

Bushey Heath Primary School Assessment and Marking Scheme

It is the entitlement of every child at Bushey Heath Primary School to be assessed in their learning in order that they can be supported to make good progress, such that areas of development can be addressed and strengths further enhanced. This is a positive and ongoing process in which all staff, the children themselves and parents too should play an active part. Assessment complements and assists teaching and learning. It plays an integral part in each teacher's planning and enables evaluation of current practice as well as pupil achievement.

Purpose of the Scheme

This scheme outlines the purpose, nature and management of assessment and marking at Bushey Heath Primary School. It ensures a whole school approach, and provides a clear outline of all assessment techniques in order to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

Principles of assessment and recording achievement

An effective approach to assessment, recording and reporting achievement will include the following and aspire to:

- Raise achievement in the core subjects, through ongoing and summative assessments which can then target individual pupil needs.
- Recognise achievement in all aspects of the child's life, across the whole school curriculum.
- Ensure diagnostic use of assessment information, to continually inform planning, teaching and learning opportunities.
- Empower the child in their learning, through fully involving them in self-assessment, peer-assessment and an ongoing dialogue about their strengths and next steps.
- Ensure continuity as children change classes and progress through the school.
- Provide a framework in which the school can evaluate its curriculum planning.
- Raise achievement of particular groups e.g. boys, or pupils receiving pupil premium, higher achievers etc.
- Differentiate methods of assessment to ensure that all children are supported, taking into account pupils with SEN, EAL and any other needs.
- Above all, ensure a systematic whole-school approach.

Information about assessment in the new National Curriculum: removal of levels

One of the features of the new National Curriculum is that it no longer uses a system of numbered 'levels' to describe children's attainment. This is because it was felt by the DfE that the use of levels had at times been detrimental to children. For example, talking to children about their attainment using numbered levels could contribute towards their developing a "fixed mindset" about their ability, whereas we want to foster in all our children a "growth mindset", meaning that we believe that we can all improve our abilities with practice, effort and persistence. We would also like to further enrich our pupils' learning by developing a greater breadth of skills and knowledge, so that they are confident to apply their skills to different areas of the curriculum, rather than focus on moving to the 'next level'.

Guidance is provided with the Herts grids in relation to finalising 'best-fit' judgements. For example, in pupil writing teachers are required to:

- Look across a range of texts for a variety of purposes and audiences.

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- Reflect on the use and understanding of age appropriate grammatical terminology.
- Be aware of the increased emphasis on spelling and handwriting.

We will be reporting pupils' attainment in relation to the age-related expectations of the new curriculum (September 2014 onwards). We will use language as follows to do this:

- [Name] is working below within the standards expected for his/her age (or 'standards expected in [Year X]').
- [Name] is working broadly within the standards expected for his/her age (or 'standards expected in [Year X]').
- [Name] is working towards achieving the standards expected in [Year X].
- [Name] is working beyond the expectations for [Year X].

We will always verbally give any key messages about pupils' attainment throughout the school year, so that these will never be a surprise within written reporting each term.

Early Years

Please refer to the Early Years Scheme which details all aspects of formative and summative assessment for Nursery and Reception.

In summary, the range of approaches to assessment will include:

- Formative assessment, specified on planning and taking place on a daily and weekly basis—observing, marking, self-assessment, peer assessment, dialogue and discussion.
- Summative assessment on a termly basis—see previous details included.
- School discussion of pupil attainment and progress, for individuals, groups and classes at pupil progress meetings with the Headteacher after each summative assessment period.
- Gap analysis: analysing the 'gaps' that children have or the errors that they make in order to identify needs and inform planning. This will include, where appropriate, investigative work, analysis of all ongoing learning and tests (for example, within phonics, spelling or grammar).
- Monitoring of learning. The process of children's learning and their outcomes will be monitored by the SLT and coordinator teams to provide feedback to class teachers, including feedback in relation to pitch, expectations and pupil progress—this will include pupil voice as a central focus.

Documents to support record keeping

All summative assessment data across the school (N - Year 6) is entered, stored, reported and analysed through Assessment Manager 7. This allows precise and efficient analysis in relation to all aspects of achievement (attainment and progress), and particularly informs school self-evaluation. The new Herts assessment approach is carefully benchmarked against the previous National Curriculum levels such that transition is supported and pupil progress can continue to be measured in this interim period.

