

# Assessment for Learning and Strategic Marking Policy September 2024-2026

<b>Status:</b>	Non-statutory school based
<b>Date Reviewed:</b>	September 2024
<b>Next Review:</b>	September 2026
<b>Review Cycle:</b>	Two years
<b>Reviewing committee:</b>	SLT
<b>Reviewers:</b>	N. Bailey (Assessment Leader)
<b>Linked Policies:</b>	Teaching and Learning Policy Equality Policy Curriculum Policy All subject policies Home Learning SEND Policy
<b>Signed by Headteacher:</b>	
<b>Signed by Assessment Leader:</b>	

## Rationale

Assessment in all its forms is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the steps to achieving their learning outcome, where they are in relation to this aim, and how they can achieve the aim.

Effective assessment is inherent to high quality teaching and learning and embedded in pedagogy. All forms of assessment will serve to raise standards in pupil achievement and enable pupils to be successful.

Assessment is the process of seeking and interpreting evidence for the use by pupil and teachers to decide where the pupils are in their learning, where they need to go and how to best get there.

At Hook Junior School we recognise and value the components of the assessment process as:

1. Assessment for Learning (Formative)
2. Assessment as Learning (Formative – pupil involvement, peer and self-assessment)
3. Assessment of Learning (Summative)
4. Feedback for Learning (Verbal and written feedback and marking)

# 1. Assessment for Learning (Formative Assessment)

**Definition:** Assessment for learning enables teachers to use information about pupils' knowledge, understanding and skills to inform their teaching. Teachers provide feedback to pupils about their learning and how to improve.

Assessment for Learning is a conscious part of teaching and learning; it constantly takes place in the classroom through observation, discussion, listening and analysis of work. It is essential that teachers know and understand their pupils; know how well a pupil has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Formative assessment is used to raise standards where pupils have a clear sense of themselves as learners, the goals they are trying to achieve and how to reach them. We believe that effective formative assessment is a key factor in raising pupils' standards of achievement. For formative assessment to be effective, it will be planned, analysed and used to drive improvements in learning for all pupils.

To achieve this at Hook Junior School we will use Assessment for Learning:

- to show pupils the value of the learning process and install the belief that all pupils can improve
- to help pupils know how well they are doing in their learning
- to provide feedback which leads pupils to act upon what they need to do next to improve
- consistently in all lessons to respond to the needs of pupils at the point of learning
- to evaluate pupils learning, identify pupil needs and quickly address misconceptions and close gaps
- to adapt lessons and planning to meet the needs of the pupils ensuring appropriate differentiation of questioning, lesson targets, success criteria, activities, pedagogy, next step targets and resources

## **Evidence of Successful Assessment for Learning:**

- effective questioning
- effective modelling
- incisive feedback
- rapid and sustained progress
- pupils know what they are learning
- pupils are challenged in their learning
- opportunities to reflect upon learning are provided
- assessment informs practice
- all pupils make progress

# 2. Assessment as Learning

**Definition:** Assessment as Learning involves pupils in the learning process where they monitor their own progress, ask questions and practice skills. Pupils use self and peer assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards personal targets.

To achieve this, we will use assessment as learning:

- to involve both teacher and pupil reviewing and reflecting on performance and process
- to communicate the learning target and encourage pupils to evaluate their progress so

that they understand the next steps they need to make

- to set appropriately challenging targets in maths, reading and writing, on a regular basis and
- to encourage pupils to evaluate their own work against success criteria based upon specific, key learning targets across the curriculum
- to encourage pupils to listen to the range of pupils' responses to questions
- to use examples of work from other pupils in the class highlighting the ways it meets the assessment criteria or standards.

#### **Self- assessment and peer assessment – adults will:**

- help pupils to identify any gaps between actual and optimal performance
- show pupils how the assessment criteria have been met in some examples of work from peers
- allow pupils time to work out problems using a range of strategies, whilst not solving problems for them
- provide opportunities for pupils to develop confidence in judging their performance and practice self-assessment skills in context
- encourage pupils to use a green editing pen to self-assess and review their own work when appropriate.

### **3. Assessment of Learning (Summative)**

**Definition:** Assessment of Learning assists teachers and leaders to use evidence of pupil learning to assess pupil achievement against targets and standards.

Summative assessment refers to the assessment of pupils where the focus is on the outcome of the learning. This contrasts with formative assessment which summarises the pupils' development at a particular time. Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards and compares it against a standard or benchmark.

