



ASSESSMENT AND MODERATION POLICY
(Incorporating Marking Codes as Appendix A and B)

Date of last review:	January 2016
Date approved by Governing Body:	19 th January 2016
Date of next review:	Summer 2019
Committee responsible for implementation and review:	Standards, Achievement & Inclusion

We believe that effective assessment provides information to improve learning and teaching. We give our children regular feedback on their learning so that they understand what it is they need to do better. This enables teachers to plan teaching which fully meet the needs of all children. We provide parents with regular opportunities to find out how their children are doing as well as a written annual report so that we work together to enable children to achieve the highest possible standards.

Our Core Principles of Assessment

We set out steps so that pupils reach or exceed the end of Key Stage expectations in the new National Curriculum:

- ❖ Our curriculum, including the National Curriculum, has a clear progression of skills and knowledge for each year group.
- ❖ We outline our curriculum on [our website](#) and it develops and changes as necessary.
- ❖ In 2015 2016, we will introduce the new National Curriculum and associated assessment to Years 2 and 6.

We measure whether pupils are on track to meet the end of Key Stage expectations:

- ❖ Assessment for learning is central to all teaching at the Federation of Bursledon Schools
- ❖ Teachers make assessments within lessons and at the end of lessons to make sure they are providing support and challenge that will enable all children to make the best progress at all times.
- ❖ Our [marking policy](#) clearly sets out how marking and feedback are used to promote progress.
- ❖ We use summative assessment in order to track progress and to identify gaps in learning. We do this through a range of assessment strategies

- ❖ Where there are gaps in learning, we provide interventions and evaluate these regularly in order to measure their progress

We track any aspects of the curriculum in which pupils are falling behind and we recognise exceptional performance:

- ❖ Where children are falling behind despite good Quality First Teaching, we intervene using a variety of support programmes and we get external expertise when required.
- ❖ Where children are performing well above the expected standard, we celebrate this and offer opportunities for them to develop their skills of Mastery.

We use our assessment to inform planning:

- ❖ Formative assessment always informs planning.
- ❖ This might be a child's response in a lesson, which changes the content of that lesson immediately, or it might be a common thread over time which causes us to set a curricular target for a group of pupils or for all pupils.
- ❖ How we use assessment to inform planning, and how children are involved in their own assessment, is set out in detail in our [Marking Policy](#).

We report to parents and pupils' next schools about strengths, areas for development and progress:

- ❖ We report to parents regularly at parents' evenings, and provide a detailed end of year report in July which meets statutory requirements.
- ❖ Written reports, as well as the conversations at parents' meetings, provide clear information about whether children are meeting national expectations, falling behind, or performing above the expected standard.
- ❖ We report the outcomes of individual National Curriculum assessments to parents according to the statutory requirements and provide [summary information](#) on our website.
- ❖ We make sure transition between Bursledon Junior and our partner secondary schools is very good. Year 6 teachers meet with their Year 7 colleagues to discuss each pupil in detail.
- ❖ Where necessary, our Inclusion Manager and our Emotional Literacy Support Assistant also meet with secondary colleagues to discuss issues which might affect performance.

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, observation and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must do to help them improve.

To achieve this we will:

- use Hampshire phase assessment model to undertake on-going teacher assessment for all pupils in reading, writing and mathematics.
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging next steps in reading, writing and mathematics targets
- encourage pupils to evaluate their own work against success criteria
- mark work so that constructive and informative feedback is given to pupils who are then given planned opportunities to address the feedback and respond to the marking to in accordance with the marking protocol for each school
- where tests are conducted, including statutory tests, they are used diagnostically to plan appropriate next steps for individuals
- track children's attainment and progress at individual, group and cohort level
- Pass on assessment information to the next class teacher in order for children to make a seamless transition with the appropriate level of challenge
- Use **Assessment for Learning** strategies such as:
 - learning walls
 - next steps
 - Learning objective and success criteria
 - self and peer evaluation
 - discussion and observation
 - feedback marking

Formal Assessment Cycle

The annual cycle of assessment will be reviewed each year by the Senior Leadership team to ensure that the timing of assessment is most effective in supporting good progress and attainment for all pupils as well as providing the information required to undertake detailed and rigorous school self evaluation. This will include the following activities.

- Statutory entry Baseline Early Years Foundation Stage
- Teacher assessments and statutory tests at the end of Early Years Foundation Stage and the end of KS1 and KS2.
- Ongoing teacher assessment using Hampshire phase assessment model for reading, writing and maths
- Data collected will be analysed by SLT on a half termly basis and used to identify priorities for school improvement.

