BOOTHAM SCHOOL
AGES 3-18

BOOTHAM JUNIOR SCHOOL MARKING, ASSESSMENT AND REPORTING POLICY

This policy relates to the Junior School (and includes details of the provision for pupils in the Early Years Foundation Stage). A separate policy exists for the Senior School.

1 Introduction

We believe that effective assessment provides information to improve teaching and learning as well as having a profound influence on pupil motivation and self-esteem. We give our children regular feedback on their learning so that they understand what it is that they need to improve. This allows us to base our lesson plans on a detailed knowledge of each child. Baseline data is considered in pupil progress meetings alongside any current data and teacher assessments. Anomalies are questioned, discussed and any intervention planned and delivered accordingly.

Parents are kept abreast of pupil progress through reports, interim grades and parent consultations. It is also expected that any significant concerns, either academic or pastoral, will be communicated to parents directly, in between any reporting periods or parent consultations, either by phone, email or letter. Parents are encouraged to contact school if they have any concerns or questions.
In this way we hope to encourage teachers, children and parents to work together to improve educational progress.

2 Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of every child;
- to provide regular information for parents that enables them to support their child's learning;

3 Planning for assessment

We use long, medium- and short-term plans to guide our teaching. In these plans we set out the details of what is to be taught to each year group. Through planning we also identify opportunities for formative and summative assessment as appropriate.
We use the National Curriculum, Chris Quigley's Milestones, White Rose Maths, Teach Computing and aspects of other published schemes to support our teaching. We plan our lessons with clear learning objectives. We strive to ensure that all tasks set are appropriate to each child's level of ability and are designed to promote depth of learning. We make a note of those individual children who achieve above or below the expected level and use this information to plan accordingly.

4 Assessment for Learning

A crucial aspect of assessment is the giving of effective feedback to pupils so that they are able to move forward in their learning. Pupils need to know what they are working towards, where they stand in relation to the criteria and how to get there. This is given verbally and in written form. Assessment includes a wide variety of activities ranging from the everyday evaluations we make and the feedback we give during the course of class discussions and activities to more formal testing and assessment. We place more emphasis on self and peer assessment as the children move through the school.

5 Target setting

We set targets in Mathematics and English for year 1 – year 6 during each academic year. We record individual targets and review the progress of each child at the end of every term. End of year targets are set for English and Mathematics. These targets are stated on the child's annual report to parents.
We encourage the children themselves to set targets that are linked to their individual working habits, the teacher and child review them on a regular basis, often during tutorials.

6 Recording

We recognise various methods of assessing a child's learning, both formative and summative. The type of assessment that we make varies from subject to subject and year to year. Results and reactions (interventions etc) are recorded on the Pupil Progress records which staff discuss in regular meetings. Pupils' results are recorded within cohort folders on the school network as well as on the Depth of Learning Tracker. We use baseline and progress data from standardised assessments and moderated work to inform our decisions and monitor the effectiveness of interventions.

7 Reporting to parents

We have a range of strategies that keep parents fully informed about their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
In the autumn and spring terms, we offer parents the opportunity to meet their child's teacher. During the summer term, we give all parents a written report on their child's progress during the year. In this report, we also identify targets for the child to meet in the next academic year. Parents have an opportunity to meet their child's class teacher after receiving the written report or they can provide written feedback if they so wish. We write comments on all areas of our curriculum, including religious education. The written report also details whether each pupil is working below, at or above expectation in reading, writing and Maths.
Grade sheets are sent home in the Autumn and Spring Terms for Years 1 - 6. Years 1 – 6 have Attitude to Learning Grades and Years 3-6 also have Attainment Grades in the core subjects. (see appendix).

8 Marking and Feedback

Marking and feedback should be used to encourage pupils to produce their best work and give them a realistic idea of their attainment in relation to clear success criteria. It should also suggest ways in which pupils can make progress. Assessment for Learning is encouraged and all assessment should aim at encouragement rather than discouragement. Feedback follows the recommendations of the Educational Endowment Foundation (see appendix).
We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. In age-appropriate ways children are encouraged to peer and self-assess. It is the case that not every piece of work will receive written feedback.
Each class from Year 1 – 6 has its own marking systems which are tailored to the needs of that particular class. All assessment and marking systems are clearly explained to pupils and should be easily understood. Marking codes are displayed in classrooms for reference, these are standardised across the school.
If work is marked by the teacher, it should ideally be returned before the next lesson in that subject or at the latest within one week. Marked work should normally include effective, positive feedback and corrections, as appropriate. Time for pupils to respond to marking, particularly on extended written pieces, should be planned for.
It is school policy not to publish, read out or signal rank orders of class marks or assessment marks to pupils.

9 Consistency

During the course of the school year, staff participate in the moderation of children's work and in work scrutiny so that they have a common understanding of the levels and

expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

10 Monitoring and review

Our Director of Studies is responsible for monitoring the implementation of this policy and providing feedback to the Headteacher on a regular basis.

Date of last review: March 2024	**BJS Assessment Coordinator**
Person responsible:	
Review Group	**Education Committee**
Approval Group	**Governor's Meeting**
Date of next review:	**March 2025**

Checked and updated for fact and process: March 2024

Note: This policy will be checked and updated, on an annual basis, for matters of fact and process.

Appendix

Criteria for Attainment

Attainment Grades are given in line with national expectations for your child's particular year group. Therefore, a child who is working at age related expectations is on track to meet national age-related expectations at the end of the year.

GD- working at Greater Depth

Strong knowledge and skills base which can be applied in unfamiliar tasks.
Grasps new concepts quickly. Able to think independently and reason with skill. Able to explain their learning to others.
Consistently working in greater depth within all year group expectations.

AT- working AT age related expectations
Good knowledge and skills which can sometimes be applied in unfamiliar tasks and always when completing familiar tasks. Usually grasps new concepts once they are explained.
Sometimes able to think independently.
Working at year group expectations

WT- Working Towards age related expectations
Some gaps in knowledge and therefore sometimes has difficulty completing tasks.
Can struggle to grasp new concepts. Needs further explanations.
Working towards year group expectations

WB- Working Below age related expectations
Significant gaps in knowledge and therefore often has difficulty completing tasks independently.
Struggles to grasp new concepts. Needs further explanations and repeated practice.
Working below year group expectations.

Criteria for Effort

Excellent - E
Focussed and engaged.
Puts significant effort in to work in class and beyond. Behaves courteously and positively.
Any homework is always produced on time and goes 'above and beyond'.
Presentation of work is to a high standard.

Good - G
Engaged with topics and tasks; often offers questions and/or answers in class. Puts in effort to complete work to a good standard. Behaves courteously and positively.
Any homework is usually organised and produced on time.
Presentation of work is good.

Needs Improvement- NI
Inconsistent engagement with topics and tasks; attitude may be passive, may not always contribute to positive working environment. Could sometimes work harder.
Behaviour sometimes gives cause for concern
Struggles to organise and complete homework on time.
Presentation of work is sometimes a cause for concern.