### NEWFIELD SCHOOL



### Assessment and Marking

Responsible: Mrs Furlong

Date of policy September 2023

Date for review September 2024

## Introduction

Continual assessment of pupils’ performance in both work and behaviour is of paramount importance in Newfield. Ways of recording pupils’ achievements and future needs are continually being revised and improved. This policy reflects our current practice in assessment, recording and reporting and is in line with the national and LA recommendations.

The core purpose is to allow students, teachers and parents to measure how well the students are progressing. Assessment allows teachers and other staff to track progress and plan intervention or issue rewards and praise as appropriate.

Pupils come to us with a wide range of difficulties in both learning and behaviour. Many have experienced failure and suffer from very low self-esteem. This should be addressed in the first instance by giving work, which is certain to lead to success. It should not be assumed that pupils would be able to perform at the level indicated by records from previous schools. During this initial period much emphasis should be placed on encouraging acceptable classroom behaviour.

Assessment begins when the pupil has settled and pupils are baseline assessed within the first half term of arriving at the school. Much of the work given in their first few weeks is of a diagnostic nature. The class teacher will note recurring strengths and weaknesses. From this information, a programme of work should be devised, which addresses these individual needs. As this work is assessed, teachers should begin to devise programmes of study. This will become part of the Pupil Profile.

## Aims

* Plan for assessment.
* Give feedback to pupils on their work, in accordance with school marking policy.
* Pupils to understand what they need to do in order to make progress.
* Involve pupils in goal setting.
* Make clear to pupils how their work will be assessed.
* Keep records which show pupils’ achievement.
* Give opportunities for self-assessment.
* Accentuate all positive achievements
* Provide appropriate challenge and differentiation.
* Give parents / carers feedback on their child’s progress.
* Prepare pupils for external assessments.
* Enable pupil access to appropriate external assessment.
* Enable benchmarking / moderation.
* Enable targets to be set for individuals and cohorts.

**Organisation**

**Pupil Profiles**

A Pupil Profile is written for each pupil. These profiles include a breakdown of pupil’s needs and assessment record, together with long term aims and resources needed. Targets and ‘stages of progress’ are formulated from the SEN statements. The profile is written, encompassing discussion with the pupil and also takes into consideration the views of parents at the Annual Review.

**Planning**

Medium term planning sheets are completed for each subject. These indicate expected learning outcomes, the learning opportunities, the method of assessment, use of IT, resources involved and the cross-curricular elements covered.

### Standardised Tests

Pupils are tested each term to assess their reading age and spelling ages. The SENCO also uses specific tests and software to assess those pupils who have specific learning difficulties. Teachers will make a judgement based upon previous assessment, as to whether pupils will sit the formal tests or complete tasks. Teacher Assessment will be required in the core subjects for pupils at the end of Key Stages 1 and 2.

### Key Stage 4

Formal assessment at the end of Key Stage 4 will be available for all pupils, which is appropriate to their individual ability. Pupils should have access to external accreditation in the form of GCSE, BTEC, OCR National, Certificate of Educational Achievement (Entry Level), Functional Skills, open Awards or ASDAN. Teachers review opportunities for formal external accreditation, in accordance with ability of individuals.

**Assessment**

Assessment supports teaching and learning by identifying what pupils already know and how they might move to the next stage. Assessment is therefore evident in all lessons.

* For pupils, the purpose of assessment is to empower them to become better and more independent learners by understanding their own attainment and how to progress and achieve further.
* For teachers, assessment develops an understanding of the individual needs of all pupils so that target setting is meaningful and informs planning, teaching and learning for progress.
* For other staff and governors, assessment information will inform an understanding of the current and potential pupil progress.
* For parents, assessment information will both inform them of their child’s progress and allow them to understand how their child may maximise achievement.

**The Principles of Assessment**

Assessment should:

* Recognise pupils have different learning styles.
* Celebrate individual successes in order to encourage and motivate all pupils.
* Be based on specific learning outcomes / objectives and these should be clearly identified by the teacher and understood by the pupils.
* Allow pupils to understand how summative assessment is arrived at by the teacher and so encourage them to become reflective learners who take more responsibility for their own learning.
* Inform pupils of their progress and next steps.
* Help shape targets for improvement.
* Allow teachers to plan for teaching and learning that meets the individual needs of all the pupils in the classroom.
* Underpin teaching and learning in order to ensure progress for every child.
* Be accessible for parents and enable them to take an active and informed part in their child’s education.

