

**WEST WITTERING PAROCHIAL
CHURCH OF ENGLAND PRIMARY SCHOOL**



**FORMATIVE ASSESSMENT, SUMMATIVE ASSESSMENT
AND MARKING POLICY**

Rationale

The aim of assessment is to make learning and teaching more effective. Assessment should support each individual child in knowing how well they are achieving and identifying areas for further development. At West Wittering School, assessment draws on a wide range of evidence of children's learning promoting a broad and engaging curriculum. It should give helpful feedback for the learner and other stakeholders. It should identify clear targets for improvement that are linked to national standards. It should be used to inform future planning and teaching to aim to maximise children's progress.

Rationale for Formative Assessment

The concept of formative assessment was first introduced in 1971 by Bloom, Hastings and Maddaus. This formally introduced the idea that assessment need not be used solely to make summative judgements. There remains a significant tension for schools between national standards of attainment measured by high visibility 'end of key stage' tests which produce published accountability data and the school's aspirations to maximise the possible progress which each individual child can make in their time at our school.

Most experts now consider that formative assessment should be a central element in teaching and learning and whilst summative data should be used effectively (see below), we will be aware of it's potential to hinder teaching and be wary of the limitations to learning by such practices as 'teaching to the test'. We will value the process of using formative assessments to enable children to make good progress. Teachers and peers should provide children with critique, feedback and correction as a way to develop learning. This should be an integral and ongoing commitment to every learning process.

Assessment for Learning is at the heart of our classroom practice across all age groups. The day-to-day assessment strategies of questioning, observing, discussing, checking on children's understanding and analysing their responses are not mutually exclusive; neither can an exhaustive list of strategies be helpfully created. Each strategy meets different purposes; embedding them into our everyday practice requires us to determine their fitness for purpose in the context of the lesson, the learning objectives we have planned to teach, and the lesson's place in the wider context of the unit of work and children's prior learning. Outlined below is our definition of the process together with some key elements and some examples of good practice. This is the guidance that shapes the approach that our school adopts for formative assessment:

Assessment for Learning:

- is an essential part of teaching and learning, informing the process at the start, and throughout the learning journey
- provides feedback to modify forthcoming teaching and learning activities
- involves everyone in activities undertaken by professional adults and children - through peer and self-assessment
- identifies the gap between where children are (existing level) and where we want them to be (desired level)
- involves feedback which leads to children recognising their learning goals, next steps and how to achieve them
- gives children opportunities and confidence to act on feedback including the time to respond or continue re-drafting their outcomes
- fosters a culture where everyone feels safe to take risks and make mistakes in the knowledge that these mistakes can be assessed and used to further learning
- highlights the importance of focusing children's attention on mastering tasks, rather than on competition with peers, and in developing emotional competencies, such as self-awareness, self-control, compassion, co-operation, flexibility, and the ability to make judgments on the value of information.

Key Elements of Effective Assessment for Learning:

- clarifying and understanding learning intentions and criteria for success
- engineering effective classroom discussions, questions and tasks that elicit evidence of learning
- providing feedback that moves learners forward
- identifying children as instructional resources for each other
- inspiring children as owners of their own learning developing appropriate strategies for "learning to learn".

Some examples of Good Practice in Assessment for Learning

- success criteria to be understood and sometimes negotiated with children
- children are involved in planning their learning
- techniques are used to promote a constructivist accumulation of learning for each child, for example the outcomes and learning for each previous unit will be available for children to build on in successive units
- children are focussed, motivated and persistent in their quest for feedback and progress
- children's learning is shared with others (including using ICT)
- children's learning is used to generate discussion and evaluation
- children are involved regularly (through planned and spontaneous opportunities) in peer and self-assessment, in which the children identify their own progress, what they find challenging and what they need to do next to improve
- professional adults use varying questioning techniques, practical examples and resources to support a range of questions, from literal to higher-order, to develop understanding
- strategies such as thinking time, talk partners, etc., are used to ensure all children are engaged in answering questions
- professional adults make planned and spontaneous observations of children to assess their learning as it is happening and support their development
- discussions are held with children to assess understanding, follow up earlier assessment, discuss progress or diagnose the reasons for any misconceptions or difficulties within a lesson
- outcomes are marked and assessed together with children to identify any errors or misconceptions, and to guide children on how they can improve and progress
- brief review checks/plenaries are held at the beginning, during, and end of a learning session that draw upon what has been learnt previously, progress being made and identifies what might need reinforcement or adapting to guide the lesson and future learning
- professional adults can demonstrate how feedback moved a child's learning on
- children can demonstrate how the use of feedback moved their learning on.

