

The King's School Junior School Assessment, Recording and Reporting Policy

1. Assessment

- 1.1 Assessment measures the nature and extent of a pupil's progress and achievement and helps the pupil to practise skills, develop understanding and to consolidate knowledge.
- 1.2 Effective assessment provides information to improve teaching and learning and assessment information should be used to influence curriculum development and planning.
- 1.3 Our formative assessment involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- 1.4 Assessment should be positive and should praise achievement and point out areas for improvement, possibly with a question.
- 1.5 The independent written work of each pupil should be regularly assessed.
- 1.6 Assessment may be achieved through formal examination, formal or informal tests or individual assignments completed in class or for homework.
- 1.7 The work of each pupil in Maths, English and Science will be formally assessed at the end of each half-term (see **Assessment, Recording and Reporting Schedule**).
- 1.8 Our formative and summative assessments involve judging pupils' performance against national standards. Teachers make these judgements at the beginning and at the end of the year. Test results describe pupil performance in terms of levels and standardised scores.
- 1.9 Every piece of work should show evidence of having been considered by the teacher and work should usually be graded.
- 1.10 Marking should be as accurate and consistent as possible (see **Marking and feedback** section).

- 1.11 The aims of each piece of assessed work should be specific and clear to the pupil.
- 1.12 Assessments should usually indicate any errors and acknowledge points worthy of credit.
- 1.13 All comments should be constructive as far as is possible.
- 1.14 Work that has been collected for marking should be marked and returned promptly. Marked work should be reviewed or commented upon either individually or in class when it is returned to the pupils.
- 1.15 Sensitivity should be exercised in the question of producing rank orders of assessment outcomes. Positions and rank orders should not be produced formally.

2. Recording

- 2.1 There is a common system of recording effort and attainment by means of grades and marks (see **Marking and feedback** section). A record is kept of each grade / mark awarded in the pupils' books and of the result of each formal and informal assessment / test and these are kept in the teacher's mark book / planner. The date on which each assessment was carried out should be made clear in the mark books.
- 2.2 A grade for attainment and effort should be worked out for both the Michaelmas and Summer reports and should be based upon the grades / marks recorded in the mark book for that period.
- 2.3 Any academic concerns should be recorded in the pupil's academic file.
- 2.4 The results of the Michaelmas NFER tests and the Summer QCA tests should be recorded on the pupil tracking grids and relayed to parents by means of the school report and parents' evenings.
- 2.5 Records of marks should be retained until the end of the academic year. The results of formal assessments should be kept until the pupils concerned have left the school. The Michaelmas NFER papers should be kept in pupil files.
- 2.6 Each teacher passes all of this information on to the next teacher at the end of each year at a formal handover meeting.

3. Reporting

- 3.1 A range of strategies is used to keep parents fully informed of their child's progress in school and we encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 3.2 Early in their child's first term in the school, parents will receive a settling-in report which will refer mainly to the child's adjustment to the new school.
- 3.3 The academic and social progress of each pupil is reported upon by means of written reports at the end of the Michaelmas and Summer terms. Written reports are formal communications between the school and the parents and this should be acknowledged in the care that is taken in writing them.
- 3.4 At the end of the Michaelmas term, a report on progress in Maths, English and Science is provided with grades for attainment and effort. At the end of the Summer term, a full subject report is provided with grades for attainment and effort, and exam percentages in Maths, English and Science. Where an unsatisfactory level of effort is indicated by a grade, an explanatory comment must also be provided.
- 3.5 In writing reports, teachers should take care to ensure that spelling, grammar and punctuation are correct. Reports must be clear, correct and positive where possible. No report should compare one pupil with another, make criticisms that cannot be substantiated or be expressed in slang or overly colloquial language. Reports should be as helpful as possible to pupils and parents in summarising performance, any progress or particular strengths / weaknesses. There must be consistency between the grades and the written reports in each reporting period.
- 3.6 At the beginning of the year, an informal parents' afternoon is held for each class so that parents can meet their child's new teacher. It is also an opportunity for each of our teachers to identify the main areas of study for that particular class. In this way, the teacher identifies how parents can support any elements of the work during the rest of the year.
- 3.7 Parents' evenings are occasions at which oral reports are given about the pupils' progress. Every effort should be made to ensure that the messages given in the most recent written reports are consistent with those given at the parents' evening. At the first meeting of the school year, we review the targets that we have identified for their child. At the second meeting of the year at the end of the Summer term, we evaluate their child's progress as measured against the targets and we review their child's written report and the targets identified in it for the next school year.

- 3.8 We also give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process and the criteria for success raises standards, and that it empowers pupils to take action towards improving their performance.