To achieve this at Hook Junior School we will use assessment of learning:

- to formally assess and record pupil achievement and standards in all subjects
- to target and tackle underachievement and address areas of weakness in teaching and learning
- to inform school self-evaluation
- to determine pupil progress against age related expectations and national standards starting points
- to inform parents of pupil achievement to include them in supporting their pupil's learning

Summative assessments:

- record performance in a specific area on a specific date
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of KS2 are met
- provide information about cohort areas of strength and weakness to build from in the future

#### **Strategies to create opportunities for assessment of and for learning**

Adults will:

- use a range of assessment procedures including: focused feedback, peer assessment and self-assessment
- adapt teaching to close gaps in learning in order for pupils to achieve lesson objectives
- provide opportunities for pupil self-assessment, reflection and evaluation
- provide opportunities for pupils to read and respond to feedback during lessons
- be overt listeners and observers in all lessons
- use open-ended questions to provoke thinking and reasoned responses
- use questioning as an assessment strategy
- circulate the classroom, providing immediate assessment and feedback.

### Attainment and Progress

We will make judgements against **attainment** and **progress** based on a combination of teacher assessments, tests and evidence in pupil books at the end of each teaching phase and at the end of the school year.

#### Attainment

Attainment is the benchmark a pupil has achieved against the assessment criteria at the end of a teaching phase, school year and key stage.

Attainment will be measured:

- The proportion of pupils working within age-related expectations
- The proportion of pupils working beyond age-related expectations
- The 'average attainment' (B,WTS,EXS,GDS) for a cohort or group of pupils

#### The stages a pupil is working at will be:

<b>Below</b>	A child is working below age related expectations. The child will be given a year group programme of study they are currently operating in.
<b>Working Towards Standard (WTS)</b>	A child is working towards age related expectations.
<b>Expected Standard (EXS)</b>	A child is working in line with age related expectations.
<b>Greater Depth Standard (GDS)</b>	A child is working above age related expectations.

#### Progress

Progress is a relative measure that refers to how much progress a pupil has made from their initial starting point e.g.KS1-KS2, year on year and the end of each phase. It refers to the difference between where a pupil started from and where they have reached.

Progress will be measured:

- Through the use of regular formative assessment.
- Formal judgements at the end of phase and year based on individual, cohort and whole school performance

Objectives in each phase are progressive. Each phase builds upon the previous one. If pupils are **expected** at the end of each phase, then they are making **expected** progress.

Whilst children maintaining **working towards** are making expected progress, the school aims to progress all children to **expected** or above.

Start Point	Midpoint	End of Phase or year	Measure of Progress
Working Towards	Working Towards	Working Towards	Expected progress
Expected	Expected	Expected	Expected progress
Working Towards	Working Towards	Expected	More than expected progress
Expected	Expected	Greater Depth	More than expected progress
Working Towards	Expected	Expected	More than expected progress
Working Towards	Expected	Greater Depth	Exceptional progress

### Formal Reporting

Reporting is communication about the outcomes of pupils assessed learning at a given point in time. We adopt a range of both written and verbal reporting formally and informally.

Reporting will include:

- Minutes from pupil progress meetings
- Subject leader end of term foundation subject analysis and end of year curriculum audit
- Senior Leadership Team whole school data analysis reports and qualitative reports for year groups, school self-evaluation and governors
- Learning consultations for parents and pupils in the Autumn and Spring terms
- Annual written reports to parents in the summer term including the option of a learning consultation

## 4. Incisive Feedback for Learning and Strategic Marking

Feedback is any information that is provided to the performer of any action about that performance. The core of formative assessment lies in the pupils' perception of a gap between a desired goal and their present achievement. A teacher's use of assessment and feedback combined with a pupils' self-assessment can enable the pupil to reach their target. When teachers and peers provide quality feedback, pupils are empowered to take the appropriate action.

High quality feedback to pupils about their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Effective assessment practice ensures lesson planning is based upon a firm understanding of pupils' learning, attainment, progress and the next steps in their learning.

### Adults will give feedback that:

- focuses on the learning, quality of their work, effort, progress, behaviours and attitudes
- is regular - in timely fashion - and while still relevant to affect progress in learning
- is high quality verbal feedback (private and/or public whichever is relevant)
- is high quality written feedback when appropriate
- confirms the pupil is on the right track
- promotes correction of errors or improvement of a piece of work

- suggests improvement and acts as ‘scaffolding’ for progress in learning to encourage pupils to think things through for themselves
- helps pupils to find alternative strategies or solutions if simply repeating an explanation continues to lead to failure

In order to make our feedback effective in closing the learning gap and in encouraging self-assessment we will:


- use the terminology and language of self-evaluation in all of our practice
- feedback to the learning target and success criteria
- feedback to the needs of the pupil in all curriculum areas; including attention to high frequency words, grammar and punctuation
- provide prompts: a reminder, a question or a scaffold prompt (where the child is asked to choose from a range of options presented by the teacher)
- avoid the use of vague statements such as ‘good work’, ‘well done’ which make no reference to the learning target or success criteria
- provide opportunities for pupils to respond to feedback
- use an ink pen of a differing colour to that used by the child
- ensure our handwriting is legible and well presented in line with the school’s handwriting policy

### Feedback for Learning Written Marking Codes

We recognise that feedback is undertaken when the child is or is not present. We will ensure that feedback is used effectively to support the learning and target setting.

