Assessment and Marking Policy

Montgomery Infant School and Nursery

Approved by:	(Chair of Governors) Peter Andrews	**Date:**	30/03/2022
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Next review due by:	March 2023		

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This policy will be reviewed in full by the Governing Body on a yearly basis. This policy was reviewed and updated in *March 2022*

Next review date: ***March 2023***

Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment and marking.
- Establish a consistent and coherent approach to recording summative assessment outcomes, marking and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.
This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.
It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

Assessment

Assessment focuses on supporting children's progress towards *learning of knowledge, concepts and skills*;

- Assessment tasks provide teachers with *meaningful, useful insight* (assessment for formative purposes) in the form of information about a child's learning and ability to apply their learning to a broad range of contexts;
- Assessment *enables dependable claims* to be made about children's learning (particularly when communicating with parents).
- We use specific tasks and questions which require children to do things in order to *demonstrate their learning.* For example, pieces of writing or diagrams and pictures are Accountability

Principles of assessment

Effective assessment is clearly tied to its purpose. We recognise that different forms of assessment serve different purposes for different people.
There are three broad overarching forms of assessment, each with its own purposes

Day-to-day in-school formative assessment:

- Question and answer during class
- Live marking of pupils' work
- Formative feedback
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

In-school summative assessment:

- Reviews for pupils with SEN and disabilities – these happen termly
- Three yearly summative assessments – Baseline, mid-year and end of year assessments, these are formulated from teachers day to day formative assessments, teachers assess children as to whether they are on track for age expected, on track for greater depth or on

track to working towards. Teachers use Target Tracker to record and analyse data.

Nationally standardised summative assessment:

- EYFS Baseline
- Phonics Screening Test at the end of year 1
- National Curriculum teacher assessments at the end of Key Stage 1

The primary purposes of day-to-day in-school formative assessment

For pupils:
In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:
In-school formative assessments by the way of observations are shared with parents through **Tapestry** creating a learning journal. Parents are also invited to termly update meetings to discuss their child's progress. These provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting their child's education.

For teachers:
In-school formative assessment is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:
In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

For Subject Leaders/Co-ordinators
Foundation subjects are taught as a focus subject for a half term twice a year. During this focused time, teaching of this subject will be intense and children will expect to make 3 points progress (see ***appendix 1*** Age Expected levels).
Foundation subject co-ordinators create an annual end of year report on their subject including pupil outcomes. Foundation subject leaders are not accountable for results in their subject. See ***appendix 2*** for Subject Leaders guidance.

Assessment approaches

At Montgomery Infant School and Nursery we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

It is used to assess knowledge, skills and understanding, formative assessment helps teachers to identify children's gaps in learning and plan next steps for them. Children in later KS1 are encouraged to assess their own work and use purple polishing pens to make corrections. Where possible live marking is encouraged giving children instant feedback and response time.

Marking at Montgomery Infant School and Nursery (see appendix 3)

In writing this section of the policy we have consulted the 'Eliminating unnecessary workload around marking – Report of the Independent Teacher Workload Review Group' published March 2016

At Montgomery we agree that marking should be:

Meaningful

Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Manageable

Marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers

Motivational

Marking should help to motivate pupils to progress. An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. Children should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

- TWRG 2016

We believe that 'effective marking is an essential part of the education process. At its heart, it is an interaction between teacher and pupil: a way of acknowledging pupils' work, checking the outcome and making decisions about what teachers and pupils need to do next, with the primary aim of driving pupil progress… There is no one-size-fits-all' approach. A balance needs to be struck between a core and consistent approach and trusting teachers to focus on what is best for their pupils and circumstances.'

– TWRG 2016

The Teachers' Standards state that teachers should 'give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.'

We believe in shared good practice, teachers share successful strategies which other teachers can choose to use at their discretion. Just as we expect children to try out new challenges teachers are also encouraged to try out new ways of doing things and this is true in marking, as long as the primary outcome remains that of driving pupil progress.

We believe that the most productive feedback for an infant child is instant feedback in the form of a verbal response. Teachers do not need to indicate this on a pupil's piece of work and there is an expectation that all our staff deliver frequent verbal feedback to their pupils. Verbal feedback needs to be meaningful and motivational.

