



Assessment Policy

2019 - 2020

Reviewed: September 2019
Next Planned Review: September 2020

Newdale Primary School is committed to embedding assessment for learning at the heart of teaching and pupil achievement.

We have a responsibility to provide learning experiences that.....give every child the opportunity to succeed.¹

Assessment for learning provides the basic, essential elements of good or better teaching that allow maximum impact upon learning. This policy should be referred to in conjunction with the marking, curriculum, teaching and learning policies.

Since the revised National Curriculum became statutory in September 2014, schools are no longer required to use National Curriculum levels and may choose a method of pupil assessment which suits their setting and demographic. Levels were removed from widespread use as teaching became a vehicle for getting children 'across the next threshold'² as opposed to ensuring their knowledge and understanding were sufficiently deep enough.

At Newdale Primary School we created our own assessment system, which closely mirrors the Department for Education system for measuring the progress that the children make by the end of their time at our school.

Assessment in the foundation subjects is also a high focus for us at Newdale. We assess pupils' skills across the curriculum so that we are able to ensure that our children have the best possible foundations to build on.

Aims of assessment at Newdale

- To maximise pupil achievement
- To make focus quality-first teaching on children's individual needs
- To provide an appropriate curriculum for all children
- To ensure that pupil progress and attainment is tracked effectively
- To ensure the swift and effective identification of learning interventions where needed

Objectives

Effective assessment for learning will involve:

- Sharing learning objectives – so children know clearly what they are learning in a language suitable to their age
- Identifying success criteria - which will make the children effective, independent learners
- Questioning - to identify children's understanding and address misconceptions
- Observation – monitoring children's learning and progress
- Discussion – in a variety of individual, paired or group situations
- Oral feedback – informing the children throughout the lesson of their progress and feedback on future learning
- Marking and feedback - please refer to the Feedback Policy
- Peer assessment – children assessing the work of their peers
- Self-assessment – children assessing their own work
- Target setting – clear personalised targets for every child
- Objective sheets – whole year overviews showing the essential knowledge for each child per year, fixed in back of core books.
- Tracking - effective monitoring of children's progress to help with the allocation of staff and resources
- Pupil Progress meetings – class teachers will meet regularly with the appropriate SMT member to discuss the progress of each child in their class/target group.

¹ Mastering Maths – Oxford University Press

² Final report on the commission of assessment without levels September 2015 page 5

Assessment Types

We use a range of assessments:

- **Formative** – informing the planning process of the next steps to learning
- **Summative** – measuring pupil performance and achievements at a particular stage
- **Nationally standardised summative assessment** – measuring pupil attainment and progress against own targets, national targets and their peers.
- **Evaluative** – making judgements about the effectiveness of learning and teaching

Formative assessment

Formative assessment is the powerful, every day tool that our teachers use to make professional judgements on progress and attainment. It can take forms such as -

- Marking of pupil work in books
- Carrying out observations of pupils at work / practical activities
- Targeted questioning as part of a lesson
- Content tests in maths
- Chance to Shine independent writes
- Short topic/ theme quizzes
- Self-assessment using Steps to success sheets.
- Checking pupil work for progress and advances in attainment.

The primary purposes of day-to-day in-school formative assessment³

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 improve.

How do we do this at Newdale?

At Newdale, we mark each piece of work using yellow highlighters to show what the pupils have done well in their work. The green highlighter is used to ask the pupil to 'convince' you that they have embedded their learning from each lesson. With the pupils in Key Stage One and below, the use of oral feedback is vital in their understanding. All children can then use the Step to Success charts in the back of their books to gain a wider understanding of how their learning in that lesson fits into their learning across the whole year.

For parents and Governors:

In school formative assessment provided parents with a broad picture of where the children's strengths and weaknesses lie and what they need to do to improve.

How do we do this at Newdale?

At Newdale, we report to parents at parents' evenings in the Autumn and Spring terms. We also formally report to parents in an end of year report at the end of each academic year. We also informally inform parents via telephone calls, face-to-face meetings and via the home / school communication book.

For teachers and teaching assistants:

This is an integral part of teaching and learning. It allows them to identify where pupils are struggling, when they have consolidated learning and when they are ready to progress.

How do we do this at Newdale?

At Newdale, we follow the attainment of the pupils and track progress carefully. This allows teachers to plan high quality lessons and respond rapidly to the needs of their pupils.

³ Text below reproduced directly from page 19 of Final report on Assessment without Levels Sept 2015

The principals of in-school formative assessment⁴

When using formative assessment, our teachers consider –

- a) What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?
- b) How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to improve?
- c) How will I ensure pupils understand the purpose of this assessment and can apply it their own learning?
- d) How will I ensure my approaches to assessment are inclusive of all abilities?
- e) How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?
- f) What follow up action should I take to plug gaps in knowledge and understanding or support progression where learning is secure?
- g) Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

Summative assessment

Summative assessment is used at Newdale to bring all of the professional, formative judgements of a term / year together. This can take the forms of -

- End of term assessments.
- End of topic / unit assessments.
- NFER tests for non- SAT year groups.

The primary purposes of day-to-day in-school summative assessment⁵

For pupils:

In school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

How do we do this at Newdale?

At Newdale, we complete summative tests at the end of each term. We report the results back to the pupils, highlighting what they did well and what they needed to do to improve.

For parents and Governors:

In school summative assessments can be reported to parents to inform them about achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.

How do we do this at Newdale?

At Newdale, we report end of year summative assessment to parents via end of year reports. Where appropriate, teachers may report assessment outcomes to parents at end of term intervals.

For teachers:

In school summative assessments enables teachers to evaluate both pupil learning at the end of an instructional unit / period and the impact of their own teaching. Both of these purposes help teachers to plan for subsequent teaching and learning.

How do we do this at Newdale?