Our coding system for written feedback will be used to:

- encourage pupils to check their own understanding of tasks and to see this as an important part of successful learning
- encourage pupils to evaluate the degree to which they had achieved the learning intention of the task
- encourage pupils to evaluate the effort they had put into a given task and to reflect on the reasons for this
- compliment the entire learning process in conjunction with good quality verbal feedback

Incorrect spelling / Spelling I’m not sure of / Spelling to be corrected	Sp – provide the correct spelling for the child or spelling rule or grapheme to support correction △ – child expected to find correct spelling and self-correct
Verbal Feedback- An adult has discussed this work with the child and given verbal feedback	VF
Teacher Supported – An adult has significantly helped with section or a piece of work	TS
This work has been completed independently	I
New paragraph needed.	//
Start a new line. (Placed at the start of the sentence)	/
Capital letter missing or used incorrectly Incorrect or missing punctuation	

Written comment against the learning objective (when appropriate)	
Correct - good	Yellow highlight
Correction needed, then referenced in a written next step comment or question	<i>Green highlight</i>
Word omitted – missing word	^
Indication in books if a child is absent from a lesson for a peripatetic music lesson, intervention etc	Absent (+ reason) LT grid provided.
Next steps for learning target set; target linked to learning objectives	Target written or a green moving on comment given
When a 'closing the gap' group has been completed following the lesson	CTG
When a 'pre-teach' group has been completed prior to the lesson	PT

## Assessment for Learning and Strategic Marking Process

Assessment for learning involves evaluating, adapting and improving. The adult scans the work in pupils' books, makes notes on what has often been misunderstood, and runs through the common misconceptions with either the whole class or the pupil on an individual basis the next day.

Time will be made during the school day for pupils to look over their own work and correct their mistakes.

- Assessment for learning involves adults being fully aware of misconceptions during the lesson and addressing them in the lesson as they arise.
- TILT marking and feedback will inform adaptations to teaching and learning for the next lesson.
- After a lesson, the adult will look through and evaluate the classes' work and note down common misconceptions, mistakes or misunderstandings.
- The adult highlights the good aspects of the work. Some work may be used as a model to benefit learning for the whole class.
- At the start of the next lesson, the adult will share and address misconceptions or mistakes.
- Adults will model corrections with misconceptions or mistakes and check for improved understanding.
- Adults will ensure a consistent approach to correcting incorrect spelling, punctuation, grammar and miscalculations in order to ensure high standards across the school and transference of skills across subjects.
- The class will then spend time working to proof-read their work and make edits as necessary.
- Pupils who need more help get a prompt when the adult looks at their books according to the written marking codes. In some cases, these pupils may receive more specific worded prompts according to their needs.
- During lessons pupils are taught to self-check, peer assess and use honesty cards. Honesty cards, prompts and checklists will be appropriate to the subject and needs of the pupils.
- Children will be provided with a focus to undertake any editing. Editing could take place

at any point in a lesson and may involve editing corrections of calculations, spellings, grammar, and punctuation or redrafting any written content.

- Feedback and marking will be differentiated to either challenge, inform or support to suit the needs of children of all abilities

## **Pupil Next Step Targets in Learning**

We believe that when feedback, assessment for learning and planning combine effectively it can accelerate the performance of all pupils. When the child takes ownership of their learning, when it is positively stated so that they can conceptualize the benefits of achieving it, then the child's performance will alter. The aim is to enable the pupil to make rapid and sustained progress. High quality feedback is fundamental to pupil progress and achievement.

### **When target setting, adults will:**

- set learning targets for the lesson informed by assessment for learning and of learning in prior lessons and units of work
- set appropriate learning targets that are challenging but also meet pupil individual needs
- communicate the learning targets to the children
- communicate curriculum objectives upon which some learning will be based
- review the learning targets daily as part of assessment for learning
- learning targets will be evident in books for children and adults to assess and evaluate achievement against

### **Monitoring**

- The effectiveness of assessment and marking will be monitored by SLT in line with termly Monitoring, Assessment and Target Setting timetable.