One way we achieve 'accurate marking' is by using a sticker system. Stickers are a visual device which display the success criteria (SC) to children and support children to self-monitor their progression. Stickers are produced to meet the varying success criteria across the age ranges from Reception to Year 2, teachers are able to select stickers which meet the needs of individual or

groups of children and offer an attainable degree of challenge. When using stickers' teachers indicate a child's progress towards the success criteria by using RAG, red is to be used where a child has forgotten or slipped back in their learning, e.g. forgotten to use finger spaces. If teachers find they are constantly marking a SC with red this is an indication that the criteria maybe too advanced for the child. Amber, yellow or orange indicates that a child is showing elements of working towards this SC and Green indicates achievement and time to move on to the next sticker.

Another strategy is Think Pink and Green for Growth. This is a simple device to support children when they are proof reading and rewriting their own work. Teachers can indicate areas of the work children need to 'think' about by underlining or highlighting using a pink pen. e.g. spelling, punctuation, tense, meaning. Teachers understand that peppering a child's work with lots of corrections can undermine the child's self-esteem so a happy balance needs to be struck. Green for Growth is an indication of 'you've got it', this can be a simple tick with a green pen for a spelling mastered, correct calculation, correct punctuation or tense, remembering finger spaces, key fact reported etc.

For marking to impact on pupil progress teachers, need to allow time for children to 'respond to the feedback'. This response can be in the form of a verbal response from the child recognising their own next steps or demonstrated by the child in subsequent work.

It is not necessary for teachers to always correct children's spellings. We value children's developing phonic ability and to have a go at new words and will reward this without necessarily correcting. Children are encouraged to use classroom resources to correct common misspelt words. Teacher's will use their knowledge of the ability of the child and the progress they are making when considering correcting children's spelling, over correcting spellings can create a negative impact on a child and create the opposite effect to being motivational.

This effective marking is also deployed across all curriculum areas.

In-school summative assessment
Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching. Teachers have termly pupil progress meetings with the head teacher where progress is monitored. Teachers produce termly tracking and analysis sheets. See ***appendix 4***
- **Pupils** to understand how well they have learned and understood a course of work taught over a period of time. Providing feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period of time. Parent meetings are held at each assessment point giving parents an opportunity to hear about their child's progress. Target Tracker reports are shared *see* ***appendix 5***
- Our school has three summative assessment points; baseline in **Autumn term 1**, mid-year assessment at the end of **Spring term 1** and end of year at the end of **Summer term 2.**

  We have termly internal maths moderation and writing moderation to support with summative assessment along with this we engage with writing moderation regularly with schools from our consortium, this supports teachers in having a secure judgement of children's writing. Summative assessment is used to demonstrate improvement over a period of time.

Assessment for pupils with special educational needs or disabilities.

Children who are on the SEN register are assessed at half termly intervals to ensure that good progress is being made. SEN Team led Intervention assessment takes place prior to the Intervention commencing – Baseline and at the end of the Intervention Programme. Data is

collected, analysed and reported at these points to inform future target setting and planning for pupils.

Any alternative assessment frameworks used in addition for children with SEN are reported via One Plan meetings to staff and parents three times per year.

The SENDCO produces an analysis report of all Interventions run at the end of each full term and attends a progress meeting with the head teacher to discuss pupil progress and next steps/targets.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage(EYFS) baseline and profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2)

Collecting and using data

Data is collected at three points throughout the year A1 Baseline, Sp1 mid-year progress Su2 End of year attainment. Teachers use Target tracker to record assessment.

Teachers produce an analysis sheet at the end of each data point (see appendix III) and attend at progress meeting with the head teacher to discuss pupil progress, identifying children who may need additional support or interventions.

Subject leaders report on baseline and end of year assessment

SEN Team led Intervention assessment takes place prior to the Intervention commencing – Baseline and at the end of the Intervention Programme. Data is collected, analysed and reported at these points to inform future target setting and planning for pupils.

Any alternative assessment frameworks used in addition for children with SEN are reported via One Plan meetings to staff and parents three times per year.

