

**Penkridge Middle School.**  
**Assessment & Reporting Policy**

**Introduction:** This policy is designed as a working document to provide a summary of why assessment and reporting is such a fundamental part of our teaching and our students' learning. It is closely linked to our move towards becoming a Visible Learning school where all staff 'know thy impact' and our students are training to become 'assessment capable learners'. (Based on the work of John Hattie). It will summarize the uses of effective assessment and reporting here at PMS and the different types of assessment that we should be using to inform our teaching. This policy is strongly linked to the school's marking and feedback policy.

Principles of assessment at PMS (from DfE guidelines):

- Assessment should help drive improvement for students and teachers. It will be closely linked to the quality of teaching. Feedback to students (both verbal and written) will contribute to improved learning and is focussed on specific 'next steps' to improve or gaps in learning.
- Assessment will produce recordable measures which allow teachers to demonstrate comparison against expected age related standards and reflect progress over time.
- Assessment should provide our parents with reliable information about how their child, and their child's school, is performing. This will be done through meaningful tracking of students towards end of year/key stage expectations in the new curriculum. We will provide information that will be clearly understood and will differentiate attainment between students of different abilities, giving early signposting of those that are falling behind and those that are excelling. Our attainment will be reliable and free from bias.
- Methods of assessment will be discussed and developed with other schools in the Collaboration to ensure sharing of best practice. We will continue to work with the National Middle Schools forum to use GL benchmarked comparative data in core subjects.

**Purpose of assessment at PMS:**

To inform key stakeholders about students standards of attainment and progress at different layers e.g.

- Within class, through written & oral work, teachers will assess the understanding of the PMS students which should inform staff how the current lesson and future lessons should progress.
- Individual student level attainment & progress will then inform the student (and their parent/carer) of how they are progressing and more importantly what are their gaps in learning or next steps; so that they can work on improving these areas.

- Individual student level attainment & progress at a class/set level will inform the teacher & Head of Subject about the attainment and progress of a group as well as the individuals within it. Staff should use assessment to 'know thy impact' in terms of students' progress. It should inform them of any topics that need to be retaught to the set or to individual students.
- Subject teachers will enter data onto tracking sheets including attainment, any necessary interventions and the impact of interventions.
- Individual student level attainment & progress at a class/set level will inform the Head of Subject about which pupils need extra interventions e.g. one to one and small group work.
- A combination of summative and formative data should be used to assess students. Summative assessment such as end of year tests (GL for Core) and KS2 SATS will inform all stakeholders on how individual pupils and cohorts are doing compared to each other, age related expectations and to national standards.
- Formative assessment such as questioning and on-going marking and use of skill ladders should be used to identify pupil's misconceptions and help teachers to plan their subsequent lessons and give pupils guidance on how to improve. These methods should like closely to the Learning Intentions and Success Criteria.
- Use of question level analysis/rubrics / skills ladders at key points will inform the teacher of gaps in areas of understanding for individuals and/or the whole group. This should then be used by teachers to plan teaching (including re-teaching) & intervention strategies. This information should be given to pupils and their parents in the form of next steps i.e. to improve, they need to...in books, on interim reports and annual reports.
- Subject specific year group data from tracking sheets should be studied, analysed and interpreted by Head of Subject or in subject department meetings termly to spot trends of achievement and underachievement in cohorts, teaching groups and in individuals. Attainment and progress will be compared to targets that are set annually (including Golden Targets in Y6). Classroom interventions should be put in when necessary and the effectiveness of these should be reviewed by the teacher termly. This analysis should be discussed termly during line management meetings and any actions should be agreed.
- Progress meetings will be used to discuss individual students half termly.
- Subject specific year group data will be used by the Head Teacher, along with Raise on Line, Inspection Dashboard, FFT and County Data. Different groups will be considered such as gender, PP, SEND, Ethnicity, and LAC. Data will be used as part of the whole school monitoring system and will influence the school's self-evaluation and subsequent improvement plan.
- Data will be reported to both the Individual School Committee and the Federation Governing body.
- Data will be used in external inspections such as Ofsted.

### **Reporting to parents:**

- We shall report to parents during the autumn term via the interim report and/or "settling in" evening. Statements on this report should state what a student should do to improve using 'next steps' for Y6, 7 and 8.
- We shall then report to parents in the Spring Term, at a subject specific Parents' Evening and then again in the Summer Term, via a written 'Annual Report'. A focus of both of these should

be how the student can improve in that subject and should include as part of the written /verbal comment whether the child is on track to be above, below or at ARE (age related expectations). This will also be linked to a stanine score (9-1) for Maths, English and Science.

- Parents of Y6 will also be informed of KS2 SATS results at the end of the summer term.
- End of year marks should be recorded in the student organiser.

