



*Learning together, valuing all,
enjoying and achieving*

Assessment, Recording, Marking and Reporting Policy

Revised September 2021

Adopted: September 2021

Chair of Governors:

Date

Head Teacher:

Date

Due for Review: September 2024

RATIONALE

**“Children need to know where they are in their learning,
what they need to do next, how they are going to get there
and who can help them.”**

North Lakes School shares a positive Vision which states:

North Lakes School and its community share in a positive School Vision which states that:

We are committed to ensuring lasting achievement for all in a safe, inclusive and happy environment.

We will empower children to be resilient and responsible members of our world, and to become respectful, inspired lifelong learners who embrace challenge.

Our School Mission describes how we will achieve this Vision:

As staff, governors, parents and carers of North Lakes School we will be creative, passionate, open minded and effective, so that our children will be happy, enthusiastic and successful lifelong learners.

To do this we will provide a deep and rich curriculum that is innovative and inspiring.

We will ensure that our school is positive and inclusive, and focused upon individual achievement.

This policy supports the school ethos by providing a framework for the assessment of learning that will inform teaching and enable children to work towards their potential. It will guide individual progression through a structured curriculum and support children in developing skills for learning and life.

Assessment is a multi-layered series of processes which serves to improve *learners' learning and teachers' teaching*. The most manageable and useful systems are those that integrate *curriculum planning, assessment, recording and reporting*, so that each process is not an additional burden.

PURPOSE AND DEFINITIONS

Assessment is the judgement made about children's progress, needs and abilities which is gained through evaluation, observation, questioning, interaction, marking and testing and designed to inform teaching and learning.

Recording is the many ways that teachers record significant developments and attainments to inform their curriculum planning and their reports to children, parents, colleagues, and other agencies.

Reporting is the process of informing others. **Reports should be informed by relevant assessments and records.**

Quality assessment, recording and reporting...

- Is integral to the planning cycle and informs future teaching and learning
- Recognises and values the wider achievements of individual children whilst demonstrating progress
- Motivates children to improve
- Has a clear purpose and is manageable
- Provides relevant and useful information of a formative, diagnostic or summative nature

GUIDELINES

Assessment, recording and reporting in North Lakes School is guided by the following principles:

Formative Assessment is central to our practice, influenced by the good practice in “Assessment for Learning”, where we recognise that formative assessment is the process used by teachers and children to recognise and respond to pupil learning, in order to enhance that learning during the activity or task. It involves the pupils actively in their own learning: sharing learning goals, identifying key features together, asking targeted questions, providing effective feedback, and encouraging pupil self and peer evaluation.

For Assessment to be most effective:

- 1. Conditions for learning must ensure that there is a “growth mindset”** in both teachers/ practitioners and children, that learning is important and enjoyable and that everyone can improve:
 - Staff have high expectations for children
 - All involved in the process – adults and children – are learners
 - The learning process is valued- there is a supportive atmosphere that allows children to make and learn from mistakes and there is an emphasis on resilience, shared learning, reflection, analysis and discussion
 - Children receive feedback on their learning in a range of ways
- 2. Targets must be meaningful and challenging:**
 - There is a coherent, evidence based and manageable whole school system for agreeing, monitoring and revising targets against children’s progress – termly Pupil Progress Meetings are the vehicle for this
 - Children must be able to understand and articulate their targets and their success
 - The impact of differentiated targets is evaluated to ensure that the needs of all children (including SEND/EAL/disadvantaged/gifted & talented) are met and they are making appropriate progress.
 - Teachers and children use evidence to evaluate progress together and to define the next steps.
- 3. Opportunities for Learning are maximised:**
 - Planning for activities is based on previous assessment and linked to curricular targets
 - Children are involved in identifying and designing success criteria
 - Activities are designed to be purposeful, relevant, meaningful and engaging, to provoke learning
 - Self and peer evaluation, coaching and feedback is regular and structured

4. Strategies are employed for day to day Assessment in the classroom: questioning, observing, discussing, analysing work, checking children's work.

- Staff are confident in using all strategies of Assessment for Learning
- Staff use this range of strategies on a daily basis
- All strategies are used to gather information on children's progress against learning objectives for the lesson
- Insights gained from day to day strategies inform planning and teaching within the next activity.

5. Involving Parents and Carers:

- Parents and carers are key partners in their children's learning.
- The school will communicate with parents and carers as to their children's next steps for learning, through Assertive Mentoring meetings, written or spoken communication.
- Staff will share and take action about concerns over children's progress: how parents might support learning at home, how to maximise opportunities for learning, giving effective and positive feedback.