At Newdale, we analyse the results from end of term tests to identify what teachers need to plan for in the next units of work. End of year results are passed up to the receiving teachers, so they can plan to address misconceptions and deepen learning.

⁴ Page 22 of Final report on Assessment without Levels Sept 2015 for more details.

⁵ Text below reproduced directly from page 20 of Final report on Assessment without Levels Sept 2015

The principals of in-school formative assessment⁶

When using formative assessment, our teachers consider –

- a) Who will use the information provided by this assessment?
- b) Will it give them the information they need for their purposes?
- c) How will it be used to support broader progress, attainments and outcomes for pupils?
- d) How should the assessment outcomes be reported to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?
- e) How should the assessment outcomes be communicated to parents and Governors to ensure that they understand what the outcomes tell them about their child's attainment, progress and improvement needs?
- f) How should the assessment outcomes be recorded to allow the school and Governors to monitor and demonstrate progress, attainment and wider outcomes?

Nationally standardised summative assessment

Nationally standardised summative assessment currently takes place in identified year groups in school –

- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, punctuation and Spelling) at the end of Key Stage 1 – Year 2
- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, punctuation and Spelling) at the end of Key Stage 2 – Year 6
- There is also a Phonics screening test in Year 1, which assesses pupils' phonetic knowledge.
- Additionally, the pupils' knowledge of times table facts is tested in Year 4.
- Children are also assessed against age expected standards at the end of the Early Years – Reception, which is termed 'Good level of expectation – GLD'.

The primary purposes of nationally standardised summative assessment⁷

For pupils, parents and Governors:

Nationally standardised summative assessment provided information on how pupils are performing in comparison to pupils nationally. It also provided parents with information on how the school is performing in comparison to schools nationally. This allows parents to hold schools to account.

How do we do this at Newdale?

At Newdale, we report the results to parents in the end of year reports in Years 2 and 6. The phonics test is also reported at the end of Year 1. Cohort results are also published on our website and on our data dashboard.

Mastery in assessment

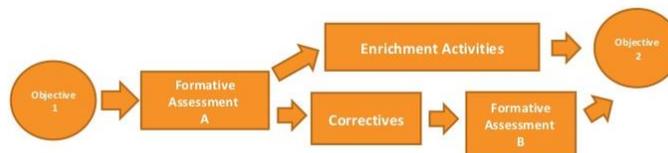
At Newdale, we are using 'Mastery Learning' in Maths as a way to ensure knowledge and understanding is firmly embedded in our children. Learning is broken down into key components and taught in a logical order, so as to allow children to build on their prior learning. We hold the belief that every child should have the chance to achieve and therefore allow all children equal access to the age appropriate subject content. Differentiation may look different in our books; it may be differentiated by support or by outcome⁸. Some of our children may take longer and require more support, but we believe that they will all get there in the end⁹. Assessment is crucial to this process.

⁶ Page 23 of Final report on Assessment without Levels Sept 2015 for more details.

⁷ Text below reproduced directly from page 21 of Final report on Assessment without Levels Sept 2015

⁸ Jane Jones HMI Maths lead Speech July 2015

⁹ As reflected in Final report on Assessment without Levels Sept 2015 page 17.



The Mastery Learning Instructional Process

'Mastery is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving onto new content)'¹⁰

Role of Governors and Staff

Assessment for learning is collaborative and involves all stakeholders of the school.

- **Governors** – Oversee the policy and ensure that assessment for learning drives learning and teaching within the school. They will scrutinise pupil achievement and hold leaders to account for ensuring every pupil achieves at least in line with other pupils within school and nationally.
- **Senior Leadership Team** – Drive improvement and have a vision that the school will collectively apply assessment for learning so there is maximum impact of children's learning and achievement.
- **Phase Leaders and Subject Co-ordinators** – Monitor standard of achievement and progress within the subjects/areas or year groups they lead and drive improvement
- **Teachers** – Apply assessment for learning fully within their teaching to maximise learning and teaching opportunities
- **Teaching Assistants** – Use assessment for learning techniques to help teachers and children make judgements on the learning and identify the next stages for learning
- **Parents/Carers** – Are to be made fully aware of the children's targets and development and be offered support by the school to ensure their children are achieving in line with their age and ability
- **Children** – Have responsibility for their own learning and clearly know what they need to do to make good progress and achieve their targets.

Inclusion Statement: (SEND/EAL/G&T)

We are committed to providing effective learning opportunities for all pupils and apply the principles of the Equality Act 2010 into our curriculum planning and teaching.

Suitable and challenging learning opportunities will be planned and delivered for all pupils with the aim of maximising achievement for each individual.

Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of pupils based on gender, special educational needs, disability, disadvantage (including those pupils who are eligible for the Pupil Premium grant) and pupils who are newly arrived and/or speak English as an additional language. Please see EAL policy for how assessment of newly arrived and/or speak English as an additional language is carried out.

We are committed to the principle of equality of opportunity for all and this will be reflected in the curriculum offered, the quality of education provided and the achievement of all individuals and groups of pupils.

¹⁰ Final report on Assessment without Levels Sept 2015 page 17

Individual Pupil Target Setting

We set the target that 85% of each cohort needs to reach Age Related Expectations by the end of the year. These are challenging targets, designed to ensure pupils are Secondary Ready by the end of Year 6.

In order to show progress, the target for each pupil is that they make expected progress, from their start point, each academic year. More than expected progress is where pupils make more progress than that observed by their peers.

In addition, targets for every pupil at the beginning of the academic year and reviewed by class teachers and SMT at the end of each half term.

These are set using a range of criteria;

- National end of year expectations for each year group.
- An expectation of better than expected progress for every pupil each year, based on their age and ability.
- The need to set challenging targets and accelerate progress for pupils who have not previously met end of year expectations for their age/ability.
- Analysis of performance information and areas of improvement from Analyse School Performance.
- Expected progress from EYFS to the end of KS1.
- Expected progress from KS1 SATs to KS2 SATs.