4. Target Setting

- 4.1 Targets are set for each pupil at the beginning of each term in Mathematics, English and Science. These are recorded at the front of the pupil's exercise book.
- 4.2 Individual targets are discussed with pupils and are communicated to parents via the reports and parents' evenings. The progress of each child is reviewed at the end of each term and revised targets are set. At the end of the academic year, the revised targets are passed on to the new teacher.

5. Feedback to pupils

- 5.1 We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.
- 5.2 Children are given verbal feedback on their work whenever possible. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. When we give written feedback to a child, this should be related to the learning objective for the lesson. If we consider that the objective has not been met, we make it clear why we think so. In either case, we also identify a target / area for improvement so that the child knows what to do in order to produce even better work in the future.

See **Marking and feedback** section.

6. Planning for assessment

- 6.1 We use our school's curriculum policies and schemes of work to guide our teaching. In these, we set out the aims, objectives and values of our school, give details of what is to be taught to each year group and identify opportunities for assessment within each broad unit of work. To support our teaching, we refer to the Primary Framework for Literacy and Numeracy, and the national schemes of work produced

by the QCA. We use the assessment guidance in these schemes to help us identify each child's level of attainment.

- 6.2 We plan our lessons with clear learning objectives and we base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability and our plans make clear the expected outcomes for the lessons.
- 6.3 Teachers share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.
- 6.4 Teachers ask well phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions. We make a note of those individual children who do not achieve at the expected level for the lesson in the academic files, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

7. Moderation of standards

- 7.1 In order to make consistent judgements about the levels of the children's work and standards in the school, subject coordinators carry out a thorough schedule of moderation. 3-book reviews are done annually and examples of children's work within their subject area are studied, in conjunction with pupil interviews.
- 7.2 In order to monitor subject policy being implemented in the classroom, observations of each subject teacher are carried out by the subject coordinator over a two-year rolling programme. These are followed by a feedback meeting in order to encourage a common understanding of the expectations in each subject.
- 7.3 All findings are compiled in an annual subject report and this highlights areas for development for the year ahead. It is also each subject leader's responsibility to keep samples of work in a subject portfolio and this should reflect the full range of skills and activities being taught within each subject.
- 7.4 The Junior School Director of Studies is responsible for monitoring the implementation of this process and all subject coordinators report to the Director of Studies with their findings. The Director of Studies and the Deputy Head also carry out an annual broad book review of all year groups and all teachers are observed by the management team as part of the annual appraisal process.

8. Assessment, Recording and Reporting Schedule

Michaelmas 1

- J2 / J3 / J4 - Summer targets carried over
- J1 targets set
- Settling-in reports for new pupils
- Informal parents' afternoon
- J1 / J2 / J3 / J4 - NFER Progress in Maths, Progress in English, NVR, Spelling Age, Reading Age (Results on tracking grids) + Science half-termly assessment
- J4 Pupil concern meetings
- J1 / J2 / J3 / J4 Parents' Evening

Michaelmas 2

- J1 / J2 / J3 - Maths / English / Science half-termly assessments
- J4 - Maths / English exams + Science half-termly assessment
- Michaelmas Reports + New targets

Lent 1

- J1 / J2 - Maths / English / Science half-termly assessments
- J3 - February Maths / English exams + Science half-termly assessment
- J4 - Entrance exam

Lent 2

- J3 Pupil concern meetings
- J1 / J2 / J3 / J4 - Maths / English / Science half-termly assessments
- New targets

Summer 1

- J1 / J2 / J3 - Maths / English / Science half-termly assessments
- J4 - Maths / English QCA papers (Results on tracking grids) + Science half-termly assessment

Summer 2

- J4 Parents' Evening
- J1 / J2 / J3 - Maths / English QCA papers (Results on tracking grids) + Science half-termly assessment
- J1 / J2 / J3 Parents' Evening
- J4 - Maths / English / Science half-termly assessments
- Summer Reports + Targets
- Form teacher handover meetings

9. Marking and feedback

9.1 This section reflects the values and philosophy of the King's Junior School in relation to the effective marking of children's work. It defines the principles and strategies for achieving effective feedback and constructive responses to learning. Our aims are as follows:

- To inform pupils, teachers and parents.
- To develop pupils who, as reflective learners, feel involved in their own learning and are aware of their own progress.
- To raise attainment and maximise progress for all pupils.
- To measure attainment and track progress.
- To ensure consistency across the Junior School.

9.2 Marking should reflect the shared objectives and the success criteria and feedback should be as constructive as possible.

Marking should be made up of three elements:

1. An indication of where success has been achieved ie. a positive comment, possibly referring to parts of the work where the objective was achieved.
2. An indication of how progress can be made e.g. Remember to..., Try to..., Think about..., Next time..., or a question.
3. A grade for attainment (A-E) and effort (1-5), recorded by the teacher. House points may be awarded for excellent work.

9.3 A consistent system for marking and annotation should be used and this should be displayed in each classroom (Appendix B).

