

Assessment, Recording and Reporting policy

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Next Review: September 2019

**YSGOL GYMRAEG LLUNDAIN**

**LONDON WELSH SCHOOL**

**Policy Aims and Objectives**

The aim of this policy is to make it explicit how teachers assess learners work, record and report their progress on a regular basis. It also outlines the resources used for assessment within the school and the reporting procedures for learners, parents and carers.

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. Parents’ role in the learning, particularly as pupils are learning through the medium of Welsh and English, is seen as crucial to support the child and the class teacher.

**Why do we need Assessment, Recording and Reporting Policy?**

All assessment should inform future planning and it is a fundamental resource to ensure that all learners reach their full potential. It is important to provide constructive feedback to the learners, focusing on success and improvement needs against learning objectives and success criteria. This enables learners to become reflective learners and helps them to take ownership of their own learning. We believe in a collaborative relationship between home and school and by reporting on learner’s progress and attainment we can ensure a consistent approach to supporting learners needs.

**Procedures**

1. **Assessment**
2. **Recording**
3. **Reporting**
4. We use a range of assessment for learning within the school:

* Planning
* Shared learning intentions and success criterion
* Consistent feedback and marking
* Pupil self-evaluation, pupil voice and peer-assessment
* Target setting
* Key Questioning

1. Assessment is recorded and monitored as follows:

* Tracking of formative and summative assessments
  + Online assessment data collection system (Assessment Foundation)
  + National Literacy and Numeracy Tests (Wales)
* Moderation and monitoring internally and externally

1. Assessment is reported and shared:

* With learners and parents
* With the Board of Directors

**Assessment**

**Planning**

All assessment should inform planning. It is an important aspect to ensure learning is targeted for individual learners needs and is constantly evaluated and monitored to provide an effective curriculum for learners.

**Shared Learning Intentions and Success Criteria**

Learners are aware of the lesson intention in all lessons and what steps they can follow to ensure effective learning. KS2 children are encouraged to complete shared success criteria and to take ownership of their own learning.

**Feedback and Marking**

At Ysgol Gymraeg Llundain / London Welsh School we approach marking and feedback as an essential tool for planning, assessment, evaluation and learning. It is important to provide constructive feedback to children, focusing on success and next steps needed to move children’s learning forward. Through this we are able to acknowledge successes, promote pride in personal achievement and improve standards of teaching and learning.

**Marking Procedures:**

Marking and feedback should:

* Be manageable for teachers and accessible to children.
* Provide clear feedback to children, relating to the learning objective and success criteria.
* Give recognition and praise for achievement.
* Be positive and constructive.
* Allow specific time for children to read, reflect and respond to marking:
* Respond to individual learning needs – eg marking face to face (verbal feedback) with some and at a distance with others.
* Inform future planning and group target setting.
* Use consistent codes across the school
* Show the children that their work is valued and purposeful.
* Ultimately be seen by children as a positive approach to improving their learning.
* Take place at the earliest opportunity, particularly if the next lesson builds on what has been taught earlier.
* Ensure children’s understanding of feedback given - through questioning and follow up activities
* Provide children with a next step to move learning forward
* Related to learning intentions taken from weekly planning and planning for continuous provision
* Marking and feedback should be used to inform future planning for personalised learning

**How do we mark children’s work?**

* All work should be marked in green pen and when children advance to using a pen the ink colour should be blue. The pupil should respond to teacher comments in black ink.
* Focused marking should be linked specifically to the learning objective of the lesson and it should highlight two areas where the child has been successful in meeting the Learning Objective and a Next Step should be indicated where applicable (two stars and a wish formation).
* When a child or a group of children have not met the LO then feedback should be given individually or as a group in a guided session, Next Steps and responses should be clearly visible.
* Where Verbal Feedback is given there will be a code stating ‘Verbal Feedback given’ (fb) put in the child’s book. Children will be encouraged to record a response to this.
* When focused marking is used to give Next Steps the teacher may use different types of prompts depending on the task involved and the ability of the child:
  + A reminder (‘can you think of a better word than ‘bad’?) A scaffold prompt (‘what kind of monster was he? Change bad for a word that makes him sound scarier).
  + Example prompts (‘Try one of these words or your own instead of ‘bad’ – ferocious, terrifying, evil’)
* In order for the marking to be formative the information must be used and acted on by the children therefore specific set times must be given and responses to feedback and should be evident in the child’s work. For example the child may have tackled a next step challenge in maths. Children should respond to feedback using a coloured pencil.