The targets are based on the highest expected outcome for every child based on their previous achievement

End of year targets form the basis of monitoring pupil progress throughout the year and are the primary measure by which the impact of quality first teaching and interventions are judged.

Newdale Model of Assessment (Assessment, recording and reporting post National Curriculum Levels)

Teachers' Use of the Newdale Model of Assessment.

Teachers will use the National curriculum to plan lessons which allow the pupils to achieve the curriculum statements for their current year and therefore be fully prepared for the next stage in their education. They will use a best fit statement based system, which has a point basis to it to describe the level that each individual pupil is working at.

Teachers will use the assessment moderation materials created for each year in Maths and Writing, to assess if the pupil is working at, above or below age related expectations. These will be termed – below standard, at standard and greater depth standard. In the Early Years, staff will use at expected standard and exceeding for those pupils who are working beyond the Good Level (GLD) expectations.

In writing, pupils will be assessed via independent opportunities to write. This will take the form of Chance to Shine pieces of work, but also evidence can be taken from other curriculum areas. In Maths, pre and post assessments will inform teacher judgements across individual units of work, leading to moderation of pupils work across the term. Moderation materials have been produced to allow teachers to assess if pupils are working within the expectations for their year group¹¹.

The use of Standardised tests at Newdale.

Underpinning all of this are the NFER Standardised tests. Standardised tests enable pupil performance to benchmark against the national average and compare them with other pupils¹². From

¹¹ Please see assessment appendices at the end of the document.

¹² Liz Twist *Interpreting the outcomes of standardised tests*, Headteacher Magazine 2018

the standardised tests, we are able to extract standardised scores, age-standardised scores and age-related expectations.

Standardised scores compare a pupil's performance to that of a nationally representative sample of pupils from the relevant year group, who will have all taken the same test at the same time of year¹³. Pupils will be assigned an age related code according to the standardised scores they achieve on the tests. A sample guide to this may be¹⁴ –

Below 70	70-84	85-94	95-104	105-114	115-129	Above 129
Well below average	Below average	Low average	Average	High average	Above average	Well above average

Newdale agreed interpretation of NFER scores

Newdale agreed interpretation of NFER scores				
Below 80	81-99	100 – 105	106 – 110	110+
Working below Age Related Standards	Working towards Age Related Standards	Working at Age Related Standards	Working towards Age Related Standards	Working at Greater Depth standard

NFER assert that it is important that teachers use professional judgement when interpreting test outcomes. This is the reason that a band of marks is used to judge the 'average' attainment of the pupils. Here at Newdale, we recognise the importance of teacher assessment and it is for this reason that the NFER tests make up only one part of the pupil assessments.

'By utilising standardised tests and applying their own professional judgements when interpreting the results, teachers can build a profile of attainment and progress for their pupils and be confident in their conclusions and next steps. Standardised tests should form just one part of a school's approach to assessment, with on-going formative assessment informing teaching throughout the year'¹⁵.

Teachers will record pupil progress against the assessment model using O track; an online tracking system. This will help teachers to analyse which performance information, showing which groups are making expected progress and reaching Age Related expectations. To enable accurate Assessment for Learning, teachers will enter question level data into the NFER reporting tools at the end of each half term. This will enable teachers to plan lessons to address any gaps or misconceptions in learning.

Please refer to marking policy and book non-negotiables.

Parents' Use of the Newdale Model of Assessment outcomes of standardised testing.

Parents will use model in partnership with their children and teachers. Teachers will share attainment and progress with parents, both in a formal and informal capacity. They will be able to track their children's progress and targets using the parents evening sheets. These will aid them in both supporting their child effectively and holding the school to account for the progress their child is making.

Senior Leaders' Use of Newdale Model of Assessment and outcomes of standardised testing.

Senior leaders will ensure that the Newdale model of assessment is being applied consistently across school for all pupils. They will moderate teacher assessment and ensure planning meets the needs of all pupils. They will analyse performance information for pupils and groups of pupils and plan intervention where required. The performance information gathered will be used to report to parents, governors and Ofsted on the effectiveness of the education being provided by the school.

¹³ Liz Twist *Interpreting the outcomes of standardised tests*, Headteacher Magazine 2018

¹⁴ Taken from Liz Twist *Interpreting the outcomes of standardised tests*, Headteacher Magazine 2018

¹⁵ Liz Twist *Interpreting the outcomes of standardised tests*, Headteacher Magazine 2018

Assessment in the foundation subjects

All staff assess pupils across the foundation subjects, in line with National curriculum and subject specific guidelines for what is expected a child to achieve in each year group. This information is used by class teachers and subject coordinators to plan for the next steps and progress in learning. The Curriculum lead produces data reports which are then shared with subject leads and SMT.

Reporting Assessment Information to Stakeholders

Governors will scrutinise the effectiveness of the education provided through the various committees. Amongst other methods, these committee will scrutinise school performance information and hold Senior Leaders to account for the achievement of pupils and groups within the school in comparison to National Expectations.

Senior leaders will report whole school performance information analysis to Governors **at least 3** times per year at the end of the Autumn Tem, Spring Term and Summer Term.

Governors will also analyse published and validated performance information such as ASP (Analyse School Performance) and data dashboard in order to ascertain the schools strengths, areas for development and actions to address these.

Assessment points throughout the Year

There are three formally recorded and analysed assessment points throughout the academic year (7 in EYFS Reception);

- On Entry (EYFS only)
- Autumn Term 2 – end of term Summative assessments from NFER and teacher assessment data from formative assessment throughout the term.
- Spring Term 2 – end of term Summative assessments from NFER and teacher assessment data from formative assessment throughout the term
- Summer Term 2 – end of term Summative assessments from NFER and teacher assessment data from formative assessment throughout the term.