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Reporting to parents

Teachers hold termly pupil progress meetings with parents. The first meeting is at the end of the first half term in Autumn to discuss settling in to the new year group, baseline and progress towards end of year targets. A mid-year meeting is arranged at the beginning of Spring 2 term discussing progress towards end of year targets. A final progress meeting is held at the end of summer term 2 to discuss the child's attainment at the end of the academic year.

At each progress meeting a mid-term report (see appendix 5) is shared with parents (excluding Nursery where Tapestry is used to record progress and next steps)

Tapestry

We use Tapestry throughout the whole school to share children's learning experiences with parents. Class Newsletters and communications from teachers are posted on Tapestry
In **EYFS** Autumn 1 focus is settling children into new routines and baseline. Daily wow moments are uploaded which could be linked to individuals, groups, or whole class. There are three focus children a week, this is shared with parents and individual observations are made of that child during their focus week. Each child is a focus child once a term.

Core subjects– from A2 one observation per week (class, group or individual)

Focussed Foundation Subjects – from A2 an open observation will be added to throughout the half term, documenting subject coverage and progress.

Each child will have at least 8 individual observations a term.
Tapestry is used as each child's learning journey.
In **Year 1** more emphasis is placed on children recording their learning in maths, English and sketch books. Tapestry is used to record:
Literacy – 2/3 per half term (whiteboards/games etc to consolidate evidence in literacy books)
Maths - 3/4 per half term (practical or whiteboard work to support workbook activities)
Focussed Foundation Subjects – at least one per week
In **Year 2** tapestry is used to record learning that is not evidenced in exercise books. The expectation is:
Literacy – 2/3 per half term (whiteboards/games/reciting poems/stories etc to consolidate evidence in literacy books)
Maths – 1/2 per half term evidencing practical application
Focussed Foundation Subjects – at least one per week
This will mostly be whole class or group observations.

Annual reports

These are written in the last half term of the year and distributed to parents two weeks before the end of term. Parents are invited to a parent teacher meeting to discuss the report.
End of Year reports include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record which will include:
    - The total number of possible attendances for that pupil, and
    - The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any standardised assessments – EYFS Profile, Phonics Screening for year 1 and any year 2 children who needed to retake. SATs results.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.
Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.
We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Training

. Year group leads disseminate to other staff relevant and up to date training along with:

- Termly staff meeting focus on assessment and assessment processes
- *Assessment lead attends termly update meetings*

Roles and responsibilities
Governors
Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher
The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers
Teachers are responsible for following the assessment procedures outlined in this policy

Monitoring
This policy will be reviewed yearly by Year Group leads and the head teacher. At every review, the policy will be shared with the governing board.
All teaching staff are expected to read and follow this policy. Year Group leads are responsible for ensuring that the policy is followed.
SLT will monitor the effectiveness of assessment practices across the school, through:

A monitoring schedule which includes: moderation, lesson observations, book scrutinies, pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Teaching and Learning Policy
- Early Years Foundation Stage policy and procedures
- SEN Policy

Appendix 1 Age expected chart

Age Expected Chart

Termly age expected	BL	A1	A2	Sp1	Sp2	Su1	Su2
Nursery	Pre S	Pr S+	NB	NB+	NW	NW+	NS
Reception	NS	NS+	RB	RB+	RW	RW+	RS
Year 1	40-60S	40-60S+	1B	1B+	1W	1W+	1S
Year 2	1S	1S+	2B	2B+	2W	2W+	2S

Above for all curriculum areas except foundation subjects.

Foundation subjects expected, if all objectives taught in designated half term, children should make 3 points progress during the half term focus

Termly age expected	BL	A1		A2		Sp1			Sp2	Su1	Su2
		Art	computing	History	Music	Geography	computing	D&T	Music	Geography History	D & T Art
Year 1	40-60S	1B+	1B+	1B+	1B+	1B+	1S	1B+	1S	1S	1S
Year 2	1S	2B+	2B+	2B+	2B+	2B+	2S	2B+	2S	2S	2S

Appendix 2 Subject leader guidance

The curriculum structure at Montgomery enables subject leaders to plan their audits, CPD delivery and monitoring to times when it will be most useful/effective.

Geography, History, DT, Art and Music will be delivered over 2 half terms each year, with the whole school focusing on the same subject.

