



Poplar Farm School

Assessment & Marking Policy

Article 15 - Freedom of expression

Article 28 - Goals of education

Assessment is an essential part of teaching and learning. It informs planning and ensures children's learning is appropriate to their needs. A consistent approach to assessment and a clear understanding of the national curriculum are vital to achieve end of year expectations.

At Poplar Farm School we aim to ensure that assessment:

- Informs future learning.
- Is accurate and consistent.
- Is manageable.
- Can identify any gaps in learning.

Ongoing assessment & Termly data entries

Teachers continually assess children's learning against the end of year expectations through daily lessons. Teachers use these assessments to inform future learning and adapt work to ensure it meets the children's needs.

All assessments are tracked on the Insight system. This includes teacher assessments three times a year, as well as PSC, MTC and arithmetic scores more regularly.

At the end of terms 2, 4 and 6, teachers assess whether children are working within the end of year expectations in reading, writing and maths. They rate the children's understanding across a 4-point system:

- Below
- Just below
- On-track
- Above

At 4 points throughout the academic year children in Y2-Y6 complete the Star Maths and Star Reading assessments, which both give a standardised score for every child. These scores are also saved on the Insight system.

Every term (six times a year) all children complete an independent piece of writing in their Celebration Writing books.

To fully assess independent work in maths throughout the term, teachers use the White Rose end of unit assessments after a unit of work has been taught. The activities will

assess the children's fluency, mastery and problem solving. Teachers regularly assess children's fluency through the daily fluent in 5 questions which are recorded in maths books.

Moderation can take place during the academic year to allow teachers and senior leaders to agree stages of progress. Once moderation has been completed, any changes to assessments are updated on Insight. Moderations can take place within school, or with other schools at different times of the year.

During the year, teachers submit a Pupil Progress Report to the DHT, or have a Pupil Progress Meeting with the DHT & SENDCO. The purpose of these is to discuss the progress the children are making and decide any interventions some children may require.

Standardised assessment

Formal assessments such as: Year 1 Phonics Screening Check; Year 4 Multiplication Check & SATs for Year 6; take place at specific times of the school year, in line with statutory guidance. These tests enable us to compare the children at Poplar Farm School with other children of the same age across the country.

Involving children in assessment

At the start of every lesson, teachers reflect on the previous lesson and allow time for children to make edits and improve their work using 'Purple Polishing' pens. Teachers will then explain the learning focus for the current lesson.

Self-Assessment

From EYFS onwards, children are expected to evaluate and edit their work using a 'Purple Polishing' pen, allowing children to reflect on their own progress and accomplishment. In LKS2, the children can self-assess against the learning outcome using a red, yellow or green crayon mark next to the title of the piece of work.

In UKS2, the children can self-assess by placing their work in one of three trays: I've got this; I'm almost there; I need help.

Procedures

An annual assessment planner is produced every year which details term by term all aspects of assessment and monitoring across the school. Staff carry out assessments and assessment activities in line with the planner.

SEND

Children who have been identified as having SEND are monitored closely. The SENDCO liaises with class teachers about these children. Children on the register have an IEP, which the class teachers use to aid their planning. These IEP's are also used to assess a child's progress at three points during the year, so that a new IEP can be written in consultation with the child, parents and the SENDCO. Assessments are adapted as necessary to meet the needs of SEND children. Those children regularly receiving SEND

intervention will be monitored to assess their individual progress and the effectiveness of the interventions.

For those children accessing The Hive, their EHCP targets are also assessed using Cherry Garden.

Assessment in the Early Years

As part of our daily practice, we observe and assess children's development and learning to inform our future plans. We record our observations using the online journal, Tapestry. Everyone is encouraged to contribute, including parents. These on-going observations are used to inform the EYFS Profile. The child's progress is reviewed every term, with baseline assessments uploaded to Insight, as well as teacher assessments at the end of terms 2, 4 and 6.