Pupils are assessed in Reading, Writing, Grammar, punctuation and Spelling along with Maths.

Observation, Assessment and Planning in the Early Years

The planning within the EYFS follows the government document 'Development Matters in the Early Years Foundation Stage'.

These plans are used by all EYFS practitioners as a guide for weekly planning. Some of the weekly planning is based on the ideas and the assessed needs of the children, building on their achievements and interests.

Regular assessments of children's learning are made; this information is used to ensure that future planning reflects identified needs and next steps are followed. Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in children's learning journey books or files.

On entry to Nursery and Reception we complete a baseline assessment to ensure we get an accurate picture of each child. On entry to EYFS children are assessed against the development matters statements through a variety of observations and adult directed activities. The assessment is carried out by the class teacher/key person during the first 2 weeks of starting school and is entered into O track. Children who attend Newdale Nursery assessments are passed on to the receiving YR teachers. We use a development record to record a child's development across the EYFS, identifying what 'age and stage' bracket they are working within. This is updated termly and discussed in pupil progress meetings with senior management. Data is analysed to look for patterns and trends

At the end of the EYFS (Reception year) we surmise whether children are emerging, expected or exceeding level. Children at expected level or above have reached a good level of development (GLD). The results are reported to the Local Authority. In this final term of the EYFS, a written

summary is given to parents, reporting their child's progress.. This information informs the School Development Plan. Information is also shared with the children's Year 1 teachers to help ensure a smooth transition into the National Curriculum.

Observation, Assessment and Planning in Years 1-6

All newly arrived pupils should be teacher assessed using school procedures by the end of their **SECOND WEEK** at school. This is their class/set teacher's responsibility.

Teachers should build an accurate ability picture by assessing the pupil in the following areas and ways –

Reading

– Using previous Standardised Assessment Tests

Phonics

– Using the Letters and Sounds Framework to assess what Phase the child is working within.
– Formal testing points each term as directed by phonics lead.

Writing

– Through their everyday writing outcomes using Newdale model materials.

Maths

– Through their everyday mathematics outcomes using Newdale model materials.

Science

– Through their everyday mathematics outcomes using the school's own Science Targets booklets and Rising Stars assessment tests.

If a child has come from another UK school, the child may have a 'CTF' file electronically transferred to the school. The performance information administrator / office manager must ensure this file and any physical records relating to the child (including assessment information) are received by the school. The performance information administrator is also responsible for uploading this information into O track, assigning any known vulnerabilities where appropriate.

Newly Arrived Pupils without prior KS1 performance information should have end of KS2 targets set for them by the end of the ½ term in which they arrive. This is the responsibility of the Phase Leader for that year group.

Foundation subjects

To ensure that children's progress and attainment is tracked across all subjects, here at Newdale we assess the foundation subjects. Attainment is measured against age appropriate statements for each curriculum area and data is submitted to subject leads, via our shared drive on a termly basis. The exception to this is PE, where children's skill development is measured half termly, according to each block that they have been studying.

Pupil Tracking and Performance information analysis

In the penultimate week of each half term, teachers enter assessment for children they teach. These assessments are moderated by Phase Leaders at Phase Meetings, to ensure consistency and support the professional development of staff.

The Headteacher, Deputy Headteacher and Phase Leaders analyse the performance information for the year groups they lead. This is done at the end of each half term.

Performance information analysis methods may differ depending on the year group, time of year and areas of concern identified. However, all analyses should include the following;

- Achievement by year group
- Achievement by gender
- Achievement by ethnic group/ language
- Achievement of pupils with disabilities and/or special educational needs (carried out by SENCO)
- Achievement of disadvantaged pupils who are eligible for the Pupil Premium

All analyses are compared against national expectations in order to identify which pupils are not achieving in line with expectations.

The purpose of the analysis is to plan effective intervention were required and to assess the impact of teaching and interventions which are currently in place.

Appendices

- i. Newdale model of assessment attainment statements
- ii. Newdale model of assessment progress illustration
- iii. Marking policy 2018
- iv. Book non- negotiables for staff and pupils
- v. Assessment cycle for the academic year

Attainment

The proposed model is a linear model, where pupils track a continual line throughout their journey through each of the Key Stages at Newdale.¹⁶

Pre assessment

Significantly below Expected standard BLW - 3 point value	<ul style="list-style-type: none"> • Unable to access the curriculum for their own year group or for the year group below. • Always requires additional classroom support to access tasks and activities • Often has significant SEND barriers to their learning. • Routinely undertakes tasks and activities which are significantly different to their peers'
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- A child who **achieved significantly below GLD** at the end of **EYFS** or achieved **working below the standard of the interim pre-key stage standards national expectations or P Scales** at the end of **Year 2 (BLW)** would all convert into a Summer end judgement of **Working Significantly Below Expected Standard** in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Working Significantly Below Expected Standard** in each curriculum area would be **awarded the Working Significantly Below Expected Standard at the end of the year.**

Below Expected Standard PKF at Yr 2 - 2 point value	<ul style="list-style-type: none"> • Is able to access the access the curriculum for their own year group or for the year group below with support and scaffolded learning. • May have SEND barriers which impact on learning. • May complete tasks and activities which have been modified or are different to those being carried out by the rest of the class. • Struggles to grasp new concepts without the need for significant scaffolding and support from adults. • Struggles to embed, use and apply concepts taught.
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- A child who **achieved below GLD** at the end of **EYFS** or achieved working at **Pre Key Stage Foundation** at the end of **Year 2 (PKF¹⁷)** would all convert into a Summer end judgement of **Below Expected Standard** in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Below Expected Standard** in each curriculum area would be **awarded the Below Expected Standard at the end of the year.**

Working towards Expected Standard WTS at Yr2 - 1 point value	<ul style="list-style-type: none"> • Is able to access the access the curriculum for their own year group or for the year group below with regular support and scaffolded learning. • Does not grasp new concepts quickly and may require lots of consolidation. • Needs support to embed, use and apply concepts taught.
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- A child who **achieved below GLD** at the end of **EYFS** but only by a small margin or achieved working **towards national expectations** at the end of **Year 2 (WTS – Working toward Standard¹⁸)** would all convert into a Summer end judgement of **Working Towards Expected Standard** in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Working Towards Expected Standard** in each curriculum area would be **awarded the Working Towards Expected Standard at the end of the year.**

¹⁶ See progress guidance sheet (snipped for each band above).