FEEDBACK TO LEARNERS

"Children need to know where they are in their learning, what they need to do next, how they are going to get there and who can help them."

Rationale

Oral and written feedback are powerful tools in formative assessment. Good formative assessment signposts the pupils towards their next steps in learning by providing them with the feedback they need to improve. This can be achieved through:

- careful questions
- explicit support/scaffolds
- further challenge to reach success.

It also provides teachers with the information they need to adjust their plans for more effective future outcomes.

Purposes

The purpose of oral and written feedback is primarily to provide learners with information about their performance and give signposts to improvements. It also enables the teacher to make adjustments to plans based on what they read, hear and observe.

Quality Feedback:

- Recognises, encourages and rewards children's effort and progress
- Identifies areas for improvement and gives strategies for this improvement if necessary
- Provides a record of children's progress
- Encourages children to be reflective on their own learning, to take greater responsibility and to be self-evaluative.

Oral and written feedback in North Lakes School is guided by the following principles:

- Children are involved with staff in defining success criteria linked to the learning objective, which forms the basis of later marking and feedback
- Children are encouraged to evaluate and improve their work during an activity, making effective use of the success criteria
- Opportunities are given to children to express and explore their understanding through dialogue with the teacher and discussion with each other.
- Children are challenged to reflect upon their learning and articulate their understanding in relation to curricular and learning targets.
- Feedback when provided in written form can vary; children must always be given time to act on written /oral feedback.
- Feedback can sometimes provide a **scaffold** from which children can improve their own work
- Information gathered by the teacher is used, where appropriate, to adjust future teaching plans for groups and individuals.

MARKING POLICY

“Children need to know where they are in their learning, what they need to do next, how they are going to get there and who can help them.”

Rationale

To ensure that all children have their work marked in such a way that it further impacts on learning. ‘Marking for Improvement’ means providing effective feedback leading to progression, ultimately impacting on their self-confidence, raising self-esteem and providing opportunities for self-assessment.

There will be a consistency in school in the way that children’s work is marked across the key stages.

Purpose

- To demonstrate the value of a child’s work
- To inform the teacher about a child’s progress and needs for future planning
- To allow for self-assessment where the child can be encouraged to evaluate their work celebrating their strengths and identifying next steps; encouraging them to accept help and guidance from others e.g. peer evaluation/assessment
- To set future targets

Guidelines

Types of Marking:

- Marking reflects our commitment to principles of Assessment for Learning. It is an integral part of the effective feedback mechanism, and may follow verbal feedback and peer and self-assessment.
- Teachers’ comments should be very specific, positive, constructive and reflect the learning objective and targets which will be evident within the success criteria. Children should always be made very aware of the criteria the work will be marked against.

- Teachers will look for strengths and mention these before identifying necessary improvements
- The quality of marking is crucial. A simple "x" or "." in Maths is of little assistance to a child unless accompanied by an indication of where the error occurred, together with an explanation of what went wrong. SEE APPENDIX 2 FOR DETAILS OF MATHS MARKING CODE.
- Teachers need to make sure that children **know what they need to do next to improve and it is good practice to indicate next steps for learning.**
- Marking should be both diagnostic and summative and this is at its most effective in the presence of the child, to be encouraged whenever possible.
- The emphasis will be on marking for improvement - e.g. writing:-
 - Red pen/ ticks – red hot comments/ positive comments- marking against success criteria. Sometimes examples will be identified against the success criteria.
 - Green pen/ ticks- growth/specific comments that may be targets for the next piece of work - this will follow the editing code (see attached)
 - 10 minutes will be built into the beginning of the next session, (when appropriate) to work upon Improving a particular part of the writing, taking into consideration the green comments
- Staff will prompt children and provide a writing model in various ways:-
 - **A reminder** – eg, reminding children to use a range of adjectives.
 - **A scaffold** - eg, providing a scaffold which pinpoints/directs the use the adjectives
 - **An example** – providing example(s) of possible adjectives
- The school handwriting font is Letter Join Cursive. Children need to be immersed in this where it is possible - e.g teacher handwriting examples, as well as whiteboard, display, etc.
- Any comments, reminders etc should be written on the spelling page on the left hand side.
- Teacher marking may follow self-assessment where children have marked using a purple pen from their original work and evaluated their work against the success criteria.
- Pupils will edit their own work in purple pen (following the school editing code) and show improvement tasks in response to teacher marking in purple pen.