**The Types of Assessment**

Assessment will be undertaken in a range of different ways for different subjects, however, assessment will be evident in lessons and may include:

* Oral feedback,
* Self-assessment,
* Peer-assessment,
* Group / whole class assessment,
* Written marking of work,
* Teacher / pupil questioning
* Assessment of exemplar work of different stages / grades or
* Use of assessment criteria and examination materials.

**Retrieval Practise:**

**The technique of bringing information to mind for improving and increasing the learning process** is known as Retrieval Practice. Consciously recalling knowledge helps learners in long term retention of knowledge, and to pull their knowledge “out” and analyse initial learning.

**Retrieval practice** (formerly referred to as the “**testing effect**") is a useful revision and effective [learning technique](https://www.structural-learning.com/post/getting-started-with-metacognition) that helps in **memory retention**because it involves **recollection**of prior knowledge, which improves the chances of knowledge shifting to **long term memory**.

Teachers are encouraged to follow this practise within lessons to help short term memory and this is monitored through lesson observations, drops in and learning walks.

**Aims of assessment feedback**

* To provide opportunities to give praise and encouragement and to show value and worth of pupil work.
* To motivate pupils to produce high quality work and make progress.
* To help pupils recognise what they do well.
* To help pupils to improve their work through the setting of challenging, but achievable targets.
* To allow pupils to build up a picture of their own strengths and weaknesses
* To foster a culture whereby pupils can make mistakes, then learn from and remedy them.
* To evaluate if learning has been effective.
* To provide a record detailing pupils progress and achievements.

**Marking**

Marking is instrumental in ensuring that a personalised learning journey for all pupils is realised.

At Newfield School pupils are entitled to regular marking that acknowledges their efforts and clearly shows them how they can make progress.

**In responding to pupils’ work, marking should:**

* Support the development of literacy and numeracy across the curriculum.
* Identity errors and provide constructive advice for improvement.
* Show sensitivity to the needs and abilities of individual pupils.
* Provide advice in language which can be understood by the pupils.
* Give feedback to pupils frequently and promptly.
* Encourage dialogue between pupils and teacher.
* Use the school code for grammatical and spelling errors:

**S** – Spelling

**P** – Punctuation

**G** – Grammar

Use the codes below to share the pupil’s strengths but also develop their work.

* **WWW** – What went well
* **EBI** – Even Better If

**In responding to pupils’ work, all teachers:**

* Use the AFL stamper and the VF stamper as a vehicle for which to make comments.
* Undertake regular moderation (within school or via link schools) to secure consistency in the use of feedback.
* Record pupils’ termly progress on the schools SIMS electronic system.
* Ensure that pupils understand the relationship between the work they are doing and the assessment system.

**Acknowledgement Marking** should take place weekly. This type of marking will acknowledge efforts made by pupils. Whilst performing acknowledgement marking, it is expected that within lessons, staff are orally discussing targets and performance in work for pupils to move their learning forward. The ‘VF’ (verbal feedback) stamper or code is used to evidence this oral feedback / marking.

The Independent Teacher Workload Review Group explains that extensive deep marking can be demotivating and can take responsibility for improving their work away from pupils. Short, challenging comments or oral feedback can be more effective.

**Self-Marking and Peer Marking**

While teacher comments can help to advance pupils’ progress, research shows that pupils benefit from marking their own work, as it helps them to independently identify their strengths and weaknesses.

**DIRT TIME**

Dirt stands for “**directed improvement and reflection time**”; it often takes place in the first few minutes of a lesson, where pupils are expected to respond to feedback. It allows pupils to have an active and engaged role in relation to their assessments and feedback.