In the half term before your subject focus:
Curriculum Finalise whole school progression documents that detail the progression of skills from EYFS – Year 2.
Audit Share skill progressions and forthcoming objectives with teachers with a request for teachers to identify and training or resourcing needs.
Resource Order any resources required through the office and organise/deliver CPD to support teaching in your subject.
Connect with the community Explore possibilities for visits relating to your subject, can you organise a visit from somebody who will inspire and engage children with your subject?
CPD Lead a 'subject focus' meeting in order to deliver training, share progressions and agree consistent use of vocabulary across the school. Training could be external or simply the sharing of good practice, useful ideas and websites.

During you Subject Focus
Monitor Organise visits to all year groups to observe how your subject is taught first hand and record your observations.
Pupil Perceptions Make time to discuss work with pupils, can they talk about their learning, do they use any of the new vocabulary taught, do they express excitement enthusiasm?
Learning Walk Visit classrooms and consider how your subject is represented in Continuous Provision. Note good practise to share with the school and give feedback to teachers regarding the visibility and accessibility of your subject in their classrooms.
Evidence Good Practice Collect examples of good practise in your subject from your observations, tapestry posts, displays and other outcomes throughout the school.

After Subject Focus
Analyse Target Tracker will have been updated for your subject across the school so you can analyse children's attainment, progression and gaps.
Feedback You will feedback to staff on the stengths, areas for development, visibility and impact of your subject. This will feed into action plans for the following year.
Collate Put progressions, planning, monitoring and analysis together in a folder along with your feedback summaries. You should now be able to talk confidently about your subject and have an overview of how it is delivered throughout the school.

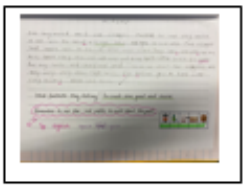
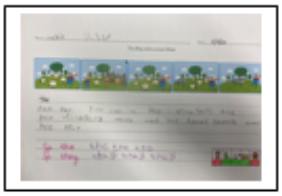
Appendix 3 Marking and Feedback

Marking and feedback at Montgomery

Good marking practice:-

- Marking needs to be **M**eaningful, **M**anageable and **M**otivational
- Requires teacher/pupil to share the learning intention and success criteria (Punctuation pirates)
- Incorporates setting aside appropriate time for pupils to assimilate and work on any errors/prompts for future learning
- In the moment marking is prioritised with verbal feedback being recognised as the most appropriate for young children.
- Indicates strengths and weaknesses
- Is of a positive nature
- Involves the pupil in reflection and review of their own learning

Non negotiables

Work to be dated	Week beginning or actual date	
Learning intention/success criteria	To be shared with the children. Verbally on a sticker or written	Punctuation Pirates
All work to be acknowledged	This can be with acronyms or Green tick.	SG –support group – child in-group supported by adult helping focus. I - Independent work within a supported group LSA – heavily supported work with LSA T – heavily supported work with teacher All other work will be presumed to be independent.
Green pen for growth 	an indication of 'you've got it', this can be a simple tick with a green pen for a spelling mastered, remembering finger spaces, correct punctuation or tense etc. This should be mainly linked to the learning intention or PP next steps.	Punctuation Pirates – green for got it, pink for think. If a child demonstrates working towards but not consistent pink and green to be used.
Pink pen for thinking 	Underlining symbols or highlighting using a pink pen/pencil. E.g. spelling, punctuation, tense, meaning- mainly linked to the learning intention or PP next steps.	SP- spelling with word spelt correctly max of two CEW at the bottom of the page for child to practise. (KS1) ___ Other things to think about. Letter formation consistently wrong letter in pink at bottom of the page for child to practise.
Purple pen improvements	Children to use a purple pen to improve their work, respond to questions, spellings, letter formation etc.	Summer in Reception- can be done alongside adult as part of VF KS1 to allow children time to look at their marked work and respond even just for letter formation. The expectation is not for each piece of work.
Punctuation Pirates 	Using punctuation pirate stickers for marking and ensure children are aware of their next steps completing their base sticker once achieved.	Reception stuck in the front of their Friday writing books from summer term Year 1/ 2 stuck in the front of their books.