As well as this, the following documents contain assessment information in school:

- Cohort pupil progress folders, (Headteacher's Office) where each term's summative data is discussed and analysed in relation to groups within the class and individual pupils.
- Learning journals within Nursery and Reception.
- Class teacher planning folders, which have evaluations and annotations on weekly lesson plans, and contain all assessment information used to inform planning (for example, gap analyses, Herts assessment criteria, pupil progress minutes).
- Children's books in all subject areas, with marking and feedback provided.

- Additional whole-school analysis documents held by the SLT and Governing Body: for example, RaiseOnline and reports from AM7.

The Hertfordshire Assessment Approach

We have adopted the Hertfordshire summative assessment approach to continue to ensure rigour in data collection and the tracking of pupils' progress over time in order to promote excellent achievement for all. This tracking system is:

- Intended as a management information tool – not as a basis for reporting attainment or progress to pupils or parents.
- Designed such that once per term is sufficient for summative judgements.
- Not a replacement for ongoing formative assessment against specific learning objectives, which is more appropriate for feedback to pupils about learning.

Tracking pupils' progress using phases and steps

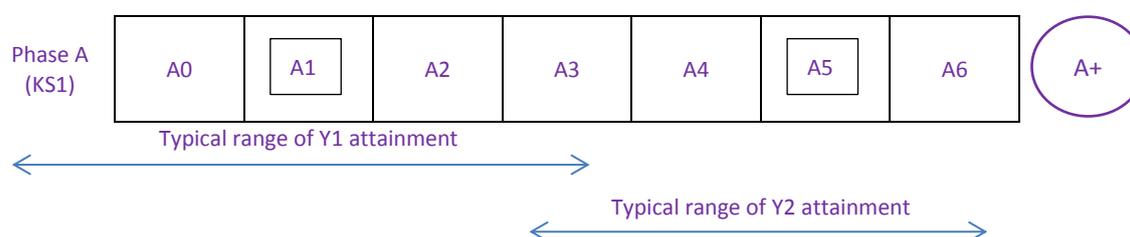
The expectations of learning are divided into key phases:

Phase A = expectations for Years 1-2

Phase B = expectations for Years 3-4

Phase C = expectations for Years 5-6

There are steps of progress within each phase (linked to detailed criteria produced by HFL) – with an expectation of one step of progress per term



A2 and A5 represent the age-related expectation for Years 1 and 2 respectively. A+ signifies that a child has mastered all aspects of the phase and the teacher is extending this child's thinking by going broader and deeper within the curriculum – e.g. exploring higher-level thinking skills, within the content domain of the phase.

Phases B and C are laid out similarly and the detailed criteria produced by HfL allows for excellent crossover to be achieved between curriculum and assessment.

Making judgements

All level judgements are made using all ongoing pupil evidence: for example, guided reading records, all learning within Maths and English books, as well as the application of these skills within humanities and other subject areas. More than ever before, the main purpose of all assessment weeks is to inform medium term planning and weekly planning based on pupil needs. That said, we remain committed to ensuring accurate and robust assessments, and therefore tests can be used to support teachers in deciding how well skills have been mastered. Tests may be used to support Maths; Reading Comprehension; Phonics; and English Grammar, Punctuation and Spelling.

At Bushey Heath Primary school, we have viewed the removal of National Curriculum levels as an opportunity to reflect on our beliefs about:

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- A rich, broad and balanced curriculum.
- Learning culture and ethos.
- What good assessment looks like.
- The appropriate balance between formative and summative assessment practices.

The principles of assessment have not changed and excellence in assessment at Bushey Heath Primary School will:

- Be sensitive and constructive.
- Foster learners' motivation.
- Promote understanding of learning goals and criteria.
- Be part of effective planning.
- Develop learners' capacity for self-assessment.
- Help learners know how to improve.
- Recognise all educational achievement.
- Be central to classroom practice.
- Be a key professional skill for teachers.
- Focus on how students learn.

