

MENGHAM JUNIOR SCHOOL



Assessment Guidelines **(including marking)**

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Assessment at Mengham Junior School



Principles of Assessment at Mengham Junior School

Assessment at Mengham Junior School is at the heart of our teaching and learning. Meaningful tracking of pupils towards end of key stage expectations, helps us to identify strengths and areas for development in individuals and groups of children. It is used as a tool by teachers to ensure that teaching is appropriately pitched and adapted to meet children's needs. By assessing regularly, we are able to plan appropriately and support children in making progress from their starting points.

Teachers are regularly supported to carry out accurate assessment and we have a senior leader who is responsible for assessment. Data from termly assessments are shared with the Full Governing Body each term.

Our approach to assessment (Reading, writing and maths)

- The main purpose of assessment in our school is to help teachers plan appropriate learning journeys based on cohort/group and individual needs.
- Assessment consists of questioning, observation, pupil conferencing, marking and formative assessments. Summative assessments are used in maths (Nfer) and in reading (Headstart). We also use a variety of other tools such as the Vernon's Spelling Test, the Salford Reading Test, Star Reader, Times Tables Rock Stars to track progress.
- We triangulate our summative assessments with ongoing teacher assessments to provide greater accuracy and to help identify any additional needs (such as difficulty accessing tests).
- Through working collaboratively with other schools, we can compare our performance but also identify common themes and share good practice.
- Assessment criteria is derived from the National Curriculum and Hampshire assessment frameworks.
- The attainment of each pupil is assessed against all the relevant criteria at the end of each term.

Moderation

- Assessment judgements in year 6 are moderated by colleagues in school and by colleagues in other schools to make sure our assessments are reliable and valid. We ensure at least one year 6 teacher each year attends the standardisation training made available by the Hampshire Inspector and Advisory Team.
- Moderation of reading, writing and maths judgments takes place each term within school with the support of the senior leadership team. Standardisation documents are used to support this process.
- Our maths and English leads may employ the support of HIAS teams to validation teacher assessments during the year.
- Moderation throughout the year of reading, writing and maths with cluster schools may take place.
- We may also moderate with our feeder infant and secondary schools during the summer term.

Our use of assessment

- Marking feedback aims to inform them of their next steps in learning.
- Where possible it is done with children.
- Our pupils are assessed against given learning objectives.
- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this information to plan learning journeys that support children's needs.
- Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably supported and challenged.
- The information from assessment is communicated to parents and pupils at parents' evenings and in their child's school report.

Our approach to assessment (foundation subjects)

- The main purpose of assessment in our school is to help teachers plan or adjust learning journeys based on cohort/group and individual needs.
- Assessment consists of questioning, observation, looking through books, formative assessments and summative assessments (quizzes) at the end of each unit.
- Through working collaboratively with other schools and subject leaders, we can compare our performance but also identify common themes and share good practice.
- Assessment criteria is derived from the National Curriculum, Hampshire assessment frameworks and Ofsted subject reviews.
- The attainment of each pupil is assessed against all the relevant criteria at the end of each unit.

Cycle of Reporting and Recording

To parents	To School	To governors and co-headteachers
<p>Each day at the end of the day where needed.</p> <p>Individual meetings are recorded on CPOMs as appropriate (if the meeting was specifically regarding academic information).</p> <p>Parents have the chance to view and discuss their children's learning at parents' evening twice a year.</p> <p>End of year reports - Summer 2.</p>	<p>Evidence from assessment and book monitoring kept by SLT.</p> <p>Pupil progress half-termly (for children off track or close to expectations). This is termly for pupils who are secure or working at greater depth. Data entered into Arbor each term (domains on markbooks).</p> <p>Pupil progress document kept alongside actions by SLT.</p>	<p>Co-headteachers report to governors on progression and attainment each half term through headteachers' report and through Curriculum Committee.</p> <p>As a subject leader - termly with a written report to governors or headteachers.</p>



Mengham Junior School Marking Guidelines

At Mengham Junior School we strive to be:

successful learners, healthy and confident individuals, responsible members of our community

Aims

All marking should have a clear purpose for either the child or the teacher.

Purposes of marking

- To inform the teacher of a child's progress and needs for future planning.
- To provide feedback to the child about current work.
- To accelerate learning and challenge thinking.
- To indicate achievement and identify the next steps in learning.
- To demonstrate the value of a child's work.
- To allow for self-assessment where the child can recognise their difficulties and mistakes and encourage them to accept help/guidance from others.
- To ensure misconceptions and errors are addressed promptly so these are not continued in subsequent learning.

