St. Hilary's School
Marking, Assessment and Reporting Policy

Introduction

This document is intended to outline the assessment processes, procedures and schedules that operate within St Hilary's School. It is a framework within which other, more detailed policies operate and should provide guidance for all members of the teaching staff. We actively promote democracy, the rule of the law, individual liberty and respect those with different faiths and beliefs. These are fundamental British Values which underpin all that we offer, as does our School Motto 'Not for oneself but for all.'

Documents in support of this Policy include:
- More Able, Gifted, Talented and Passionate Pupils Policy (MGTP)
- Admissions Policy
- SEND Policy

Aims

The aim of this policy is to set out the expectations for assessing children's work at St. Hilary's School and the roles and responsibilities of the various members of staff involved in this process.
It will clarify:

- why we believe children should be assessed
- how we can assess the children in the short, medium and long term
- when assessments should take place and their frequency
- what we should assess
- where assessments should be stored

The principles behind our policy are that assessments:

- support children's achievement and progress
- inform all levels of future planning and whole school development take place within a clear time-scale
- are manageable and efficient, avoiding repetition
- are accessible yet confidential
- provide an informative record of the whole child
- meet legal requirements
- are based on a range of strategies
- support British Values

Marking

Marking is often the most immediate form of assessment and should be used to form target setting and planning. We believe that marking:
- demonstrates to children that we care about the work they produce
- is essential to ensure pupils make daily progress
- should be consistent across the whole school
- should give useful feedback to children and communicate high expectations
- should follow a standard marking code so that children do not have to learn a new code with each new teacher
- should model teacher expectations

Feedback

The majority of marking will be diagnostic and will give children feedback on their progress and whether they have understood/applied the learning intention and/or success criteria. Feedback includes writing positive comments and giving house points for good work. Marking should also go beyond this to indicate to children how their work could be improved, e.g.

You have used vocabulary to describe different types of speech, well done! Target - try to think of more words you could use instead of 'angrily'.

Marking should make clear when and how the children will make amendments to their work in order that a learning intention is met. Where appropriate, current targets are referred to and a new target set. The tone of marking over time should always be positive and give suggestions for improvement, though teachers should not accept work below the standard they would normally expect from a child, and should comment on this if it is appropriate to do so. Marking should be completed in green pen.

When to mark

All recorded work must be checked by the teacher directing the class including supply teachers and teachers covering classes for colleagues. The level of detail will vary from day to day. Teachers should ensure that all children's work reflects a similar level of marking detail over a period of time. Marking should always model teacher expectations, e.g. neat, written on the line, use of correct punctuation.

Work should be marked as soon as possible after its completion, preferably the same day. Marking should support the completion of future work especially where work is linked (e.g. spellings should be corrected when children are continuing a story to support them in writing the next part).

Some marking may be completed in class time while the teacher is circulating, to ensure children have understood the tasks and/or whilst working with a group. Photographic evidence may be included in books to show a child working in a practical way, with marking used to record attainment.

Marking Codes – see Appendix 1

EYFS

Written work is discussed with each child and feedback and praise is given immediately. Most work is marked as soon as it is completed and in the presence of the child. Work marked outside the lesson will have comments written in child friendly language where possible and will be shared with the pupil as necessary. Any writing will often also contain a target when marked. Each piece of work will indicate whether the child completed independently or with support.

Year 1

Work is marked as soon as it is completed and in the presence of the child. Work marked outside the lesson will have comments written in child friendly language where possible and will be shared with the pupil as necessary.

Year 2

More work is of a written nature by this stage. Although some work is marked in the presence of the child, most will be done outside of the lesson. The work is marked for its content, according to the aims of the assignment, and the effort expended by the child is taken into consideration. Selected spelling errors are indicated and subsequently some incorrectly spelt words may be identified and the correct spelling written out by the teacher.

Prep

It becomes increasingly difficult to mark all work with the child present although some marking does take place in this way. Work that is marked without the child present will be discussed with the child as appropriate. The comments tend to be more detailed with encouragement and praise for good points and advice on how to improve those aspects of the work, which need it. Teachers should keep careful records and ensure their feedback to children is worthwhile.

Assessment

Assessment, including marking, involves teachers seeking to discover the strengths and weaknesses of the pupils. The outcomes of any assessment must be used to inform the educational process both for that particular individual and, where possible, for future pupils.