**Feedback in Maths and other short focussed practical tasks**.

* Where a task has been completed correctly and shows a thorough understanding it should be marked with a tick. A Next Step/challenge should be included where relevant eg in a Maths unit where the topic is carrying on the next lesson.
* Where a task is correct but an insufficient method has been used the teacher should tick the work and then provide a model of the efficient method to be used – this would be best done with the child or in a group in the next session or when appropriate.
* Where work is incorrect due to: inefficient methods, or an incorrect part of the process or, lack of prior knowledge leading to misconceptions this should be modelled and addressed with the child/children as soon as possible again based on the teachers discretion this could be written in the book or completed as verbal feedback with an individual child, a group or indeed the whole class. The comment or use of ‘Verbal Feedback Given’ code should reflect the dialogue which has taken place.
* Where inefficient methods or parts of a process are incorrect and these are being addressed in the child’s book, the error in the process should be highlighted and an efficient method modelled.

**Marking codes**

|  |  |
| --- | --- |
| A circle around a letter | Missing or misuse of a capital letter / cam ddefnyddio priflythyren |
| A squiggle line under a sentence | Loss of expression or clarity/ Mynegiant |
| A straight line under a word | Misspelling / Camsillafu |
| // Two forward slashes | Need to start a new paragraph / Paragraffu |
| A square around a punctuation mark | Incorrect use of punctuation or missing punctuation  Cam atalnodi |
|  | Begin near the margin  Dechrau wrth y margin |
| A series of down arrows | To write on the line, stop words hovering.  Ysgrifennu ar y linell |
| \* A star in a paragraph or sentence | Ordering sequencing or missing information  Trefnusrwydd |
| * A dot in Maths | Denotes an incorrect answer so the child can check the calculation again  Ateb mathemetegol yn anghywir. |
| T  …i Cymru… | A corrected mutation above the incorrect letter  Treiglad wedi’i cywiro uwchben |

**Marking and Feedback symbols**

Vb - Verbal feedback given

G – Guided work

I - Independent work

S – Supported work

**Handwriting – see separate policy.**

**Principles of Marking and Feedback in the EYFS**

Much of pupils work in the EYFS is practical and the marking of work is only a small component of the feedback role of EYFS staff. The majority of feedback is given orally, where through carefully planned questioning children are given next steps to move their learning forward.

The purposes of our feedback policy are to:

* Aid learning
* Assist an assessing and informing planning
* Encourage and promote pride in achievements
* Motivate pupils and promote a positive attitude to learning
* Promote professional discussions between EYFS staff
* Ensure comparability between all staff members responsible for giving feedback

**How do we mark children’s work and give feedback to move learning forward?**

With the increased number of staff responsible for feedback and marking in the EYFS, it is important that it is clear which member of staff and has given written or oral feedback. This will be shown by members of staff initialling feedback on written pieces of work and initialling both long and short observations. Where photographs are taken as evidence it is important that a short observation is completed to go alongside it. Staff will identify if a child’s work was completed independently or with support. Support staff or any staff other than the class teacher should also initial any written feedback or comments collected through observation.

Within the EYFS there are numerous opportunities for effective marking and feedback:

* Written comments on pieces of work in profiles
* Constructive comments during and after practical activities (short observations where a next step has been given)
* Adult Led activity records
* Observation records
* Skills Lists
* Professional discussions between EYFS staff

**Learner Self-Evaluation and Peer-evaluation**

Self-assessment and regular evaluation increases learners’ commitment, confidence and self-esteem and allows them to take ownership and responsibility for their learning.

