Our motto is: 'Let your light shine… as you grow', (inspired by Matthew 5: 15-16)
Our vision is: 'We nurture our pupils to be the best they can be in every way - in an inclusive and supportive environment, rooted in Christian teachings.'

ST MARY'S C.E. (VA) PRIMARY SCHOOL ASSESSMENT & MARKING POLICY

AIMS OF THE POLICY

At St Mary's we are committed to high quality assessment to raise standards of achievement for all pupils. This Assessment and Marking Policy reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision. This policy should be read in conjunction with our curriculum policies.

ASSESSMENT

At St Mary's we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning. The key elements are:

- targeting of teaching and learning to each pupil
- sharing next steps in learning
- effective questioning
- self and peer evaluation
- effective feedback

Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning.

Regular assessments are made of pupils' work in order to establish the level of attainment and progress and to inform future planning. This happens daily in the marking of pupil work as well as through termly assessment. All assessment is used to guide the progress of individual pupils. It involves identifying each pupil's progress in the core areas of the curriculum, determining what each pupil has learned and what, therefore, should be the next stage in their learning.

In line with government requirements, formal summative assessment is carried out at the end of Year 6, through the use of SATs and teacher assessment. Year One pupils are tested on their phonic knowledge through the Phonics Screening Check each June. Those pupils who did not pass their phonics assessment at the end of Year One will re-sit the assessment at the end of Year Two.

An initial assessment (Baseline) is used in Early Years. The government Reception Baseline Assessment (RBA) is completed within the first 6 weeks of the pupils starting school as well as the Class Teacher's initial assessments of each pupil. They provide a summary of where pupils are when they start school.

Foundation Stage Profiles are maintained throughout the year and reported at the end to parents/carers to inform them of their child's development. This should inform year 1 teachers about each child's stage of development and learning needs and help them to plan the year 1 curriculum to meet the needs of all pupils.

All pupils partake in assessments three times per year at the end of each term. Interim assessments are used as required. Core subject assessment data (maths, writing, reading, RE and science) is collated and analysed via our INSIGHT data system.
Assessments in writing are moderated as a staff following assessment periods. This is also carried out in conjunction with other local schools and, where applicable, other agencies.

Following each assessment period, all class teachers have a Pupil Progress Meeting with the Curriculum Lead, Headteacher and Inclusion Leader where individual pupils are discussed and support and focus is agreed and monitored. Significant groups, such as disadvantaged, SEND, EAL and pupils eligible for Pupil Premium, are analysed on a half-termly basis and provision adapted where required.

Regular assessments are also made in English and Maths through summative and formative assessment and/or end of unit assessments/final pieces to demonstrate and track progress and attainment. These assessments are then used to inform planning for the class as a whole as well as for individual pupils.

Foundation subjects are assessed at the end of each unit of work with an overall judgement being made against each target (using our skills progression assessment documents) using a rag-rating system.

RAG RATING	
	75%+ REACHED EXPECTED LEVEL
	50%+ REACHED EXPECTED LEVEL
	LESS THAN 50% REACHED EXPECTED LEVEL

RECORDING
St Mary's uses INSIGHT data collection software to log data in relation to pupils' achievements and progress. Children are assessed without levels, but with reference to year group expectations, set out in the National Curriculum 2014.

Attainment is assessed against the following within each band in accordance to the best fit year group expectations:

- 3+ Years Below
- 2 Years Below
- 1 Year Below
- Just Below
- At Risk
- On Track
- Greater Depth

Progress is monitored using the above summative assessments as well as ongoing formative assessment. For those working significantly behind, progress may also be monitored through One Plan targets / EHCP targets when deemed appropriate.

In the Early Years Foundation Stage pupils are also assessed as:

- emerging (not yet reaching expected levels)
- expected (meeting expected levels)

Pupils are assessed at the end of the year as emerging or expected in relation to the Early Learning Goals across 17 of the 7 Areas of Learning. Children need to be expected in 12 of the 17 Early Learning Goals to get GLD (Good Level of Development).

Assessments in the Foundation Stage are continuous, although also recorded on INSIGHT at the end of each half term. Ongoing assessment records are kept on an online learning journal known as 'Tapestry.' Staff and parents/carers have access to this facility to enter observations which link to the Early Learning Goals.