### **Types of Assessment we should be using (dependant of the subject):**

- Informal assessment in lessons through 'think, pair, share' verbal Q&A, discussions, quick 10 questions, observational assessment, scanning of books during lesson, starters, plenaries and other AfL techniques.
- Cold and Hot tests to measure progress from the start to the end of a topic.
- Self-assessment against the success criteria.
- Peer-assessment against the success criteria.
- Assessment of work through regular marking (see marking policy).
- Assessment using on-line programmes e.g. Mymaths or Spag.com
- Rubrics/skills ladders or a similar pro-forma can be used to identify gaps in learning.
- Tests and exams which can be used to track attainment & progress using ARE (age related expectations) or stanines.
- GL will be used for Reading (new group reader) and Progress Tests in Maths, English and Science.

### **Using assessment effectively:**

- Teachers should speak to their subject leader if assessments are suggesting a child is placed in the incorrect set.
- Teachers should contact parents if they feel that a child is not making the progress that they should be.
- Subject leaders should monitor the tracking of data within their subject.
- Parents can contact to school to request that a teacher contacts them or to make an appointment to see the subject teacher if they are worried about their child's progress or attainment.
- Parents should also try to attend Parents' Evenings and read reports to learn about what their child's next steps for learning are.
- The senior leadership team will ensure that subject leaders are monitoring attainment and progress in their subject, via line management meetings and requests for data analysis.
- The Head Teacher is responsible for standards and will complete the whole school analysis to report back to the extended leadership team, whole staff, governors, and for outside inspections.

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**Penkridge Middle School**  
**Marking and Feedback Policy**

**Introduction:** The purpose of marking and feedback is to inform a student, as to whether their work is correct or not, to give guidance to a student on how to improve their work further and to give recognition of and a feeling of value to the efforts made by the child.

**PMS Principles of marking and feedback:**

- Immediate verbal feedback should be regularly used in lessons to inform learning and teaching.
- Peer and self-assessment should be regularly encouraged using clear & simple success criteria.
- Effective questioning and use of 'Think pair share' will result in effective feedback during lessons.
- Starters, mini plenaries and plenaries are important times in the lesson to give feedback to the whole class. This may include the discussion of common misconceptions. A good time to do this is straight after marking a set of books or after a test has been marked.
- Marking should be written in a positive tone and take account of a student's capabilities, both in the ability to complete the work but also to read/understand the feedback from the teacher
- Marking should be regular to show that we value students' work. Marking should give the child a clear general picture of what they have achieved so far but also to give them clear advice on how to improve using 'next steps'. This should where possible, include a comment that the child needs to act upon. See below for details.

**Implementing the Policy:**

- As a school, we have standard rules that apply to all pieces of work (e.g. the date and title/learning intention should be underlined).
- Teachers should mark in red (or pencil in art) and students should respond in green. (Students are allowed to use different coloured pens in their book to record key points).
- Marking should relate to the lesson intention and success criteria.
- Teachers may use bingo stampers or similar to highlight a particular aspect that has been shown/not shown.
- Teachers should get students to check/proof-read their work prior to having it marked. This will encourage students to become 'assessment capable'
- Self and peer assessment should be used encouraged using the success criteria. 'Pobble' commenting will be used in English lessons (KS2).
- It is acceptable for children to tick/cross their own work and then for the teacher to pick up on misconceptions. This is a more sensible and effective use of a teacher's time. Every page does not have to be marked.

- Teachers may write the next step as a number, which is then written on the board in the next lesson for the students to act upon. This helps promote assessment capable learners through a higher level of student engagement in the process.
- In addition to the above, at present, there are specific rules for some individual subjects. Staff should refer to these.
- All teachers should also mark for GPS using the guidelines from Literacy.
- Spellings and errors pointed out should be kept to a manageable amount that is realistic and not demoralising to a pupil, whilst also moving them on in their learning. Spellings may be corrected for a child to write out 3 times or they may be instructed to use a dictionary.
- Marking for SEND/lower ability students should be very clear and easy for them to understand and act upon.
- At regular intervals staff should give a comment that students should act upon.
- *Following marking, a slot in the next lesson should be given for students to respond to the marking.* This may include a whole class discussion of common errors, students responding to comments by writing back, students doing corrections, the teacher/TA working with a small group and some students doing extension work. This should be weekly for core subjects.
- Middle Leaders should complete regular book scrutiny for the books in their subject area. This should focus on marking, but also on whether correct methods and learning intentions are being taught and whether students' work shows progress and differentiation.
- Books/work will be looked at during lesson observations and learning walks, which are also at least termly.
- If teachers have any questions/concerns they should contact their subject leader/line manager or the Head Teacher who is responsible for Standards.
- If students or parents have any concerns regarding marking or attainment they should firstly speak to the subject teacher. If unresolved they should speak to the subject leader, then the Head Teacher if still unresolved. Our office staff will assist in directing parents/carers to the correct person.

Key: PP= Pupil Premium, LAC= Looked after children, SEND=Special Educational Needs or Disabilities, AfL= Assessment for Learning

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