Frequency of Marking

- Marking is designed to provide essential feedback to the child. As such marking needs to be regular, informative and manageable for both the teacher and learner. Please see the attached guidelines for frequency of marking in writing.
- Marking for improvement may be carried out with one group at a time, where the feedback is given to a guided group and then they work with a teacher in improving their piece of work. Once a week for improvement marking is a minimum expectation in Writing.
- Work should be corrected according to the curriculum focus e.g. in a piece of science work, concentrate on the science, not the English content.
- When correcting a piece of work all staff should follow the school policy.

Monitoring and Evaluation

Each core subject leader will focus on different aspects of their subject in a work scrutiny, taking work from each class to monitor the implementation of this policy.

The desired outcomes for this policy are improvement in children's learning and greater clarity amongst children and parents concerning children's achievements and progress.

The performance indicators will be:

- An improvement in children's attainment.
- Consistency in teacher's marking across the key stage
- Reinforcement of **high expectations** within school - no acceptance of second best.
- An awareness on the part of the pupils of what is expected of them.

Praise and Rewards:

- Positive comments are essential
- Use of stickers and stars
- Use of public and private praise, depending upon the individual child
- Celebration of redrafted work in prominent places.
- Writing assessments are on paper and stored in the Writing Assessment Books.

See Appendices 1 and 2 for details of expectations in Marking Writing and Maths.

ASSERTIVE MENTORING (Summative AND Formative Assessment)

Primary **Assertive Mentoring** (AM) – is a practical approach to recording and reporting assessment that directly involves parents/carers, children and teachers.

- Termly summative assessment information is gathered by staff on progress against curricular targets in Reading, Writing and Maths
- Progress towards termly "next steps for learning" and end of year NC expectations is shared and discussed with children and parents/carers.
- Grades are given for attendance, punctuality, behaviour, effort, homework and uniform
- Children are rated Green (above expectation) Yellow (OK) or Red (below expectation)
- Children self-assess their own progress in every area
- Learning attitudes are also self-evaluated, using the 5Rs model
- New "next steps for learning" are shared and agreed as new termly targets.
- AM progress against targets forms the basis for the end of year Annual Report

Summative assessments are used to check how accurately children can transfer knowledge, skills and concepts learned in Reading, Writing and Maths. For details of timing, see the Assessment Calendar, below (page 8). These assessments provide data for individuals and groups of pupils which then informs planning and further teaching. It is essential that this assessment data is used to target teaching according to need and this will directly impact on standards.

Diagnostic Assessment is also used as appropriate for individuals and groups of children especially children with SEND. Examples include the PIVATS assessment scheme (SEND) and Thrive Assessments for individuals and groups to track their emotional development.

Through Assertive Mentoring, the children are involved in the assessment process: they need to know not only the daily Learning Objectives but also their "next steps for learning" and why they have them. Time should be made in class for sharing these targets and communicating with the children and parents at the AM meetings and whenever appropriate.

RECORDING DATA: THE ASSESSMENT CALENDAR

Data is gathered and entered on the whole school tracking system as part of the Assertive Mentoring process. Not all data is recorded centrally if it is not directly helpful or efficient in terms of time needed to improve outcomes for pupils.

- **Items in bold** entered on **Scholar Pack MIS** checkpoints for whole school tracking
- *Items in italics entered on Frog Progress* to enable teachers to identify targets for teaching

		Autumn term	Spring term	Summer term
READING	NFER Reading baseline testing: Y3&Y5 only	October		
	Phonics overview Y3, Y4 + Y5/6 target pupils only	<i>September</i> <i>December</i>	<i>March</i>	<i>July</i> July
	Schonell Reading age	Y3 + new starters September		June
	Reading EXS Criteria TA	<i>December</i>	<i>March</i>	<i>June</i> June
	Book bands colour	Y3 September December	March	June
WRITING	Writing EXS Criteria TA	Y3 September Assess Oct/ Nov <i>Record by Dec</i>	Assess February <i>Record March</i>	Assess May <i>Record June</i> Final TA July
	AM Grammar test	Regular, at least ½ termly; more focus in Y5/6: Grammar assessment alongside Writing judgement every term		
	Phonics/ Spelling Progress data	<i>September</i> <i>December</i>	<i>March</i>	<i>July</i> July
	Schonell Spelling test (if children are ready)	September		
MATHS	Maths No Problem Test & Insight Assessment	Y3 Sept (Y2 test)	January (Test A)	June (Test B)
SCIENCE		<i>December</i>	<i>March</i>	<i>July</i>
COMPUTING		<i>December</i>	<i>March</i>	<i>July</i>
GEOGRAPHY		<i>Ongoing, entered at least once per year against KPIs</i>		
HISTORY		<i>Ongoing, entered at least once per year against KPIs</i>		
MUSIC		<i>Ongoing, entered at least once per year against KPIs</i>		
PE		<i>Ongoing, entered at least once per year against KPIs</i>		
ART		<i>Ongoing, entered at least once per year against KPIs</i>		
DT		<i>Ongoing, entered at least once per year against KPIs</i>		
MFL		<i>Ongoing, entered at least once per year against KPIs</i>		
RE		No KPIs as yet		