¹⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/611788/Key_stage_1_reporting_teacher_assessment_data.pdf

Working at Expected Standard 0 point value	<ul style="list-style-type: none"> • Meets many of the expectations for the expectations set out in the National Curriculum for their year group. • May make errors in work, but is usually able to improve their work following support and feedback from adults or peers. • Has some gaps in learning from the previous year group. • Is usually successful in grasping and embedding concepts taught. • Can apply skills and understanding mostly independently, with varying levels of success.
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- A child who **achieved GLD** at the end of **EYFS** or achieved **national expectations** at the end of **Year 2** would all convert into a Summer end judgement of Expected Standard in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Expected Standard** in each curriculum area would be **awarded the Expected Standard at the end of the year**.

Working at Greater Depth Standard 1 point value	<ul style="list-style-type: none"> • Meets the majority of the expectations for the expectations set out in the National Curriculum for their year group. • Can usually grasp new concepts and is able to embed them with speed and independence. • Is able to attempt learning that goes beyond that expected at Expected Standard with some success. • Able to apply skills and understanding, which is age appropriate, to a wider range of contexts. • Can frequently explain and justify their ideas. • Can evaluate their work, using this feedback to make improvements.
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- A child who achieved **exceeding GLD** at the end of **EYFS** or achieved **Greater Depth expectations** at the end of Year 2 would all convert into a Summer end judgement of Greater Depth Standard in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Greater Depth Standard** in each curriculum area would be **awarded the Greater Depth Standard at the end of the year**.

Working beyond Greater Depth Standard 2 point value	<ul style="list-style-type: none"> • Is clearly exceeding the expectations set out in the National Curriculum for their year group. • Grasps new concepts, embeds and applies them with speed and independence. • Can attempt independent learning to concepts that are beyond what would be expected for Greater Depth Standard for their year group. • Is able to apply skills and understanding, that is beyond age appropriate for their year group, to a wider range of contexts with frequent success. • Can frequently and clearly explain and justify their ideas. • Can evaluate their work and the work of others, using this feedback to make improvements.
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- A child who achieved **significantly exceeding GLD** at the end of **EYFS** or achieved **significantly Greater Depth expectations** at the end of Year 2 would all convert into a Summer end judgement of **Working beyond Greater Depth Standard** in the statutory testing year groups.
- In all other year groups, any child who was **satisfying the criteria for Working beyond Greater Depth Standard** in each curriculum area would be **awarded the Working beyond Greater Depth Standard at the end of the year**.

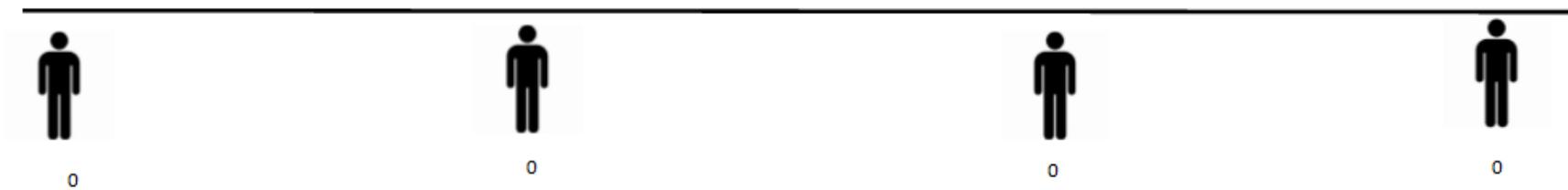
Teachers would use the subject specific guidance issued to them, standardised tests and interim tests and the Teacher Assessment guidance to make an informed decision as to where the children sit on the attainment scale.

Newdale model of assessment attainment statements

Significantly below Expected standard BLW - 3 point value	<ul style="list-style-type: none"> • Unable to access the curriculum for their own year group or for the year group below. • Always requires additional classroom support to access tasks and activities • Often has significant SEND barriers to their learning. • Routinely undertakes tasks and activities which are significantly different to their peers'
Below Expected Standard PKF at Yr 2 - 2 point value	<ul style="list-style-type: none"> • Is able to access the access the curriculum for their own year group or for the year group below with support and scaffolded learning. • May have SEND barriers which impact on learning. • May complete tasks and activities which have been modified or are different to those being carried out by the rest of the class. • Struggles to grasp new concepts without the need for signifcant scaffolding and support from adults. • Struggles to embed, use and apply concepts taught.
Working towards Expected Standard WTS at Yr2 - 1 point value	<ul style="list-style-type: none"> • Is able to access the access the curriculum for their own year group or for the year group below with regular support and scaffolded learning. • Does not grasp new concepts quickly and may require lots of consolidation. • Needs support to embed, use and apply concepts taught.
Working at Expected Standard 0 point value	<ul style="list-style-type: none"> • Meets many of the expectations for the expectations set out in the National Curriculum for their year group. • May make errors in work, but is usually able to improve their work following support and feedback from adults or peers. • Has some gaps in learning from the previous year group. • Is usually successful in grasping and embedding concepts taught. • Can apply skills and understanding mostly independantly, with varying levels of success.
Working at Greater Depth Standard 1 point value	<ul style="list-style-type: none"> • Meets the majority of the expectations for the expectations set out in the National Curriculum for their year group. • Can usually grasp new concepts and is able to embed them with speed and independence. • Is able to attempt learning that goes beyond that expected at Expected Standard with some success. • Able to apply skills and understanding, which is age appropriate, to a wider range of contexts. • Can frequently explain and justify their ideas. • Can evaluate their work, using this feedback to make improvements.
Working beyond Greater Depth Standard 2 point value	<ul style="list-style-type: none"> • Is clearly exceeding the expectations set out in the National Curriculum for their year group. • Grasps new concepts, embeds and applies them with speed and independence. • Can attempt independent learning to concepts that are beyond what would be expected for Greater Depth Standard for their year group. • Is able to apply skills and understanding, that is beyond age appropriate for their year group, to a wider range of contexts with frequent success. • Can frequently and clearly explain and justify their ideas. • Can evaluate their work and the work of others, using this feedback to make improvements.