Types of marking

- All marking is completed using black ink.
- Pink and green highlighters are used by the teacher or TA/HLTA. "*Green for Great*" indicates work which has achieved or surpassed the learning objective. "*Pink for Think*" is used when there is a need for further improvement. This serves to stimulate discussion and encourage children to self-evaluate their work. This is reviewed at the next mark by the teacher. Yellow highlighter indicates an incorrect spelling to be corrected.
- Marking **may** include a positive evaluative comment and a constructive statement on how to improve, indicating the next steps in learning. House points are given for reward of effort and learning stars for achievement.
- A pupil conference may be used to further unpick barriers or provide intensive support.
- Scaffolded marking and use of questions **are used on occasions** to aid next steps where "*Pink for Think*" has been used. **Discussion with a child is always considered the best option.**

Children's roles and responsibilities

- Children take ownership of what they need to do next based on the pink marking and are expected to improve work highlighted in pink.
- Children are expected to apply non-negotiables (a set of criteria created with the children in September and as the year progresses includes individual targets) in all lessons.
- Response time is built into the day to enable children to respond to teacher marking.
- **Time for self-reflection of pupils' learning is built in during each lesson**, so that they are able to think about their learning.
- Children edit their own work with a red pen during lessons.

- Peer marking: children may, where appropriate mark another child's work using post it notes. The teacher will always review this marking.
- Children add GG (guided group) to each piece of work with the initials of who was leading the work and the focus of the group. 'I' is used to indicate work completed independently during this guided session. When appropriate, an 'S' is used to indicate that a piece of work has been supported by an adult.
- TB is added to pieces of work that are completed as part of targeted boosting. This encompasses pre-teaching, boosting, 'catch up' and targeting individual objectives that haven't been secured.
- High frequency words and taught spellings are corrected in all books **with children rewriting the correct spelling 5 times. The correct spelling is provided by the teacher.**
- T bubbles are used to indicate that the teacher would like a conversation with a child in order to support their learning.



Writing

- Any piece of extended writing will be marked in depth. This includes:
 - Identifying misused/not included non-negotiables
 - Addressing targets
 - A focus on the learning objective for the lesson
 It may also include a written comment that moves learning forward.
- Other learning in writing journals will be looked at as part of the AfL process.
- Where misconceptions are identified, these are actioned at an appropriate time in the learning journey either through guided group work, pupil conferencing, pupil editing or talk for writing warm ups.

Reading

- All reading journals are marked in depth once a week and will be dependent on the activities carried out that week. Feedback will focus on the reading skill for the lesson. This will include a 'Pink for Think'.
- Spellings and non-negotiables are tackled as part of this marking.

Maths

- All Maths should be checked against the correct answers through self-marking, peer marking or teacher marking. Self and peer marking should be checked to ensure misconceptions are addressed. Marking should address misconceptions either through scaffolding, guided groups, T bubbles or follow up lessons.
- Spellings of mathematical vocabulary and non-negotiables are tackled as part of this marking.

Foundation

- In foundation, each child will complete an assessment sheet at the end of the unit, supported by the teacher. The teacher will then give positive written feedback for that unit. The rest of the unit will be looked at as part of the AfL process, with verbal feedback given during lessons where needed.

Mengham Junior School Assessment, Recording and Reporting



Cycle of Assessment and Recording

Daily	Weekly	Pre unit assessment	End of unit assessment	Data	Pupil conferencing	SEN
<p>Marking of books as per marking guidelines.</p> <p>Assessment for learning (AfL) within the lesson.</p>	<p>Spelling and phonics test - with spelling patterns recorded. Year 3 and 4 Phonics progression recorded where needed.</p> <p>Times tables Rock Stars recorded and on display.</p> <p>Home learning logs checked and signed.</p>	<p>English Writing- cold write (where necessary).</p> <p>Reading – Headstart Assessment.</p> <p>Maths- Cold task and Hampshire planning tool pupil conference where needed.</p>	<p>English- Writing - hot writes alongside any other pieces of independent writing</p> <p>Guided reading- Headstart assessment</p> <p>Accelerated Reader Star assessment.</p> <p>Maths- Hot task.</p> <p>Foundation- on sheets in the children's books.</p>	<p>Spelling test- NFER (Summer) Grammar test- NFER Headstart reading test</p> <p>Teacher Assessment alongside tests.</p> <p>Results are entered into Arbor.</p> <p>Venn diagram and snapshot completed.</p> <p>Half-termly pupil progress for off track children. Termly pupil progress for all.</p>	<p>1 to 1 or groups of children following unaided writing.</p> <p>1 to 1 or groups of children in guided reading.</p> <p>Information added to learning journey.</p> <p>1 to 1 or groups of children in maths.</p>	<p>Each term: Specific interventions pre and post.</p> <p>Pre and post nurture Boxall Profile completed.</p> <p>Termly Pre and post ELSA needs assessment.</p> <p>All SEND information shared with SENCo, HT and class teacher and entered into Edukey termly.</p>