The recommendations of the Independent Data Management Review Group Report 2016 have been taken into account (see Appendix 3), primarily:

- a. Be streamlined: eliminate duplication – ‘collect once, use many times’
- b. Be ruthless: only collect what is needed to support outcomes for children. The amount of data collected should be proportionate to its usefulness. Always ask why the data is needed.
- c. Be prepared to stop activity: do not assume that collection or analysis must continue just because it always has
- d. Be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks

Linked documents:

This policy is to be read in conjunction with the following...

- English Policy
- Maths Policy

APPENDIX ONE: EDITING & MARKING CODE FOR WRITING (2018)

Our Editing Code:

Encouraging pupils to re-read their own writing and revisit their own writing is key to improving their effectiveness, independence and confidence as writers.

This drafting/editing code is used throughout school:

COMPOSITION marking to take place thoroughly at least weekly	
Most lessons have a learning objective and clear differentiated success criteria. The teacher marks the child's writing against the shared criteria.	Staff respond to pupils' writing in relation to the L.O. and S.C. Pink/Red positive comments are specific and clearly emphasise the learning in relation to the S.C. Green for (growth) teacher direction to improve the effectiveness of the writing in relation to the S.C.
SPaG editing:	
... (dot, don't dodge)	Mis-spellings for the age/stage of development of pupils are identified, and numbered for reference on the spelling page. Teachers may give the correct spelling for the pupils to practise 3 times. Alternatively, teachers may give the pupils another spelling strategy clue- a rhyming word, the root word, prefix, suffix.
____ (punctuation)	Pupils are asked to consider which punctuation mark has been omitted, or incorrectly used. Teachers may ask a question to further pupils' learning: Have you asked a question? How do you punctuate a list? Is someone talking?
↑↑ or ↑ grammar, sense/ meaning	Two arrows: Pupils can be asked to check the meaning sense of a sentence/paragraph demarcated by <i>two</i> arrows One arrow: Replace an existing word choice or insert a missing word in the correct tense, more precise verb etc.

The following pupil guidance for the above code will be stuck into the front of their writing book.

How can you edit your own writing to make it better?	
... (dot, don't dodge)	I can dot the spellings I am unsure of. I can have a go using: • A word that rhymes that I already know how to spell. • A dictionary or word bank. • The root word. What prefix or suffix can I add? • A spelling rule that I know.
___ (punctuation)	I can re-read my own writing and check I have used capital letters and full stops in the correct place. What other punctuation marks might I need? ? ! , " " - / () ; ; ... - -
↑ (grammar, sense/meaning)	Does my writing make sense? Have I included all the words I wanted to in my sentences? Is it in the correct tense? Can I change any words to improve the effectiveness of my writing? • Precise nouns • Powerful verbs • Accurate adjectives • Exciting adverbs

The expectation for drafting and teacher marking is as follows:

	Lower KS2 Y3/4	Upper KS2 Y5/6
Pupil edit Purple ...3 spellings ___ 3 punctuation ↑↑ 2/3 improved sentences/ meaning (teacher checked red)	Developing to be most pieces of work	Every piece of work
Teacher Edit (green) Pupil follow up in next session(purple)	More regular. Every other piece of work	Less regular but at least once weekly
Improvement Marking T green/red Pupils respond in purple	Once weekly	Once weekly

APPENDIX TWO:

Expectations for the Annual Assertive Mentoring cycle (revised Sept 2018)

September – New AM sheet (1) issued with next steps for learning **either** provided by previous teacher, **or** drafted by new teacher; **including end of year results from previous year, shared with parents.**

No Levels/ Attainment Grades reported: report children against end of year standard as EXPECTED, WORKING TOWARDS, or GTR DEPTH from end of previous year.

Grades shared for progress against previous targets and attitudes to learning (check- who provides these?)

Saved on Scholar Pack and filed on Server.

January – Updated saved AM sheet (2) issued with new next steps for learning added.

Grades shared for progress against previous targets and attitudes to learning.

No Levels/ Grades or comments against end of year standards. Filed.

April/May

Y3/4/5 reports prepared in Spring term, up to and over Easter.

Y3/4/5 AM meetings: Updated saved AM sheet (3) issued along with reports and new next steps for learning added.

Grades shared for progress against previous targets and attitudes to learning.