In the case of EAL pupils, teachers will need to consider if the assessments made upon the pupils are reflective of their understanding.

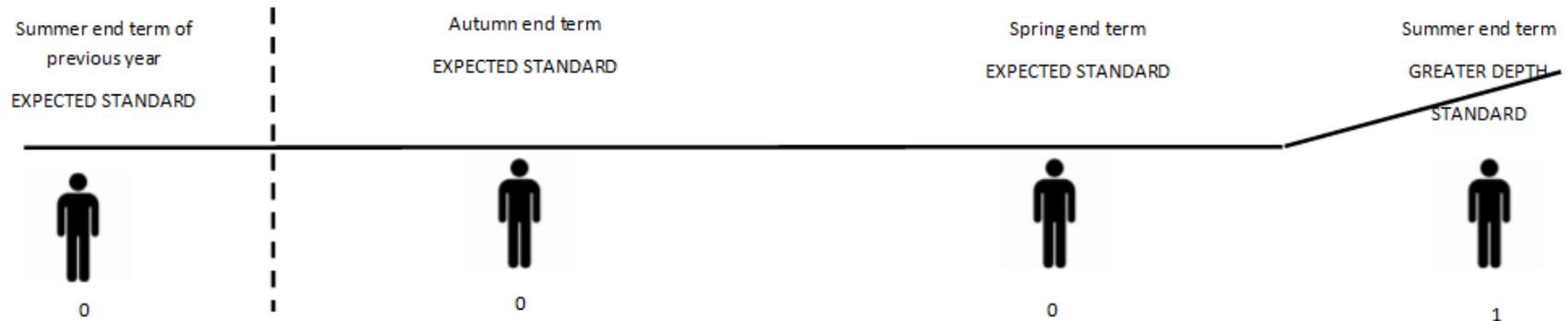
Newdale Teacher Assessment guidance



Child A has entered the class at the Expected Standard for the previous year group. They have remained at the Expected standard throughout the year.

Their progress value is set at 0 as they have tracked the Expected Standard for the entire year (average of the three 0 point values).

This would be the same for a child who entered at any point at the system and tracked the continual line e.g. working towards at Summer end and still at Working towards the following Summer end.

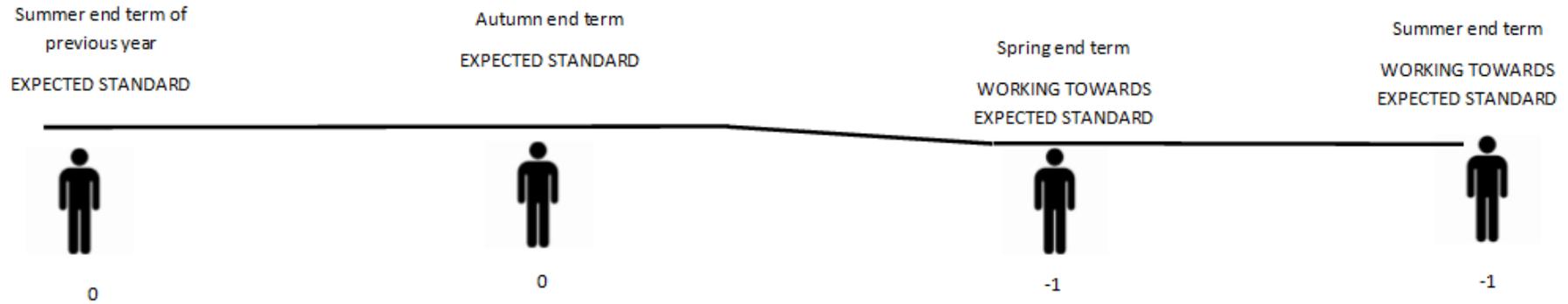


Child A has entered the class at the Expected Standard for the previous year group. They have attained Greater Depth Standard by the end of the following year.

Their progress value is set at 0.3, as they have tracked the Expected Standard for two terms and then increased by 1 point at the end of the year (average of the three point values).

This would be the same for a child who entered at any point at the system and improved by the end of the line e.g. improved at the end of the academic year.

Newdale Teacher Assessment guidance



Child A has entered the class at the Expected Standard for the previous year group. They have fallen below the Expected standard towards the end of the year.

Their progress value is set at -0.6 , as they have not achieved the standard required and fell behind in this year (average of the three point values).

This would be the same for a child who entered at any point at the system and tracked a line as above e.g. working at Greater Depth Summer end and then working at the following Summer end.



Child A has entered the class at the Expected Standard for the previous year group. They dipped in Spring term and came back on track by the end of the Summer term.

Their progress value is set at -0.3 (average of the three point values).

This would be the same for a child who entered at any point at the system and had a dip but became back on track by the end of the line.