Assessment and improvement (through target-setting) becomes less of a ‘top down’ activity and more of a dialogue: students are actively involved in identifying obstacles, setting targets, and synthesising strategies to meet those targets. metacognition and self-regulated approaches will help

**The Leadership and Management of Assessment**

The Senior Leadership Team aims to use assessment procedures and processes to drive whole school improvement by:

1. Ensuring that all teachers know what is expected of them in assessing pupils;
2. Helping teachers make well-founded judgements about pupils’ progress;
3. Monitoring that assessment for learning is a key factor in planning for teaching and learning;
4. Monitoring the accuracy of the information provided to parents about their child’s progress;
5. Tracking the progress of individual pupils and groups of pupils over time;
6. Monitoring practice in assessment and take appropriate actions arising from Quality Assurance information;
7. Using assessment information when planning training and CPD;
8. Comparing the progress made by different groups of pupils to ensure that no group is disadvantaged;
9. Ensuring that any pedagogical developments in assessment practice are implemented where appropriate.

**The role of Teachers**

All Teachers should:

1. Adopt a range of methods to ensure that they can assess the progress of all pupils accurately;
2. Encourage pupils to actively engage in assessment for learning;
3. Ensure that assessment builds pupils’ motivation, confidence and self-esteem;
4. Ensure that lessons begin with clear expectations and pupils are aware of how progress will be measured;
5. Ensure that all pupils know and understand the learning objectives of the lesson;
6. Identify through assessment, and intervene, pupils at risk of underachievement;
7. Ensure that the results of assessment are used to inform planning for differentiation and challenge in lessons;
8. Reward good progress.
9. Use the expertise of the Teaching Assistant and information from Individual Learning Plans to inform the assessment process;
10. Ensure that opportunities to use assessment to promote the development of literacy and numeracy are embraced;
11. Ensure that adequate and appropriate assessment is made of pupil attainment prior to completing the Data Collection so that the information recorded is accurate and reliable;
12. Encourage pupils to take responsibility for their own learning through self/peer assessment, setting appropriate targets (with guidance) and asking for help and advice when necessary;
13. Adopt creative approaches to assessment for learning in order to maximise pupil engagement in the assessment process;
14. Share concerns or praise arising from assessment information with the relevant TA and form tutor as appropriate.

**The Role of Pupils**

All pupils should:

1. Participate actively in all assessment opportunities.
2. Take responsibility for understanding and acting on both written and oral feedback given by their teachers or peers.
3. Support other pupils constructively when asked to be involved in peer assessment.

**The Role of Parents/Carers**

All parents/carers should:

1. Discuss with their child all assessment information.
2. Liaise with the subject teacher or form tutor about any concerns regarding their child’s progress.

**Target setting**

At Newfield we are committed to giving all pupils every opportunity to succeedin reaching the highest of standards. Target setting is the means by which weidentify specific and measurable goals that help to improve the standardsachieved by all our pupils.

Target setting allows us to ask some key questions about our performance.

• How well are individual pupils doing?

• How well should they be doing?

• What more should we aim to achieve?

• What must we do to make it happen?

• What action should we take and what is the impact of that action.