REPORTING

For all years, reporting to parents/carers is carried out during the Autumn and Spring terms through consultations with class teachers. In the summer term, all children from Reception to Year 6 are provided with an end of year report. Alongside this final year report, consultations are available if/when requested by parents or teachers through the office. End of year reports also include results of statutory tests where required. The overall statistical profile (but not individual results) is made available to parents/carers, governors, the Local Authority (Essex) and the national government (DFE).

The Curriculum leader formulates an overall data report following assessment periods which is used during Pupil Progress meetings to address those pupils making limited or slow progress as well as to highlight areas of accelerated progress and discuss what has helped this happen. This is presented termly to the Curriculum Committee of the Governing Body.

MARKING

Our marking scheme is designed for the benefit of the pupils and to move identify strengths and areas for development in their work. Our aim is always to give immediate feedback where possible, through verbal feedback, highlighting and marking to move the pupil's learning forward. Where immediate feedback is not possible, pupils are given time to revisit the marking and make corrections or top-up their learning with the support of a member of school staff.

In writing, highlighting is used to give positive feedback and to communicate areas for development as follows:

Pink – positive feedback
Blue – a change needs to be made
Orange – spelling

The amount of highlighting and use of specific colours is dependent on year group and stage in the academic year. All children in KS1 start with pink and progress to orange when appropriate. Blue is introduced in year 3.

Use of verbal feedback (VF) is integral to our marking scheme as it gives the children immediate, individual feedback to identify strengths and areas for development in their work.

Where appropriate, comments may be recorded and stickers and house points given to highlight particular strengths or areas to develop.

In maths and English, **TOP UPS** will be used (where appropriate) to develop the pupil's gaps in understanding in preparation for further learning.

Principles:

- Work is marked collaboratively with the pupil whenever possible.
- Marking is clear and legible ensuring the pupils can read it.
- Marking recognises, encourages and rewards pupil's efforts and progress, providing clear strategies for improvement and opportunities for target setting.

- Pupils are given time to reflect on marking and respond to it.

Approaches to SEND marking and feedback:

- Timely feedback: facilitating independence as part of the extended handover from teacher to pupil
- Self-assessment and peer marking
- Written feedback.
- Verbal feedback: facilitating a meaningful dialogue between staff and SEND pupils.
- Feedback to identify common misconceptions and the needs of SEND pupils.
- Target setting and specificity.
- Linking feedback to individual targets in One Plans.
- High expectations.
- Keeping parents informed.
- Assessment.

St Mary's avoid a one size fits all approach to assessment of pupils with complex needs. Class teachers and the school SENDco will take advice from professionals and develop individualised assessments for pupils whose learning journey is not in line with the national curriculum.

In order to ensure consistency through the school, a common system of symbols is used.

Marking Symbols (these should be written next to the learning objective):

Teacher:

√√ A double tick indicates that the learning objective has been full understood.

√ A single tick indicates that the learning objective has not been fully understood and further time may be needed.

- in KS2 ticks may also be recorded by the children as self-evaluation.

H Pupil needs further support and practise – this will be followed by adult intervention, most commonly a TOP UP or targeted learning in the following session.

I Independent (to indicate when independent work has happened after adult support)

Other Symbols:

VF To be used when verbal feedback is given within the lesson. A marked change or improvement should then be seen after this symbol where appropriate.

Self-evaluation:
Pupils in KS2 have the opportunity to evaluate their own understanding in maths through self-marking and the rag-rating of end of unit targets. In our 6 writing units, pupils and teachers use the success criteria templates to evaluate their work. This should be stuck into books and used for continuous assessment and future next steps in learning.

Pupils in year 1 and 2 have the opportunity to verbally self-assess against the 'steps to end point which are displayed on the working wall and referred to each lesson. Strips of targets (including images) will be stuck in English books to prompt pupils to use these skills every day and to target when skills have been missed.

An overview of English key performance indicators will be at the front (or back) of English books as reference of overall end of year targets as well as a place for teachers to assess and evidence.

Monitoring:
Marking of the core subjects will be monitored by the subject leaders termly. Each subject leader will record feedback on the termly monitoring form, feedback to individual staff and the Senior Leadership Team.

Policy Review Cycle – 2025 to 2028