Marking policy

We at Newdale Primary School feel that:

- ❖ marking is an essential part of the assessment process. It enables teachers to assess whether children have achieved their learning objectives and informs future planning.
- ❖ marking of pupils' work in all subjects should be regarded as a regular means of communication with pupils about their individual progress.
- ❖ this communication needs to be in a form understood by the individual pupil.
- ❖ the feedback should be developmental and therefore inform the next step in a pupil's learning.

PURPOSES OF MARKING

The aims of marking are:

- ❖ to motivate pupils' future effort by praising current achievements.
- ❖ to assist pupils by setting clear targets for development. These may relate to learning objectives and/or targets.
- ❖ to provide the teacher with feedback on how well pupils have understood their work and enable him/her to plan the next stage of teaching and learning.
- ❖ to enable the teacher to make judgements about pupil attainment, particularly with regard to the STAT.

GUIDELINES FOR MARKING

Responses to children's work take the form of oral and written feedback and, when appropriate work is marked with the child. An emphasis is placed on the teacher feeding back to groups/classes at the end and/or beginning of lessons about progress made and points requiring further development. This supplements individual feedback and marking. Work is collected in regularly and returned, marked for the next time the child meets that piece of work. It is marked in line with agreed guidelines as follow:

1. Work will be marked in black ink. Staff should use the school's handwriting font - cursive script and ensure their spelling and grammar are accurate.
2. Responses should wherever possible be constructive, acknowledging what has been achieved through the use of the yellow highlighter to mark against the success criteria.
3. Developmental marking through our 'Three Stars and a Wish' system should occur at least once a week for each child. As mentioned, Yellow highlighter will be used to pick the features that have been included according to the success criteria, with green highlighter used to pick out an area for the pupil to respond to and improve. This may take the form of a 'Show me' (largely provided by support staff), 'Convince me' (written by Teaching Staff) or an opportunity to edit and improve.
4. Children should be given the opportunity to answer their wishes and this should then be marked. In the Early Years and at the start of Key Stage One, the inclusion and recording of pupil voice will feature heavily in the way in which responses are addressed.
5. Verbal feedback will be given to pupils during the lesson, and where this takes place, be indicated by the use of the corresponding symbol from the policy.
6. Correcting every mistake can be disheartening, so marking will relate to, and focus on, the learning objective / success criteria (rather than being a detailed written comment on all work). Pupils will be aware of the objective, as it will have been shared and explained at the beginning of the lesson. It will also be in their book at the top of the piece of work.
7. Literacy and Numeracy books need to reference work carried out in the 'Chance to Shine' with targets that are set as a result of the work in these books, also shared in the literacy book.
8. Teachers may decide that it would be more beneficial, on occasions, for the children to mark their work, for example, a spelling test or as part of self and peer marking.
9. Staff should ensure pupils' work is presented to a high standard and inline with the 'Presentation of Children's work' document.

Marking Symbols

Work will be marked in black.

WSCT	With support class teacher
WSST	With support supply or student teacher
WSTA	With support TA
WSHLTA	With support HLTA
I	Independent working
Psb	Paired Study buddy work
P	Prompted (child has been prompted by an adult)



CT

Verbal feedback from Class Teacher / TA for teaching assistant



Insert a finger space between words

CL

Capital letter/s needed



Full stop needed



Sentence / word order doesn't make sense



Insert word here

//

Start of a new paragraph needed.



Incorrect spelling (Correct spelling written on top)

✓ CL

Correct capital letters

✓ ●

Correct full stops

✓

Correct finger spaces

●

Incorrect answer in maths

The marking of spellings across all books

Incorrect spellings will be underlined with the correct spelling noted over the top do this when we want to make a spelling clear, but are not asking the child to correct it themselves. This may be relevant where a child has had a go at a new word which class teachers want to praise them for.

In this case, staff will still highlight in yellow, but as per the marking guidance, underline the word and write the correct spelling over the top.

Green highlighting should be for children who need to independently correct their work:

1. If a child is making repeated mistakes (or should know a word), it is clearer to the child that they need to correct the word if it is highlighted in green. The expectation should then be that the child does this independently at the bottom of the page.
2. For a lower ability (or much younger) child, it is clearer to also highlight in green, so they can instantly see there is something to improve, but then bring this down to the bottom of the page for them, correcting the word yourself and asking them to practise x5 (or whatever you feel is necessary).

A couple of extra points:

- The marking symbols sheet does not include the use of sp in the margin. Therefore we do not need to do this.
- A green spelling wish should be in addition to marking against success criteria, not instead of.
- A maximum of five spelling corrections only using green highlighting please – and try to balance with yellow wherever possible!

RESPONSIBILITIES

It is the responsibility of the Curriculum Co-ordinator:

- ❖ to monitor the consistent use of this policy across the school.

It is the responsibility of all classroom teachers:

- ❖ to ensure that all classwork is marked regularly according to the Marking Policy.
- ❖ to encourage children to revise their work using pointers given in marking, when appropriate.
- ❖ to keep a record of attainment against key teaching objectives in accordance with the Assessment Policy.
- ❖ to explain the marking and assessment grading system to the pupils.
- ❖ to ensure that assessment information informs further curriculum planning.



Newdale Primary School
Book non-negotiables for staff and pupils

Our Aim:

To celebrate children's best work and learning; To learn transferable life skills of how work; To raise children's self-esteem and pride in their work to encourage further imp creativity.

Who is it for?

Ultimately for the child; The audience: stakeholders and visitors; Raise the school expectations and profile; build partnerships within the community; Record and evidence of children's learning and progress over time

Why present well?

Respect for the child's own work; pride; learn skills; self-esteem; high expectations; evidence of progress and learning; modelled high expectations; children engaged in their learning: improved behaviour, motivation, purpose and able to share their work with confidence; children understand that their work needs to be neat and clear so that it can be read by others.

When?

Children should always present their work well although have an understanding that skills such as jotting, note taking and drafts require less time spent on accuracy in presentation but should still be legible.
Presentation will develop as it is modelled to the children and they are supported in their presentation.