* Learners can self-evaluate their work using a range of different approaches e.g. Self-evaluation sheets which include success criteria or a traffic light system to demonstrate confidence and competency.
* Children self-assess daily against the LO using the understanding box system with a coloured spot placed by the LO.
* In extended pieces of writing children use a system where they underline elements of the success criteria that they have included within their own work with a coloured pencil crayon, they are encouraged to identify a next step. A template with success criteria and for Key Stage 2 space for next step is used and stuck into the child’s book. This will also be initialled or ticked by the teacher.
* Against the Next Step given by a teacher the children are expected to record a comment to indicate that they have read and responded the Next Step to encourage a dialogue between child and teacher.
* Peer-assessment is encouraged across the school, with an emphasis on being critical friends and providing kind and constructive feedback to others.
* Children in Upper Key Stage 2 are encouraged to begin written peer assessment using guidelines carefully modelled by their teachers. Comments must relate directly to the LO and be positive and constructive such as ‘Your word choices for this description have made me want to read more’ rather than ‘your handwriting is neat’.

**Targets**

Learners set and agree literacy and numeracy targets with the class teacher. The targets are recorded on a display and a record of target achievement is located in individual work books as prompts and tracking of their target progression.

**Key Questioning**

All teaching staff should ensure they are continually questioning learners using a range of closed and open-ended questions. Higher level questioning is promoted and demonstrated during lessons to challenge learners, to assess their understanding and to encourage development of their higher level thinking skills e.g. how and why questions.

**2. Recording**

**‘Assessment Foundation’ and End of Year Assessments**

* Formative and summative data is recorded termly on– ‘Assessment Foundation’, an online assessment data collection system.
* Using the ‘Assessment Foundation’, teachers can record ongoing assessment of learner progression across all subjects and skills in line with the National Framework for Literacy and Numeracy.
* It provides an overview of both the learner and year group progression which ensures that trends are identified, and early intervention can be implemented to close any gaps.
* The quality of this formative assessment enriches personalised learning, particularly in a small school where classes have mixed age groups.
* Each May, learners take the National Tests for Literacy and Numeracy. Progression of each learner is tracked using their standardised score and their attainment is analysed alongside a cohort analysis and gender trend.

**Moderation (Internal and External)**

* A set piece of work of written literacy is assessed against a Big Writing criterion scale by the class teacher and internally moderated each half term.
* Examples of work is then externally moderated twice a year with a similar size school in Wales
* Ongoing tracking of learner’s progression through the Big Maths scheme against each learner’s starting point
* ‘Learner journals’ for EYFS pupils are moderated annually within the Local authority to ensure all children are making a good level of development. Cohort data is reported to the Local Authority in the Summer Term for Reception aged learners.

**3.Reporting**

**Reporting to Learners and Parents and Carers**

* Learners are given daily verbal and written feedback on their work and progress (see above for marking scheme and response from learners).
* Parents and carers are consulted in termly evening meetings about their child’s progress and targets.
* Success and effort is rewarded through weekly assemblies and within the class. There is an annual open day in the Summer Term where children celebrate their achievements with their parents.
* Parents and carers are given an annual written report of their child’s progress across all subjects of the curriculum. Their performance in end of year tests and attendance percentage is shared at this time.
* For EYFS learners, parents are given a termly report of their child’s progress according to the EYFS curriculum and expected progression (emerging, expected and exceeding). They are also encouraged to respond to staff using the home-school link book which notes significant development of the learner.

**Reporting to the Board of Directors**

* The Board of Directors are informed termly on learner attainment and progression. Cohort data is discussed during an annual data scrutiny at the end of the Spring and Summer Terms with the Chair of Directors and Academic Governor and is shared with the Board of Directors.

**For further information on assessment, recording and reporting please contact the school directly.**

**Signed:**