Formative assessment

Reading

From Early Years to Year 3 children should be assessed during reading. Reading records should contain:

- the book title
- the pages read
- key words and vocabulary as appropriate
- comments relating to success and further targets for improvement

Questioning and discussion

Teachers should plan to use a range of differentiated questions in their teaching to allow a response from the least able and to extend the ablest. Pupil responses to different levels of questioning provide information on the child's understanding and retention of previous learning and inform future planning.

Testing

Children will have weekly tests of their spelling and regular testing of the rapid recall of mental arithmetic including times tables.

Teachers cannot realistically record everything. Other forms of short-term assessment, therefore, should be used at the teacher's discretion and do not necessarily need recording.

Summative assessment

Children's attainment and progress will be assessed with two formal assessment weeks taking place each year, in later September/October and May when pupils are assessed using standardised tests.
 (Please see Appendix 2)

EYFS children are assessed following the Early Years Foundation Stage Profile (EYFSP) requirements with judgements being made by class teachers, in discussion with other practitioners, and recorded under the required emerging/expected criteria.

Formal internal assessments of core subjects take place either half-termly or termly depending on subject and year group. Results of these assessments are recorded by the Head of Department in the V3 folder on the server and used to aid planning, inform target setting and identify children with particular needs. Standardised Scoring is categorised as 'working towards the expected standard' (SS below 99), 'working at the expected standard'(SS 100 – 119) or 'working at greater depth within the expected standard' (SS 120 and above). 'Subject teachers may also inform Heads of Department should they have concerns about a child's attainment levels. Performance and progress are measured using the data from the two formal assessment weeks and from internal assessments throughout the year.

Results of formal standardised tests are stored in the V3 assessment and departmental folders and can be accessed by teaching staff when required. There is also a staff meeting, with HOD Eng/Maths/Intervention/SEND present, following the period of formal assessments to enable staff to discuss the findings and develop strategies to facilitate the progress of all pupils. These tests enable us to track pupil progress and achievement as they move through the school. Any child scoring below 80 (standardised score) will raise a discussion, and possible action between HOD – Assessment and HOD – Intervention/SEND.

Results of the Progress Tests and CAT 4 are uploaded to the ISI portal at the end of each academic year, as these are external marked assessments.

For non-core subjects, assessment takes place throughout the year via observations, book-work and tests. The results of these are recorded three times a year, at the end of each term, also in the V3 spreadsheet is 'working towards the expected standard', 'working at the expected standard' or 'working at greater depth within the expected standard'.

Children in Year 1 complete a phonics check during the Summer 2 term, using STA Key Stage 1 Phonics Screening Check materials. Those not reaching the required government standard with be re-tested during the Autumn term of Year 2.

Benchmarking new children

When new children join St Hilary's, it is important to assess their ability as soon as possible so we can ensure they are receiving the learning experience that is best for them. Most of this is done by the class or subject teacher, by assessing the work they produce in lessons. However, it is also useful to have a benchmark in order to track their progress from the onset.

Often, the previous school will provide assessment data on the child which we can use as a starting point. For children new to St Hilary's at the beginning of an academic year, and for those joining us at any point thereon, assessments will take place in core subjects using the MALT/SWST/NRGT standardised assessment materials, this will occur within a reasonable timeframe for that child and their situation, from their start date. These assessment papers will be marked by subject teachers and results converted to standardised score. SEND and 'Setting' where appropriate may then be discussed.

Foundation subject will be teacher judgement assessments made at the earliest suitable point after admission, using the 'working towards expected level', 'working at expected levels', and 'working at greater depth within expected levels' annotation in line with their cohort.

In EYFS, children's parents complete an EYFS Entry Profile form and progress information is passed to teaching staff from St Hilary's.

Collection and analysis of data

A variety of sources of data are used to analyse the progress of individual children, year groups and the whole school. At present, the school uses GL Assessment testing to: analyse the progress of teaching and learning in the core subjects; to identify trends and patterns, such as gender or ethnicity and to identify the strengths and weaknesses of pupils in relation to their cohort and schools both locally and nationally.

Data will be analysed and reported to relevant parties at both the Autumn and Summer collection points. At the end of academic year, the impact of interventions will also be analysed and reviewed for the forth-coming year. Foundation subject teachers will analyse their data at the end of each term collection point, and at the end of year collection point, with a whole year review of learning styles and teaching techniques used.