However:

- Accountability at the ends of the Key Stages is still as high-stakes as ever.
- Governors need to be able to monitor attainment and progress.
- Ofsted still expect to see evidence of attainment and progress.

Assessment at Bushey Heath Primary School in practice will:

- Fulfil all aspects of preparing children for statutory requirements. In 2016, this will include new National tests which are being written for the end of KS1 and the end of KS2. This scheme will be expanded when more information has been released.
- Continue to ensure rigour with summative assessment across the school—this will be achieved through our adoption and implementation of the Herts assessment approach, see below.
- Focus on formative assessment in keeping with the principles of assessment described through this scheme, which will: promote assessment opportunities that are integral to the teaching and learning; involve rich open-ended tasks, accessible at a range of skill levels; be planned to include investigation, problem-solving, pupils making choices, collaborative work and dialogue; ensure that there are no ceilings on attainment and appropriate support for pupils' motivation and engagement.

Marking and Feedback

Aims

The purpose of marking and feedback is to:

1. show children that we value their work, encourage them to do the same and celebrate their achievements;
2. let pupils know the extent to which they have met the learning intention and success criteria;
3. evidence clearly how far children have come in their learning journey and clarify what their next steps are;
4. promote self-assessment and self-editing, whereby pupils critically evaluate their own learning and are proactive in improving their work;

5. promote peer-assessment, whereby children collaborate to evaluate and improve the work of others and thereby enhance their ability to evaluate their own work;
6. provide a basis both for summative and formative assessment;
7. provide on-going assessment, which informs future lesson-planning; and
8. demonstrate clear, measurable progress and individual/class attainment against national age related expectations.

Marking and Feedback Cycle

English

Success Criteria Stickers – Steps to Success - (“S2S”)

S2S are stuck into a child’s book at the start of a unit. These match the text types and are differentiated to take into account a child’s prior learning and attainment. The majority of a class should be using the S2S for their year group’s ARE, (e.g. most Year 4 pupils should be using LKS2 B or A). However, lower attaining, higher attaining or SEN pupils should be provided with the S2S which best fit the correct level of challenge for them.

Before pupils begin a writing task, ideally while looking at high quality texts at the start of a unit, the CT will go through the S2S Sticker with the class to ensure:

1. all technical and grammatical vocabulary is understood;
2. children are able to find examples of each success criteria point within the texts they are examining; and
3. they have an oversight of the ‘big picture’ – where they should be by the end of their learning journey in that unit.

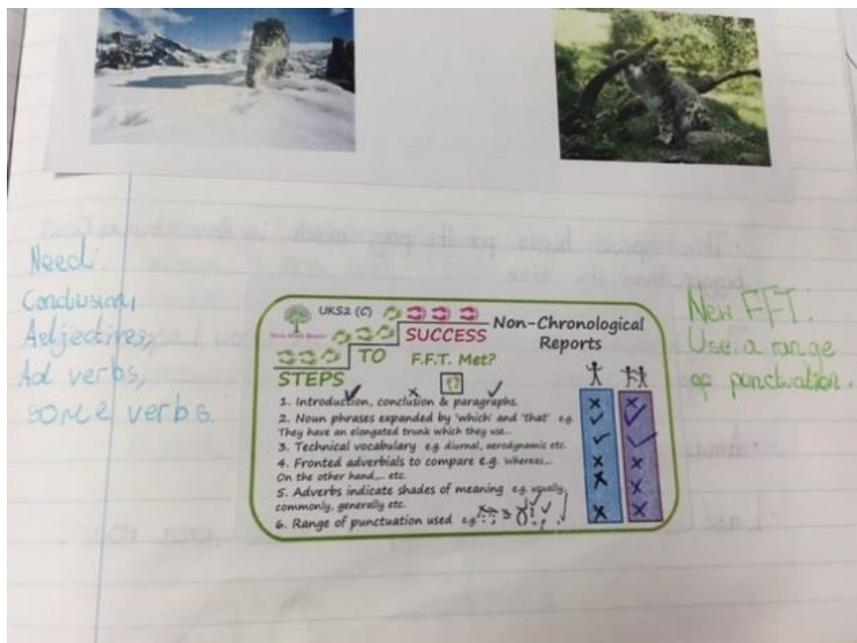
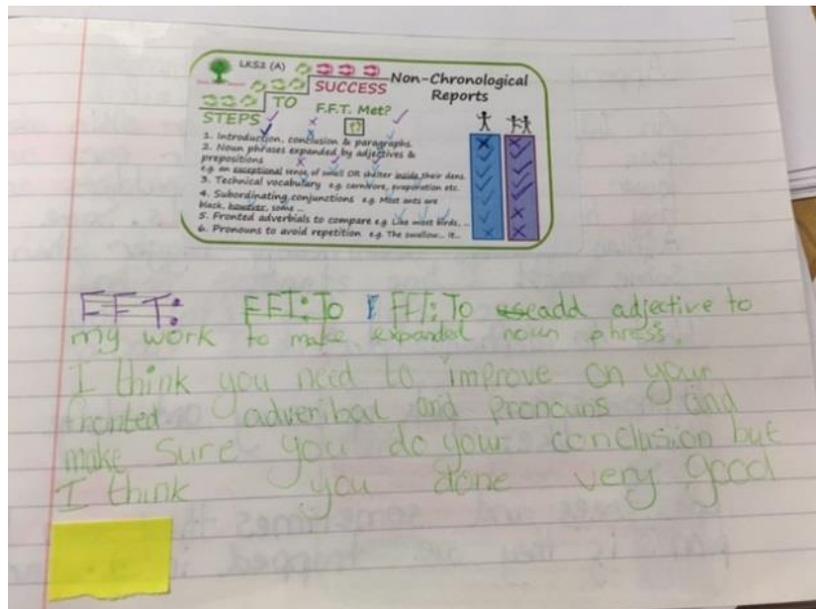
Throughout teaching, the S2S will be referred to as appropriate.