What does it look like?

All books:

- Front covers with details of child, class teacher, subject, date started, number of book.
- Books to have a colour tab to indicate ability (Blue – LA, Green – LA/MA Yellow – MA, Orange MA+, Red HA).
- Learning objective written as a question starting 'Can I...' e.g. **L/O: Can I describe characters using adjectives?**
- Dates and L/Os underlined in pencil (regardless of whether child writes in pen or pencil)
- Any cross curricular links to be evident in L/O. Write in brackets after and highlight in pink.
- Diagrams to be in pencil.
- All work in the book to be done in pencil...no pen in maths books.
- Success criteria sheets to be stuck in and assessment of S/C clearly marked (Literacy / Numeracy).
- WSCT/ WSTA / I to be clearly indicated to show support for each work.
- Neat handwriting from staff and pupils, with clearly defined ascenders and descenders.
- Rulers must be used to draw lines and children trained in Y1 to do this.
- If children write their own date and L/O, ensure all letters are sitting on the line and lines are drawn using a ruler.
- Short dates to be used in Numeracy and Science, long date in Literacy.
- Correct use of margins, lines and pages (orientation, next line/page)
- Paragraphs or sections of writing should be defined by a line in KS1 and an indent by KS2
- Numbers written within squares
- All worked marked by adults in black ink. See marking policy for symbols etc.

- Any mistakes to be crossed out using one line.
- Tabbing needs to be evident –
Literacy books at the end of the unit of work referencing to chance to shine book. (Same colour for the whole school)

Progress indicator tabs need to be evident showing good progress in both Literacy and Numeracy books (Numeracy books tab Chance to shine assessments showing progress)

Children are modelled how to present their work and make it the best that it can be

- Teachers will use photos of class activities or group work in books where appropriate, with an evaluation of the learning of the child whose book it is in. This may take the form of a Show / Convince me to evaluate learning at an individual level.
- Children will currently use pencil or pen if it has been awarded to them for neat handwriting.

Class teachers are responsible for ordering resources in adequate time for themes.

Weekly “Book Looks” will be actioned against these non-negotiables. They will also be used during Phase moderation.

Assessment cycle for the academic year

Autumn 1st half

Formative

- Curriculum content tests in Maths – written by class teachers
- Chance to Shine – themes decided by teachers
- Steps to success sheets – whole year overviews showing the essential knowledge for each child per year, fixed in back of core books.
- Guided Reading judgements – AF decided by class teachers
- Marking in books.

Teacher assessed levels inputted to O track.

Pupil Progress meetings.

SEND support meetings.

Autumn 2nd half

Formative

- Curriculum content tests in Maths – written by class teachers
- Chance to Shine – themes decided by teachers
- Guided Reading judgements – AF decided by class teachers
- Objective sheets – whole year overviews showing the essential knowledge for each child per year, fixed in back of core books.
- Marking in books.

Summative

- NFER assessments – in Reading, Maths, GPS in Years 3-5
- Past SATS papers in Years 2 and 6.
- Teacher assessment in EYFS and Year 1.
- Past Phonics papers in Year 1.
- Moderated Chance to Shine independent writing and writing observed in Literacy books.

Teacher assessed levels inputted to O track.

Pupil Progress meetings.

SEND support meetings.

Progress reported to parents via parents evening.

Spring 1st half

Formative

- Curriculum content tests in Maths – written by class teachers
- Chance to Shine – themes decided by teachers
- Objective sheets – whole year overviews showing the essential knowledge for each child per year, fixed in back of core books.
- Guided Reading judgements – AF decided by class teachers
- Marking in books.

Teacher assessed levels inputted to O track.

Pupil Progress meetings.

SEND support meetings.

Spring 2nd half

Formative

- Curriculum content tests in Maths – written by class teachers
- Chance to Shine – themes decided by teachers
- Guided Reading judgements – AF decided by class teachers

- Objective sheets – whole year overviews showing the essential knowledge for each child per year, fixed in back of core books.
- Marking in books.

Summative

- NFER assessments – in Reading, Maths, GPS in Years 1, 3, 4 and 5.
- Past SATS papers in Years 2 and 6.
- Teacher assessment in EYFS and Year 1.
- Past Phonics papers in Year 1.
- Moderated Chance to Shine independent writing and writing observed in Literacy books.

Teacher assessed levels inputted to O track.

Pupil Progress meetings.

SEND support meetings.

Progress reported to parents via parents evening

Summer 1st half

Formative

- Curriculum content tests in Maths – written by class teachers
- Chance to Shine – themes decided by teachers
- Objective sheets – whole year overviews showing the essential knowledge for each child per year, fixed in back of core books.
- Guided Reading judgements – AF decided by class teachers
- Marking in books.

Teacher assessed levels inputted to O track.

Pupil Progress meetings.

SEND support meetings.

Summer 2nd half

Formative

- Curriculum content tests in Maths – written by class teachers
- Chance to Shine – themes decided by teachers
- Guided Reading judgements – AF decided by class teachers
- Objective sheets – whole year overviews showing the essential knowledge for each child per year, fixed in back of core books.
- Marking in books.

Summative

- NFER assessments – in Reading, Maths, GPS in Years 1,3, 4 and 5.
- Moderated Chance to Shine independent writing and writing observed in Literacy books.
- SATS tests in Year 2, along with teacher assessments.
- SATS tests in Year 6, along with teacher assessments.
- Times table test in Year 4
- Phonics Screening Test in Year 1
- Good Level of Development final assessments in EYFS

Teacher assessed levels inputted to O track.

Attainment and progress reported to parents via annual reports.

Pupil Progress meetings.

SEND support meetings.

May 2015; amended September 2016/ amended November 2016 /further amendments March 2017,
May 2017, September 2018

Update: September 2019