Profile Children

Work samples are retained each year for each curriculum subject and for all ability ranges. This will be used to monitor consistency in achievement and progression across the curriculum and from year to year.

In addition, each year, three children of differing abilities will be chosen from the Reception year to start portfolios of work which will be added to as they progress through the school. Each term, three pieces of work will be added to their portfolio; one each from English and Mathematics plus one from another subject.

SEND

The class or subject teacher meets with the Lead SENCO, as appropriate; to review the progress of children in the class on the SEND list. Children whose progress is a cause for concern are highlighted and will be monitored. Appropriate / reasonable adjustments will be made to ensure that those pupils with SEND will be able to access arrangements for assessments and for completing assessment tasks (please see SEND policy.)

More Able, Gifted, Talented and Passionate

The MGTP register is updated termly, with Heads of Department taking ownership of identification and registering for their department. The MGTP co-ordinator will review the progress and attainment of MGT pupils. Please see the MGTP policy for the full process of identification, registering, monitoring and facilitating of all MGTP pupils.

Reporting to parents

Two reports are provided throughout the year. One is a brief progress report which is issued in February (November for Year 6) and contains feedback on the core subjects as well as a Form Tutor comment. At the end of each year a detailed report is written about each child's progress and attainment in each subject and their social and emotional development.

However, any concern regarding a pupil's progress will be discussed as soon as possible with the parents.

Reports provide information for parents and the child's future teacher. One copy is sent home via the Parent Portal and the other retained at school on the School Management system. All reports are read by the Headteacher and electronically signed.

Comments in reports are specific and give parents information about what children have learnt, and the progress made, over the year. It is helpful to indicate to parents what the child needs to practise and how this can be supported or encouraged at home. Additionally, teachers refer to:

- topics undertaken and the understanding the pupil has demonstrated
- school trips, illustrating how these have contributed to the pupil's learning

- the type of work done and comment on the pupil's development of particular skills and knowledge
- the pupil's interest, participation, willingness and involvement in class activities
- social development

Parents need to be fully informed in all aspects of their child's education. When discussing a pupil's progress with parents, examples of the pupil's work and books are available for them to see.

Parents will be informed through year group meetings at the beginning of each academic year to discuss expectations, topics and timetables and ways in which the children can be supported at home
and individual meetings where necessary to discuss the child's progress.

Reviewed: January 2019, June 2022, November 2022, June 2023
Next review date: June 2024
Person(s) responsible: Mrs Luci Brown (Middle Leader with responsibility for Assessment and Reporting).

Marking Codes

Marking Code for written work:

Teachers should use their judgement about which parts of the code are appropriate for the ability of the children they are teaching. Fewer symbols could be used for children who need more support. All errors should not necessarily be marked, especially if there are many, but it is important that the teacher indicates whether the child has understood the learning intention. It is also important that the child corrects errors that are made repeatedly eg. spellings and/or not using capital letters at the beginning of a sentence.

The marking code can be located in: X:\Policies and Key School Documents

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Kindg'n & Nurs Rec	TwoYear Old Checks Initial Assessments PREST Ongoing Observations and profiles	Parents Evening Ongoing Observations and profiles	TwoYear Old Checks /Interim Report Kindg'n and Reception Ongoing Observations and profiles	Parents Evening Ongoing Observations and profiles	Two Year Old Checks Ongoing Observations and profiles Reception formal assessment.	Full Report & Parent Consultations Ongoing Observations and profiles Full report & EYFSP PTE PTM
Y1	NGRT Reading SWST spelling DEST screening PTM (Set B) PTE (Set B)	Parents Evening (Form tutor)	Short report	Parents Evening (Form tutor)	NGRT Reading SWST spelling PTM (Set A) PTE (Set A)	Long reports STA Key Stage 1 Phonics Screening Check
Y2	NGRT Reading SWST spelling	Parents Evening (Form tutor)	Short report St Hilary's Scholarship	Parents Evening (Form tutor)	NGRT Reading SWST spelling	Long reports