No Levels/ Grades or comments against end of year standards. Filed.

June/July

Y6 reports written up to and into second half term.

Updated saved AM sheet (3) issued with reports with KS2 test results.

Grades shared for progress against previous targets and attitudes to learning.

All teachers record final grades on the saved Year End AM sheets for new staff to refer to in September. If required also prepare targets for September AM sheets to hand on to new teachers.

All AM sheets need to be filed in hard copy in the AM File, and also saved on server:

- **Teacher Global/ Assertive Mentoring PAM/ AM Record Bank**

An Assertive Mentoring folder for each child is kept which contains the following:

North Lakes School Assertive Mentoring File Contents
2018



1	Mentoring Overview: Attainment, Achievement and Attitude • Tracking, Next Steps for Learning, Progress • Grading Key • Pupil Self-Assessment • Parental Partnership Forms <i>This is a complete record of evidence for EVERY year & AM meeting throughout school</i>
2	Reading: • Phonics / Key Word (Reading) Tracking (as appropriate) • Assessment/Intervention/Support Records (as appropriate) <i>Evidence from only the past twelve months needs to be retained.</i> <i>Only statutory tests need to be filed in individual pupil records.</i>
3	Spelling: • Schonell spelling assessment, Phonics diagnostic test <i>Evidence from only the past twelve months needs to be retained.</i> <i>Only statutory tests need to be filed in individual pupil records.</i>
4	Maths: • Half Termly assessments/ End of Unit assessments • Assessment/Intervention/Support Records (if appropriate) <i>Evidence from only the past twelve months needs to be retained.</i> <i>Only statutory tests need to be filed in individual pupil records.</i>
5	Attitude/ Behaviour: • Any Certificates / Awards • Reflection sheets

Stored elsewhere:

- Writing Assessments in Assessment books.
(Writing Assessment Criteria & Performance tracked digitally).
- Termly AM Grammar assessments: in Writing assessment books
- Termly Spelling Assessment: in Writing assessment books alongside written piece

APPENDIX THREE: NOTES ON THE FINDINGS OF THE 2016 INDEPENDENT REVIEW GROUP REPORT ON DATA COLLECTION

No one sets out to create burdensome data. But the system does contain data for data's sake-
"just in case" "Gold plating"

Data collection must have a clear purpose and the process must be efficient.
What data will be useful and for what purpose... then collect the minimum amount of data
required to help teachers evaluate how children are doing.

a. Be streamlined: eliminate duplication – 'collect once, use many times'

**b. Be ruthless: only collect what is needed to support outcomes for children. The
amount of data collected should be proportionate to its usefulness. Always ask
why the data is needed.**

**c. Be prepared to stop activity: do not assume that collection or analysis must
continue just because it always has**

**d. Be aware of workload issues: consider not just how long it will take, but whether
that time could be better spent on other tasks**

The recent removal of 'levels' should be a positive step in terms of data management; schools
should not feel any pressure to create elaborate tracking systems or 'working at grade'
approaches. Yet there is anecdotal evidence that schools are introducing complicated systems
which mimic levels. This is an attempt to overlay the old world onto the new, and it creates
unnecessary data burdens that should be avoided.

Leaders should ensure that they have a curriculum that offers pupils a robust framework of
teaching that builds in progression, challenge and depth of knowledge. Teachers should then
make professional judgements of pupil attainment against key performance indicators – the big
ideas that tell us whether a pupil understands and has grasped what they have been taught.

a. Am I clear on the purpose? Why is this data being collected, and how will it help
improve the quality of provision?

b. Is this the most efficient process? Have the workload implications been
properly considered and is there a less burdensome way to collect, enter, analyse,
interpret, and present the information?

c. Is the data valid? Does the data actually provide a reliable and defensible
measure of educational attainment?

We suggest that every school should make use of the common practice of creating an assessment
and data collection calendar, updated annually. This ensures that all staff are clear about what is
required, by when, and for what purpose, thereby helping them to plan more effectively and
manage their workload.

The use of technology – of management information systems – should be considered in terms of
improving the process of data management once the purpose has been clearly identified. The
curriculum should inform how pupil learning should be recorded, progress tracked and what
assessment is needed, not data processes defining the curriculum and learning:

Data needs to be in the right place at the right time to make effective decisions.

Too often, data inaccuracies lead to delays in processes which mean by the time schools get information back it is too late for the decisions that are required. This leads to the duplication of data collections and increased burdens.

The principles offered in this report are intended to redress a balance: to ensure that only data that is necessary is collected, that the processes used are efficient, and that the power of data is given its proper place in making professional judgements throughout the system and, in doing so, reduce the burdens on teachers.