Appendix 4 Tracking sheet

Class **Summary Progress sheet 2021 -22 Reception**

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupil no:						

Start of Reception Attainment on entry

Percentage of children working within each area of Learning and Development

	CL			PD		PSE			LIT			MATH			UW				EAD	
	L&U	U	S	M&H	H&SC	SC&SA	MFB	HR	R	W	N	SSM	P&C	W	T	EUM M	BI
≤30-50W+																	
≥30-50s																	
≥30-50s+																	
≥40-60B																	
Sp1	**Percentage of children working within each Area**																
≤40-60B																	
≥40-60B+																	
≥40-60W																	
Su2	**Percentage of children working within each Area**																
≤40-60W																	
≥40-60W+																	
≥40-60GS																	
≥40-60S+																	

Grey: age related/expected

Baseline Curriculum Data Analysis – Reception

Cohort update: *(any persistent absentees, pupil concerns, leavers, new pupils, intervention groups)*

Areas of focus	Strength	Development	Questions to think about	Action	Impact (date)
Strengths of whole class					
Weaknesses of whole class					
Gender (ios)					
FSM (ios)					
EAL (ios)					
Pupil Premium (ios)					
Service (ios)					
SEN (ios)					
Birth Terms.					

Class **Summary Progress sheet 2021 -22 Reception**

Spring 1 Curriculum Data Analysis – Reception

Cohort update: *(any persistent absentees, pupil concerns, leavers, new pupils, intervention groups)*

Areas of focus	Strength	Development	Questions to think about	Action	Impact (date)
Strengths of whole class					
Weaknesses of whole class					
Gender (ios)					
FSM (ios)					
EAL (ios)					
Pupil Premium (ios)					
Service (ios)					
SEN (ios)					
Birth Terms.					

Summer 2 Curriculum Data Analysis – Reception

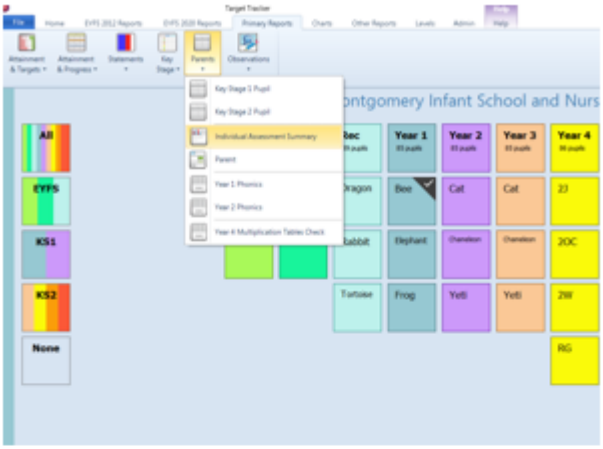
Cohort update: *(any persistent absentees, pupil concerns, leavers, new pupils, intervention groups)*

Areas of focus	Strength	Development	Questions to think about	Action	Impact (date)
Strengths of whole class					
Weaknesses of whole class					
Gender (ios)					
FSM (ios)					
EAL (ios)					
Pupil Premium (ios)					
Service (ios)					
SEN (ios)					
Birth Terms.					

Editable sheets can be found for staff on One Drive.

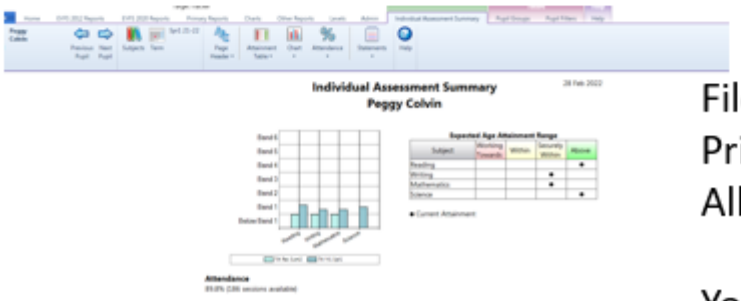
Appendix 5 Target Tracker Report

Mid-year parent report KS1



Select class
Select primary reports tab
Select parents
Select individual assessment summary

Select pupil
Select term and select spring 1
Statements drop down tab
Click include statements to deselect.



File
Print
All pupils

You will be able to print your whole class at the same time.

Appendix 6 Annual Report

All report formats can be located on the school shared One Drive folder: Assessment, Reporting to Parents.