		Y1 Phonics Retests - STA Key Stage 1 Phonics Screening Check	day		PTM (Set A) PTE (Set A)	
	PTM (Set B) PTE (Set B)					
Y3	NGRT Reading SWST spelling PTM (Set B) PTE (Set B) CAT4	Parents Evening (Form tutor)	Short report (Form/core subject)	Parents Evening (Form Tutor)	NGRT Reading SWST spelling PTM (Set A) PTE (Set A) PTS (Set A)	Long reports
Y4	NGRT Reading SWST spelling PTM (Set B) PTE (Set B) PTS (SetB) CAT4	Parents Evening (Form/ Maths/English)	Short report (Form/core subj)	Parents Evening (Core Subjects only)	NGRT Reading SWST spelling PTM (Set A) PTE (Set A) PTS (Set A)	Long reports
Y5	NGRT Reading SWST spelling PTM (Set B) PTE (Set B) PTS (Set B) CAT4	Parents Evening (Form/ Maths/English)	Short report (Form/core subj)	Parents Evening (Core Subjects only)	NGRT Reading SWST spelling PTM (Set A) PTE (Set A) PTS (Set A)	Long reports
Y6	NGRT Reading SWST spelling	Parents Evening (Form/ Maths/English)			NGRT Reading SWST spelling PTM (Set A)	Long reports

PTM (Set B) PTE (Set B) CAT4 Y6 Mock Day - ISEB exam past paper	Short report 11+ Exams	11+ Exams		PTE (Set A) PTS (Set A)	

Appendix 3

Assessment Timetable Overview

	Autumn		Spring		Summer	
	1	2	1	2	1	2
EYFS	**Nursery:** • Y2 Statuary Checks (whole development) • Trackers (PSED, C&L, PD) – team judgement **KG:** • St Hilary's baseline assessment • ECAT if needed. **Reception:** • St Hilary's baseline	**Nursery:** • Trackers (PSED, C&L, PD) – team judgement **KG:** • Trackers (PSED, C&L, PD) – team judgement **Reception:** • Evidence Me –	**Nursery:** • Y2 Statuary Checks (whole development) • Trackers (PSED, C&L, PD) – team judgement **KG:** • Trackers (PSED, C&L, PD) – team judgement **Reception:** • Evidence Me –	**Nursery:** • Trackers (PSED, C&L, PD) – team judgement **KG:** • Trackers (PSED, C&L, PD) – team judgement **Reception:** • Evidence Me –	**Nursery:** • Trackers (PSED, C&L, PD) – team judgement **KG:** • Trackers (PSED, C&L, PD) – team judgement **Reception:** • Evidence Me – online tracking	**Nursery:** • Trackers (PSED, C&L, PD) – team judgement **KG:** • Trackers (PSED, C&L, PD) – team judgement **Reception:** • Evidence Me – online

	assessment • ECAT if needed • Evidence Me – online tracking (PSED, PD, C&L, EAD, M, L, UW)	online tracking (PSED, PD, C&L, EAD, M, L, UW)	online tracking (PSED, PD, C&L, EAD, M, L, UW)	online tracking (PSED, PD, C&L, EAD, M, L, UW)	(PSED, PD, C&L, EAD, M, L, UW)	tracking (PSED, PD, C&L, EAD, M, L, UW) • Literacy/Maths – GL PTE/PTM
Pre-Prep	• English/Maths – GL PTE/PTM/NGRT/NGST(Y2 only) • English Comprehension • Y1 DEST testing	• English/Maths -end of term papers (in-house) • English Creative Writing • All Foundation subjects (inc. Science) – Teacher Judgement	• English Comprehension	• English/Maths/Science -end of term papers (in-house) • English Creative Writing • All Foundation (inc. Science) subjects – Teacher Judgement	• English Comprehension	• English/Maths – GL PTE/PTM/NGRT/PTS • Y1/Y2 Phonics Check – Animaphonics assessment tool • English Creative Writing • All Foundation subjects (inc. Science) – Teacher Judgement
Prep	• English/Maths/Science (not Y3) – GL PTE/PTM/NGST/NGRT/PTS • Y6 Mock Day • CAT4 (Y3-6)	• Y6 Common Entrance • English/Maths/Science -end of term papers (in-house) • English Creative Writing • All Foundation subjects – Teacher Judgement	• Y6 Common Entrance • English Comprehension	• English/Maths/Science -end of term papers (in-house) • English Creative Writing • All Foundation subjects – Teacher Judgement	• English Comprehension	• English/Maths/Science – GL PTE/PTM/NGRT/PTS • English Creative Writing • All

						Foundation subjects –Teacher judgement