Self and Peer Assessment

After each piece of writing, pupils will be given the opportunity to self and peer assess. They tick (achieved) or cross (not achieved) or colour in for KS1 C against the S2S (See Appendix A). Children will be encouraged to go back and improve their work, taking into account anything that they, or their partner, have identified is missing from their work, e.g. putting in missing fronted adverbials.

As part of self and peer assessment, strengths and next steps (relating to S2S) will be explicitly referred to in a summative statement below the piece of writing. This helps the children to self-reflect at each step of the learning process.

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Adult Marking

On some pieces of writing, quality self & peer assessment (along with whole class verbal feedback), will be sufficient to enable children to take the next steps. Therefore, adult marking will be unnecessary.

When adult marking does take place, it will be using pink, green and gold highlighters, against the S2S.

Pink = 'Tickled Pink' for strength.

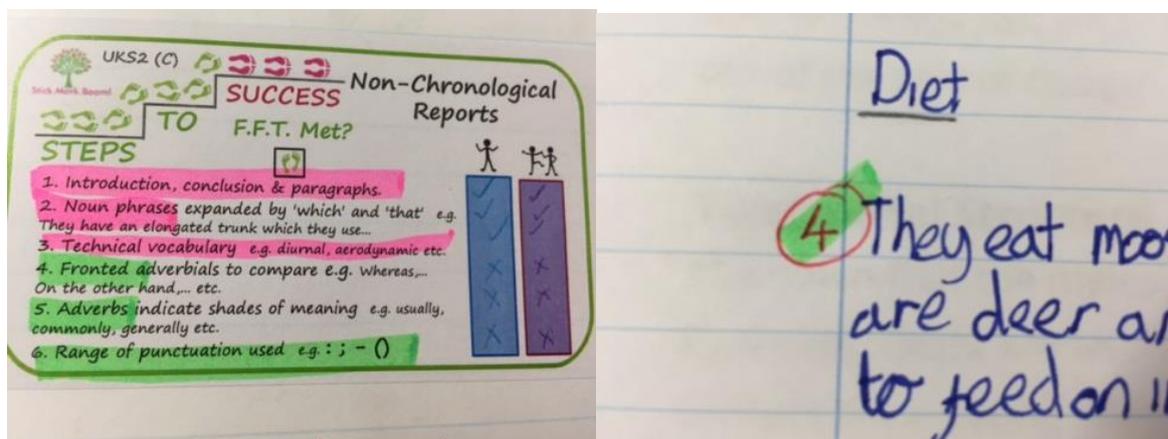
Green = 'Green for Growth' for areas for development.