**Rationale for target setting**

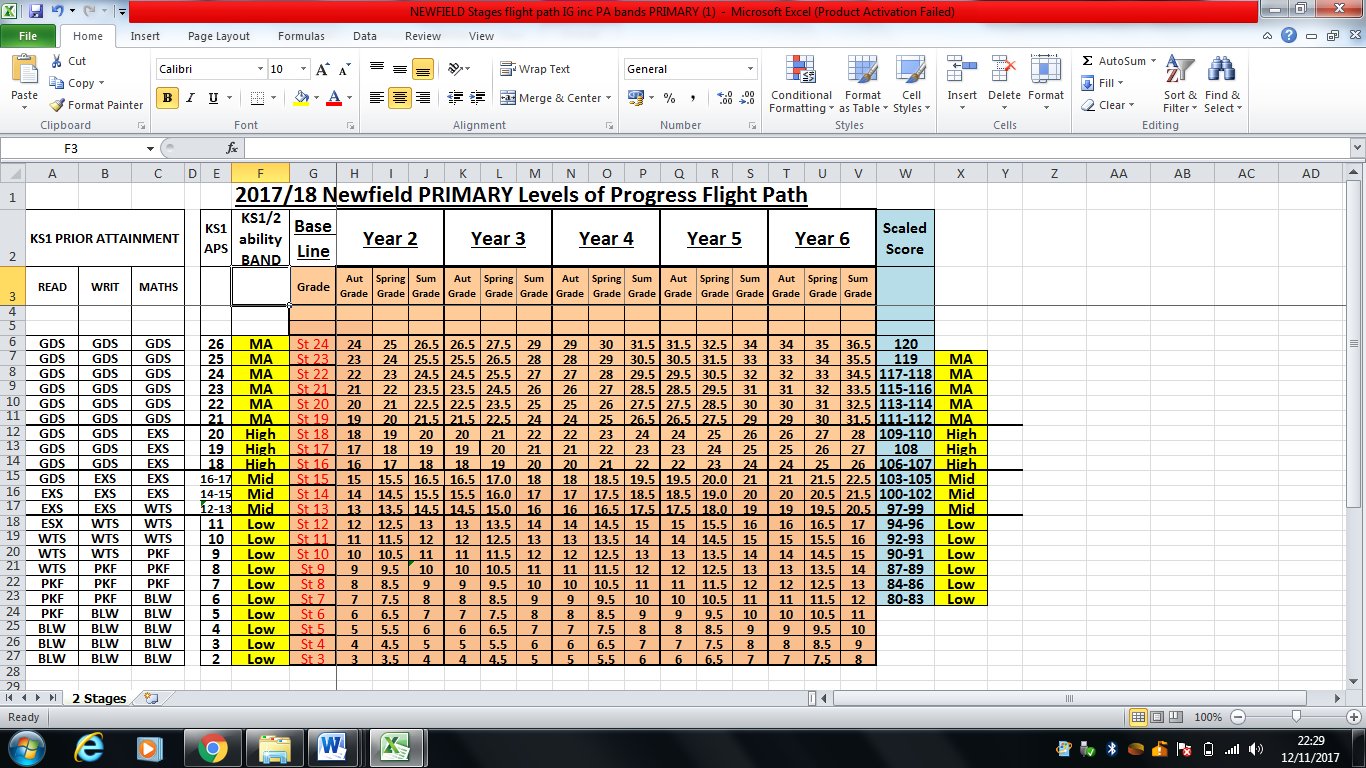
Target setting is a significant strategy in our school for improving the achievement of pupils. It will only be effective if we remember that the pupil is at the heart of the process. The targets that we set must be challenging, but realistic, and take into account each pupil’s starting point for learning.

Pupils may be involved in the target setting process and should be familiar with their own targets once they have been set. Regular feedback from teachers makes pupils aware of how they can improve their work and achieve their target. Parents are informed about the target setting process and the targets for their children. They have various opportunities to talk about their child’s progress throughout the year. This helps parents identify the ways in which they can support their child with work and encouragement at home.

**Setting the baseline**

Pupils starting points are determined by available prior attainment data which then is converted into a progress stage. This then forms their baseline grade / stage.

Pupils who join within a key stage are ‘baselined’ on entry and this enables targets to be established and a flight path to be set up in accordance with expected progress.



At Key Stage 1 / 2:

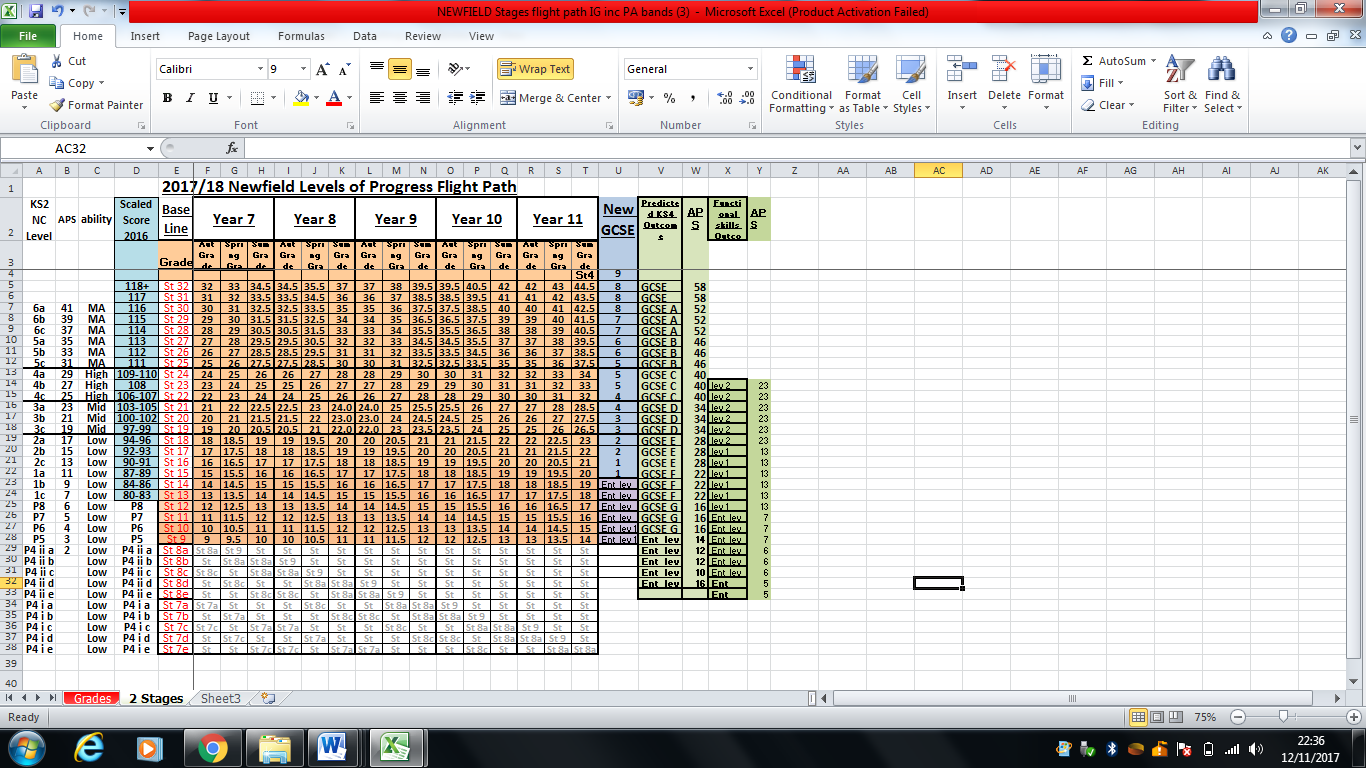
Pupils placed in the MORE ABLE ability band are targeted 2½ stages of progress per year.

Pupils placed in the HIGH ability band are targeted 2 stages of progress per year.

Pupils placed in the MID ability band are targeted 1½ stages of progress per year.

Pupils placed in the LOW ability band are targeted 1 stage of progress per year.

The targets are designed to be demanding for pupils as well as appropriate to their own prior attainment.



The rate of expected progress is set based upon which ability band pupils are placed in and their flightpath is then mapped out.

At Key Stage 3 and 4:

Pupils placed in the MORE ABLE ability band are targeted 2½ stages of progress per year.

Pupils placed in the HIGH ability band are targeted 2 stages of progress per year.

Pupils placed in the MID ability band are targeted 1½ stages of progress per year.

Pupils placed in the LOW ability band are targeted 1 stage of progress per year.

The targets are designed to be demanding for pupils as well as appropriate to their own prior attainment.

**Tracking**

All pupils are set a flight path which plots an expected outcome at the end of KS2 and KS4. This is shared with parents. Class teacher interventions are planned for pupils who are not making progress and following their flightpath “In Line” with their projected stage.

**Standardisation/Moderation**

The process of standardisation / moderation is an essential part of Newfield’s assessment system. Teachers are involved in the moderation process to ensure agreement on stages criteria and actual attainment. This is carried out with colleagues in school and across Sefton SEN schools. Each term, an exemplar folder for each subject area containing standardised work from across the Sefton SEN schools will support moderation.

### Reporting to Parents

* Primary pupils use home-school diaries every day.
* There is a Parents Consultation day in the Spring Term.
* In the late autumn or spring terms, parents will be invited to attend their child’s Annual Review, after which a revised Statement of Educational Need or Educational Health Care Plan will be drawn up. From the age of 14, a more detailed Transitional Review will take place. This will involve representatives from the LA, a Connexions representative and other interested agencies. It will aim to plan for the pupil’s progression post-16.
* An annual report, including how each pupil is progressing against both their KS2-KS4 flight path and Progress Targets will go to parents in the Summer Term, which is followed by a second Parents Consultation day.

**Should the need arise parents are encouraged to contact individual teachers to discuss progress throughout the year.**