Summative Assessment

A range of tools may be used to support this process including end of unit assessment materials and statutory testing. Children's attainment is monitored regularly in accordance with the school's annual Assessment Schedule, and data is entered on the electronic data tracking system – Classroom Monitor (see below). Data interrogation is led by the Assessment Leader and Headteacher, but involves all staff. This ongoing assessment supports judgments as to whether children are on track, or not, to meet their end of year age related expectations (ARE). Governors are fully involved in the monitoring of data, and ensure that school leaders are challenged appropriately about children's outcomes. Led by the SENCo, children with Additional Needs may be involved with more specific diagnostic testing to support identification of needs and assess progress in identified areas. Tracking of progress supports early intervention at an individual level. Overall achievements of a child are recognised and recorded for use by a range of stakeholders, and may include contributions from children, parents, teachers and other adults.

Early Years Foundation Stage Assessments

On entry to Reception a baseline assessment is carried out for every child. Throughout the year the children are measured against the age/stage of learning using the document 'Development matters' across all seven areas of learning. This is a non-statutory guidance which supports teachers to implement the requirements of the Statutory Framework for the EYFS. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development. The development statements and their order are not necessary steps for every child and should not be used as checklists. Judgements are made on the basis of cumulative observational evidence recorded over the course of the year. At the end of the Reception year every child is assessed against the 17 Early Learning Goals (ELG) and a decision is made as to whether their development within each ELG is either 'emerging-1', 'expected-2' or 'exceeding-3' using a 'best-fit' approach. This information is communicated to parents and the local authority. The children's 'Good level of development' (GLD) is also tracked throughout the year and each child will either achieve GLD or not by the end of the year. Achieving GLD consists of being 'expected' across the first 12 ELGs (this excludes 'Expressive arts and design' and 'Understanding the world').

Use of Classroom Monitor

Our aim is to be able to demonstrate the attainment and progress of every child at our school. We use Classroom Monitor as a tool to help us to do this in a useful, reliable and manageable process.

Measuring Attainment

Children from Year 1 onwards are measured against year group (sometimes Key Stage or Upper/Lower Key Stage) expectations in Reading, Writing and Maths (ARE – age-related expectations). The objectives from the National Curriculum 2014 are used, with children learning a percentage of these to generate an assessment of 'met ARE' or 'not met ARE'. Furthermore, Classroom Monitor calculates the percentage of a child's learning objectives that have been assessed as 'understood' or 'halfway understood' to provide a percentage score. Once a child has a score of 85% in a subject, they are deemed to have 'met ARE'.

Summative judgements at the end of Key Stage 1 and 2 are made using different statutory criteria.

What we measure

We are aiming to use summative assessment to support the progress of every individual child. We do not want to focus detailed assessment on a sample of children. To devise a manageable system for all children, we cannot assess every objective in the curriculum. For each year/stage's curricula, we have listed which objectives we feel give the best indication that a child has met ARE. The list of these 'Expected Standard Indicators' (ESIs) is attached in Appendix i. Once a child has a score of 85% of the ESIs in a subject, they are deemed to have 'met ARE'. To make a judgement that a child is 'on track', we have to make a professional decision about how well a child has accessed their year/stage's curriculum so far and predict if they will end the year/stage at 85% or above.

If children have not met ARE in our school, we aim to find out why – what gaps there are. We aim to identify what skills and knowledge the child has not yet secured for their age expected standard. This will need to be considered when showing progress (see below).

Using Summative Assessment for future planning

We aim to challenge every child to achieve an appropriate next step for their learning. In a typical session of learning, a teacher may set an intended learning objective from the age/stage for their class from the National Curriculum. If a child has secured this objective they should be given challenges to extend and apply this skill,

investigating, solving problems and deepening their understanding. This is in line with our approach to 'Mastery Learning'.