- Half termly Pupil Progress Meetings (PPMs) during which teachers will discuss progress and attainment with members of the senior leadership team and at least once a term with the Headteacher.
- Monitoring and moderating pupil's work to ensure judgements are consistent and accurate.
- DEST tests and CATs tests to identify pupils with specific barriers to learning.
- Year 1 phonics test
- Reading age tests

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The annual report will be written so that it has a positive effect on pupils' attitudes, motivation and self esteem.

The Federation will provide opportunities for at least two formal parent consultation evenings so that parents can discuss how well their child has settled in the autumn term and review progress as well as an opportunity later in the year to discuss the annual report.

Parents will receive an annual written report which includes teacher assessment and attendance. Parents of children in Y1, Y2 and Y6 will also receive results of statutory tests. An appointment to meet to discuss their child's progress can be requested by a parent at any time.

The Senior Leadership Team will:

- formulate the school's assessment policy in consultation with the headteacher, staff and governors
- review the policy regularly in the light of statutory requirements and the needs of the school
- provide support and guidance with assessment and keep up to date with current information
- update the assessment cycle
- maintain records of agreed data analysis which can be shared with governors, LA and Ofsted
- analyse results to identify attainment and progress made by pupils and groups of pupils such as those who receive free school meals, gender, vulnerable children and children from an ethnic background
- report to governors regarding the policy, statutory test results and data analysis

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify the consistency and accuracy of the judgements made.

We will:

- meet regularly in whole Federation, as schools, year groups and phases to moderate assessments in reading, writing and mathematics
- moderate work through work and planning scrutiny, reporting findings back to members of staff
- participate in moderation activities in the Local Cluster and Local Authority

This Policy should be read alongside the following

Marking Code for both schools (appendix A and B to this policy)
Teaching and Learning Policy
SEN Policy

Bursledon C E (C) Infant School Marking Code

LOM 	You have met the Learning Objective
TG	Worked with my teacher in a group
ESAG	Worked with my LSA in a group
I	I worked on my own independently
VF	I talked about this with my teacher (verbal feedback)
P*	Excellent presentation
P	Good presentation
P	Poor presentation
	Next steps - What you need to do next to improve your work
LP	Learning partner feedback
	What my teacher likes
	Have a think about this again
CL	Remember to use capital letters
	You have forgotten your punctuation
	You have forgotten finger spaces
	Your writing does not make sense
<hr style="width: 100px; margin-left: 0;"/> (ruling off)	Shows that there has been an intervention by an adult to move learning on
<p>Teachers feedback marking will be in purple pen ESAs feedback marking will be in orange pen</p>	

All work must be marked.

The following strategies can be used to respond to children's work:

- Written comments
- Verbal feedback.
- Symbols/stickers to indicate that work has been seen or discussed.
- Shared verbally with the class or a group to celebrate good work.
- Pupils assess their own work against the learning objectives or their own targets.
- Self / Peer assessment.

More detailed written comments should

- Comment on achievement against the learning objectives / success criteria of the lesson;
- Offer praise and encouragement;
- Indicate how the pupil can improve (next step)
- Acknowledge where children have met next steps

Response time must be provided for pupils to respond to comments and to discuss them with the teacher. Further work carried out should be acknowledged by the teacher.

Pupil self- assessment

Pupils should be taught how to be constructively critical of their own work. To do this, pupils need to be clear about the purpose of the task and the success criteria. Part of this process is helping pupils to analyse what they found challenging about a piece of work and how they went about resolving a certain issue. It is vital to allow time for pupils to respond to marking on a daily basis as this contributes significantly to the learning process.

Symbols used in Marking

The Marking code will be stuck inside the front cover of every Literacy and Numeracy book. Symbols used for marking should be displayed clearly in every classroom.

Bursledon Junior School Marking Code

Appendix B

What does it say?	What does it mean?
VF	Verbal feedback from an adult
LOM	Learning Objective Met
LO	Learning Objective nearly met
TG	Worked with Teacher in Focus Group
E S AG	Worked with E S A in Focus Group
I	Independent work (Not TAG/ FG)
RV	Revisit – we will look at this again
	Next step – what you now need to do next!
Sp	Spelling mistake – you correct this
^	Omission – you missed something out
//	Start a new paragraph here
O	You made a punctuation mistake
	I don't understand this
P*	Excellent presentation
P	Good presentation
	Unsatisfactory presentation
LP	Learning Partner feedback
S	Support from an adult
	Think about this again
	What my teacher likes
	Shows that there has been an intervention by an adult to move learning on
<p>Teachers' feedback marking will be in purple pen</p> <p>ESAs' feedback marking will be in orange pen</p>	

All work must be marked.

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- Written comments
- Verbal feedback.
- Symbols/stickers to indicate that work has been seen or discussed.
- Shared verbally with the class or a group to celebrate good work.
- Pupils assess their own work against the learning objectives or their own targets.
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