Gold/Yellow = Mastery.

Whilst reading a child's work, an adult will highlight their writing, using pink, green or gold/yellow, and also highlight the S2S to indicate success against the success criteria. Where a child has not achieved one of the steps, this will be highlighted green. The child knows that this is their Next Step – to turn their pink into a green. Where possible, the adult marking will indicate, (e.g. using the number of the step), where the child has failed to meet this Step so that the feedback is as specific as possible.

If a child has met a Step, but not consistently, this may be dotted in pink.

It is an expectation that pupils will respond to the adult marking by improving their own work. In the example below, the child would, in the following lesson or during Dedicated Improvement and Reflection Thoughts Time (DIRT), go back and put in a fronted adverbial where indicated.



Guidance for adults providing marking and feedback

All marking should be constructive and positive, enabling children to celebrate their successes, while guiding them as to their next steps. Adults will use their judgement when highlighting the S2S to ensure that a child is not demoralised (e.g. if too many steps are unmet, they may only highlight two). Similarly, if the nature of the piece of writing is such that all the steps could not be met (e.g. where the children were only asked to write the beginning of a piece), then steps which are not applicable will just be left blank. Teachers should use their professional judgement if an obvious target is required which is not directly in the success criteria.

Since the S2S provide the developmental/constructive feedback, written comments should be short and praise based. Spellings will be in accordance with the school's existing policy.

Who marks?

Any adult that works with the children may mark against the S2S.

Does every piece of work need to be marked?

Yes - in some format the work needs to be marked. However, provided that children are taught and guided as to how to self and peer assess well, this will be sufficient for some pieces. Additionally, verbal feedback may be given to the whole class, a group of pupils or an individual. Where this is the case, pupils [in KS2] will generally record what was discussed and any action they need to take following the feedback.

Maths

Maths Map Cover Targets

At the start of each lesson, pupils will refer to the Cover Targets to identify which learning objective they are working on.

Teachers or children will mark their work using ticks or crosses/dots. Gold/yellow, pink and green will be used to highlight successes and areas for development in pupils' books.

Self & Peer Assessment

At the end of each lesson, pupils will be given the opportunity to self and peer assess. They will review their progress towards achieving the Cover Target they are working on. As part of self and peer assessment, strengths and next steps will be explicitly referred to in a summative statement below their work, e.g. "I am able to multiply 4-digit numbers by 2-digit numbers. I made mistakes when I forgot to put a zero as a placeholder. My next step is to apply this to word problems." This helps the children to self-reflect at each step of the learning process.

Date: January 2017

KS 1 and KS2	EYFS
<p>Pink – Highlights success </p>	<p><u>Reception</u></p> <ul style="list-style-type: none"> • Pink – Highlights success 
<p>Green – Action or correction required </p>	<ul style="list-style-type: none"> • Green – Highlights action or correction required 
<p>SP Spelling x 3</p> <p>T Incorrect tense</p> <p>P Punctuation</p> <p>FSp Finger space required</p> <p>FSt Full stop</p> <p>CL Capital letter</p> <p>G Grammar</p> <p>S Sense</p> <p>R Repetition</p> <p>VF Verbal feedback</p> <p> Next Steps</p> <p>HW Handwriting needs improving</p> <p>UL Underline your Learning Objective</p>	<p>SP Spelling</p> <p>P Punctuation</p> <p>Fst Full stop</p> <p>Fsp Fingerspace</p> <p>CL Capital Letter</p> <p>VF Verbal Feedback</p> <p>Next steps</p> <ul style="list-style-type: none"> • All work should have 1 success and 1 action. • Plans will be annotated accordingly <p><u>Nursery</u></p> <p>Next steps</p>
<p>KS2 Marking Only:</p> <p>Ask Speak to the Teacher</p> <p>N Neatly Please</p> <p>C Corrections needed</p>	<p>Additional Maths signs</p> <p>1dps 1 digit per square</p> <p>L Use a carry Line</p> <p>Un Show the unit</p> <p>RQ Reread the question</p>