If a child is not able to successfully access or make progress with that area of learning, because they have gaps in the previous age/stage objectives, we will endeavour to fill those gaps. Our assessments will show which objectives a child has not met. They should be given opportunities to secure these objectives. This may mean a child is accessing (with attainment and progress being demonstrated) a previous age/stage curriculum.

The problems of measuring progress

Progress can be measured by a child meeting new ARE as they get older or by the percentage of objectives they have achieved. However, this can be problematic for the following reasons:

- The binary nature of the assessment (met ARE/not met ARE) does not give scope for children to show steps of progress within an age/stage.
- The national accountability measure from KS1 to KS2 previously compared KS1 Levels to KS2 Levels. It currently compares KS1 Levels to KS2 Standards. From 2020, it will compare KS1 Standards to KS2 Standards.
- There is a limitation of the Classroom Monitor system in its progress calculation. It does not account for any objectives secured in a previous year/stage's curriculum. For example, a Year 4 child securing Year 3 objectives is not counted as progress by Classroom Monitor. It only uses the number of Year 4 objectives being secured.
- The process of developing an assessment system and selecting which objectives should be assessed by our school took time. During this period, different objectives were used for assessment. In 2014/15, all objectives were attempted to be assessed. In 2015/16, the NAHT's Key Performance Indicators were used. From 2016/17 the school has identified its own 'Expected Standard Indicators' (ESIs) objectives to be used for summative assessment.

Marking

Principles

- The process of marking and offering feedback should be a positive one.
- The marking should clearly link to learning objectives, agreed success criteria and, when appropriate, to the child's own personal learning targets.
- The child must be able to access and have time to respond to comments made.
- Children should recognise their role in the learning process - comments will encourage them to seek and act on feedback, thrive on challenges, make mistakes and develop a growth mindset.
- Feedback will come from a variety of people and circumstances eg. Teachers, Teaching assistants, peer review, through plenaries and in group sessions.
- Feedback on learning or an outcome does not need to be in the form of written marking. A child should be clear on the extent they have been successful in their learning and how they can make progress. There are various ways this can be achieved; written marking may not be seen on every outcome.
- The dialogue and questioning that takes place between teacher and child, while the child is actually involved in the learning process, is invaluable. It is useful for this to be recorded as a note on the child's work.
- The younger the child, the more importance should be placed on feedback which is verbal and immediate.
- Marking with the child present is good practice.
- When appropriate, children may mark their own or another child's work, but adults should always monitor this marking.
- Through verbal and written dialogue, children will be encouraged to indicate where they think a particular target has been achieved.
- Written marking may identify one or two key areas for improvement at any one time; an appropriate level of challenge will be set through constructive and developmental comments which may include making suggestions about how to improve (next steps).
- Use of the agreed Marking Code (see below) supports communication between children and professional adults, thus impacting positively on consistency and transition.

Dyslexia Friendly School marking guidelines

- Do not expect the same amount of written work as other children produce.
- Ensure that recognition is given to content, and the child is not penalised for spelling, punctuation and presentation.

- If work is clearly in error, ask the child to explain what they have done or ask how they reached their conclusions.
- Spelling errors: decide beforehand on the sorts of errors to be marked, and tell the children before they start work.

Remember that it is very difficult for a dyslexic child to write and spell at the same time. The child needs to know which is the most important thing about this piece of work

- is it the neat handwriting?
- the illustrations?
- the spelling?
- the presentation?
- the evidence of research?
- the sentence construction?
- an imaginative story line?
- or, something else?

Marking Code

It is recognised that some of the below will not be suitable or appropriate for use with all children. Professional adults should use their discretion to use the marking code with the individual child in mind. Do not use crosses. Do not use red pen, but other colours may be used if helpful.

Older children should be encouraged to use the marking code when marking their own work, or that of others, and they may also find colour helpful.

Post it notes, or observation labels may be useful for annotating work.

Symbol	Meaning
✓	Correct
•	Something is not quite right, check this again
^	Left out a word
sp ____	Check the spelling
P	Check punctuation
S	Supported
D	Discussed
I	Independent
EYFS:	
AD	Adult directed
AI	Adult initiated
SI	Self initiated
V	Verbal feedback given

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