- 9.4 All spelling errors should be corrected (use judgement for some pupils) by the teacher and up to three spelling corrections should be completed (x 3) by the pupil at the end of the piece of work.
- 9.5 All work should be marked as soon as possible following completion and in accordance with the marking guidelines. This should be used to inform future planning.
- 9.6 Objectives and success criteria should be expressed in child friendly language and these should be clearly visible e.g. on the board, in exercise books in order to focus the pupils' attention on the reasons for the task and to clarify how the work is to be marked (Appendix C).
- 9.7 Pupils should be encouraged to reflect on their achievements by:
- Reflective whole class and group plenary sessions (Appendix A).
 - Encouraging pupils to reflect on their own work.
 - Encouraging pupils to see themselves as 'first markers' by providing them with a checklist.
 - By modelling and encouraging re-drafting (Appendix D).
 - By encouraging pupils to review their targets regularly.
- 9.8 It is the responsibility of the subject coordinators / Director of Studies to monitor and identify good practice and to ensure consistency throughout the school through the annual 3-book reviews and classroom observations.

10. Presentation

- 10.1 Presentation of work is an important aspect of children's learning. The quality of the presentation reflects the children's skills and the pride they take in their work and teachers should make clear to children the standards of presentation we expect.
- 10.2 Each piece of work should be dated on the left-hand side. The short version of the date may be used in Maths books, but the long version should be used in all other subjects. The title and objective should be written in the centre, on the lines below. These should all be underlined.

Date

Title

Objective

- 10.3 Any mistakes should be crossed out neatly using one ruled line. The correct version should be written on the same line or above the mistake, wherever is most appropriate.
- 10.4 Correction fluid / corrector pens are not allowed.
- 10.5 The use of pen or pencil is determined by the class teacher but ink (blue) should be encouraged from J2 onwards (except in Maths), although pencil may be of more use in some lessons such as note-taking or drafting.

11. Work symbols

- 11.1 In order to identify the nature / focus of work in books, the following set of symbols should be used by pupils either at the beginning of a piece of work or where appropriate.

Independent work



Pair / Cooperative work



ICT used



Extension work



Reinforcement work



11.2 Differentiation / ability groups should be identified by the following uniform system of 3 colours.

Blue - Lower

Green - Middle

Red - Higher

This may take the form of a coloured sticker on the front of an exercise book, a note / heading on a particular worksheet or a subheading before a particular task.

This policy will be reviewed every two years (Summer 2010).

T. Griffin

Junior School Director of Studies.

The Reflective Plenary: Guidance Questions

What do you think you have learned/found out?

Do you/we think that we have achieved what we were aiming to/the objectives we discussed at the beginning? Why do you say that? Can you show me/us an example?

What went well/not so well?

What are you particularly pleased about? Why?

Would you need to do anything differently next time?

Can you tell us what you have found out?

Can you describe your method/how it works/what you did?

Having done this, when could you use this method/information again?

Can you think of any other experiences that this reminds you of, or links to?

Did you use/learn any new words/vocabulary today?


What are the key things you think you need to remember?

What could you aim to improve next time?

If you were teaching this to another class or group, would you do anything differently?

Adapted from an idea in: Clarke, S. (1998) *Targeting Assessment in the Primary Classroom*, London, Hodder and Stoughton

MARKING SYMBOLS

//	Paragraph
sp	Spelling
~	Reversal
^	Insert
• or X	Error
☺	Well done
	Development point

Success Criteria - Book Review

	Me	Teacher
Don't give away all the details of the plot. Keep the readers guessing!		
Involve the reader by asking questions e.g. "Can you guess why..."		
Use quotations to add interest.		
Give reasons why you liked/disliked the book.		
Write in sentences that start with a capital letter and end with a full stop.		
Organise writing into paragraphs: <ol style="list-style-type: none"> 1. Introduction 2. Setting 3. Main characters 4. Plot 5. Summary e.g. I liked this book because ... 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 	<ol style="list-style-type: none"> 1. 2. 3. 4. 5.

DRAFTING



- Always begin working on a clean double page.
- Draft on one side only. Use the other side for re-drafting.
- Leave a line between each line of writing.

RE-DRAFTING

Read the writing quietly out loud and check:

Each sentence makes sense

Capital letters

Full stops (question marks, exclamation marks)

Can you give the reader more information?

Are there any unnecessary details that need cutting?

Spelling

SECRET CODE - FOR YOUR EYES ONLY!



<u>unberline rong</u> spelling	Underline spellings that you need to check
//	New paragraph
^	Insert letter/word/phrase
^ 1 ^ 2	Insert sentence or paragraph. Use blank page and number the inserts.

REMEMBER TO CHECK THE WRITING AGAINST YOUR TARGETS AND SUCCESS CRITERIA!