that children are provided with constructive feedback which focuses on success and improvement needs against learning outcomes
- To ensure that assessment informs our short, medium and long term planning leading to more effective learning.

We believe that improving learning through assessment depends on the following key factors:

- The provision of effective verbal and written feedback to pupils.
- The active involvement of pupils in their own learning and assessment.
- The adjustment of teaching, time and resources to take account of the results of assessment.

### **Formative Assessment**

Our formative strategies are based upon the identification and sharing of Learning Intentions and the use of key statements in Numeracy and Literacy. Our planning identifies Learning Intentions that are shared with the children.

In Maths and Writing, learning ladders are used by teachers and children to enable pupils to be aware of their current attainment levels and allow them to understand the next steps they need to take to progress. They also enable teachers to assess learners as individuals and target future learning needs.

### **Pupil Self Evaluation**

The use of Learning Intentions are used to promote pupil self-assessment. Children are taught to evaluate their own progress and achievements using Success Criteria. Across the school, children may be asked to use the 'face' system to self assess and communicate their level of understanding achievement for a particular task. These are drawn using green pen. In Key Stage 2, the face will be accompanied by a short written response from the child about their learning experience.

- A smiling face indicates that a pupil has fully understood their learning.
- A straight face indicates that some of the lesson was clear but the pupil requires more help at another point.
- A sad face indicates that the pupil has not understood the learning and their comment reflects this.

On other occasions teachers may use other methods of assessing learning with the children, for example a Success Criteria grid.

### **Target setting**

Whole Class targets are used across the school to promote achievement on whole class focuses. These are differentiated to children's specific needs and are addressed through day to day teaching.

### **Concept (mind) Maps**

Concept maps are used at the beginning and end of a topic to allow the children to reflect upon their learning journey and its achievements.

### **Focused Marking and Feedback**

The school has adopted the use of stamps to support effective marking and feedback. These can be used when referring to either Learning Intentions or targets drawn from learning ladders. It is important that the children are aware of what target they are trying to reach before the learning takes place.

Across the school, teachers will use red 'You achieved your target, well done' stamp when they feel that a specific target has been met This will be matched with highlighted evidence and a meaningful comment on how the target has been achieved..

A 'Learning Intention Achieved' stamp will be used to show that the LI has been met.

Star stamps (1 and/or 2) indicate positive things that have been seen that either link to the LI or the target. These are usually used in the learning books.

Teachers will also use the blue 'Almost at your target, keep going!' stamp when they feel that the child needs to finish, change or keep going to achieve their ladder target. This will be matched with highlighted evidence and a meaningful 'next step' comment about how the target can be achieved.

A red star stamp is used to indicate a 'wish' that the child needs to correct a particular mistake or improve on a particular section of their work. In order to support the child with next steps, a cloud is drawn in which the child needs to complete their work.

It may be necessary to discuss a piece of work with a child verbally. In this case the 'we discussed this together' stamp will be used.

Occasionally the 'challenge' stamp may be used when a challenge is set.

### **Self and Peer Marking**

Children will be trained in, and given regular opportunities to undertake self and paired marking and feedback. The children and teachers will use the following codes when editing and marking learning:

- ' Apostrophe
- C** Capital letter
- ,
- ! Exclamation mark
- .
- // New paragraph needed
- ? Question mark
- " "
- SP** Spelling (with the misspelt word underlined)

The children will use green pen to self/peer mark. If it is peer marked the child marking will write 'marked by' and their name. It is expected that peer marking will only be in Y4, 5, and 6

### **Summative Assessment in Key Stage One and Two**

Termly assessments are completed in Maths and English using QCA and school based assessments. Annual teacher assessments are completed in Science and ICT. They enable us to track the progress of groups and individuals, to set targets for improvement and to inform parents of their child's progress against national standards.

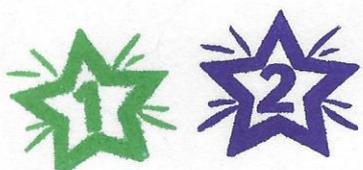
### **Early Years Foundation Stage**

Baseline assessments are made in line with LEA guidance based on 'Development Matters' for each child and are carried out when pupils join our Reception class. Results are used formatively to identify appropriate learning experiences for groups, individuals and the whole class, and summatively, to measure progress at the end of the year when the Foundation Stage profile is completed.

Throughout the year pupils are observed and assessed in their progress. Development strands are marked according to whether the pupil is working 'within' or is 'secure' in each strand, within the seven areas of learning.

Observations made throughout the year are also used to inform parents at the end of the year on their child's 'characteristics of effective learning'

## Marking Stamps



Star stamps (1 and/or 2) indicate positive things that have been seen that either link to the LI or the target.



A 'Learning Intention Achieved' stamp will be used to show that the LI has been met.



A 'Wish' stamp is used to show that the child needs to correct a particular mistake or improve on a particular section of their work. In order to support the child with next steps, a cloud is drawn in which the child needs to complete their work.



'You achieved your target, well done' stamp will be used when the child has achieved a specific target (from their target ladder).



'Almost at your target, keep going!' stamp is used when the child needs to finish, change or keep going to achieve their ladder target.



'Challenge' stamp may be used when a challenge is set



'We discussed this together' stamp will be used when verbal feedback has been given to a child.