Information for the next Teacher

Towards the end of the year teachers meet with the next class teacher to discuss the children they will be receiving. Discussions include details related to personal, physical, medical information and friendship groups as well as achievement and attainment. It is important that there is a formal process of handing over information, which includes the latest assessments and the handover of books. This helps to ensure continuity and progression when planning for future learning needs.

Year 1 teachers are given a copy of the EYFS outcomes from EYFS teachers together with a short commentary on each child's skills and abilities in relation to the key characteristics of effective learning.

Reporting to Parents

Parents are informed about their child's progress through a mixture of informal shared learning events in terms 1 and 3 accompanied by formal consultation evenings in terms 2 and 4. At these formal meetings parents are informed of their child's current stage of learning in relation to end of year expectations, on a consultation form. Parents can comment on the form and are asked to sign it.

An annual report is given to parents at the end of the school year. The report is written by the class teacher using language that can be easily understood by parents. It states all achievements over the year and highlights any difficulties a pupil may be experiencing. Every effort is made not to unintentionally mislead parents about their child's progress. Parents can comment on the report.

MARKING

The purpose of marking is to:

- Demonstrate the value and respect due to children's efforts.
- Support the child with how they can improve their work.
- Indicate teacher satisfaction, expectations, and strengths.
- Keep the child focused on agreed targets.
- Encourage self-assessment and self-correction.
- To enable staff to plan for progression in future work.

All pupils' work will be acknowledged by teaching, support, and supply staff. Staff should use a combination of written, in-the-moment and verbal assessment for marking, considering the following:

Content

- The task that a pupil has undertaken.
- The underlying processes related to a specific subject.
- A pupil's self-regulation.

People

- To individuals.
- To a specific group.
- To the whole class.

Methods

- Written - comments / marks / scores / next steps.
- Verbally - detailed conversation / quick verbal comment.

General marking convention guidelines

- When giving written feedback in books, work should be marked in green by the class teacher, support staff and supply staff showing comments and correct or incorrect work.
- Work will be marked alongside the title with the following symbols:
 - ✓✓ - achieved
 - ✓ - developing
 - O - not met
- Next steps will be identified to the child using the following symbol. ➡
- Spellings will be marked in pieces of work by underlining the word and writing 'sp' in the margin. If an incorrect homophone has been used, the word will be underlined with 'hp' written in the margin.
- Words for children to correct include - red words; common exception words; year group words; subject specific words.
- Incorrect punctuation will be underlined with 'p' written in the margin.

- Sentences that children need to re-read or re-word will be marked with a green wavy line underneath it.
- The 'supply' stamper to be used on work taught by an external supply teacher.

Maths marking

- Books to be marked every day, in line with general marking guidance.
- Whole class marking can be completed when appropriate, but teachers **MUST** check this afterwards.
- The 'intervention' stamp will be used when further support is required.
- Marking will refer to number formation and presentation (1 digit in a box) as well as learning / progress.
- Children use purple pens to correct and improve their work.

English marking

- Books to be marked every day, in line with general marking guidance.
- During the editing stage, teachers provide meaningful written feedback and a guide for improvement.
- Children use purple pens to edit and improve their work.

Topic marking

- Books to be marked after every lesson, in line with general marking guidance.
- Teachers provide meaningful written feedback in topic books at least twice a week.

Next steps

Next steps should be identified to ensure a pupil response.

- Time should be created at the start of the next lesson in order that children can edit and improve their work in response to the marking.
- Children should respond to the next step or challenge using a purple pen. If the work needs editing, this will be done using the 'purple polishing' pen.

Marking code

The following codes can be used to identify the level of support the children have received during the lesson:

T - Teacher assisted

TA - Teaching assistant assisted

P - Paired work

GW - Group work

I - Independent work (used following T or TA support in the lesson)

This policy was adopted on:	July 2020
Review Cycle:	Two Yearly
This policy was subsequently reviewed:	July 2021
	May 2024
	July 2026