



Streetsbrook Infant & Early Years Academy



Assessment and Marking Policy

STREETSBROOK INFANT & EARLY YEARS ACADEMY

At Streetsbrook, we strive to provide an equal chance for all to become caring responsible citizens who lead happy and fulfilled lives, and are equipped with the knowledge, skills and abilities to shape the world they live in.

'Learning for Life'

Our values are:

Desire to Learn

To enjoy the lifelong process and challenge of learning; alone and with others

Love and Respect

To have respect for ourselves, others and the environment, recognising and celebrating individual lifestyles, cultures and faiths

Happiness

Developing successful relationships where individuals can build and follow their dreams

Confidence

Having the self-belief to embrace and follow your own choices.

Being a Good Citizen

Making a positive contribution to communities on a local and global scale

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Introduction

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children's needs at the heart of everything they do. Our broad and balanced curriculum celebrates the diverse nature of our society and encourages adherence with the fundamental British values. We do not tolerate discrimination of any kind. Through quality first teaching practices we support, guide and inspire our children educationally and promote their spiritual, moral, social, cultural, mental and physical development.

At Streetsbrook, we know that effective assessment provides essential information to support and inform Quality First Teaching. We believe that the best form of assessment results from ongoing dialogue and interactions with children, enabling staff to gain insight into current attainment, give effective feedback and ensure children understand what to do in order to improve. We prioritise the use of assessment to support future teaching to ensure it is planned and pitched thoughtfully, taking into account the needs of all learners. In addition, we use relevant summative and statutory assessments to support our understanding of each child's performance in relation to national expectations. We ensure we work in partnership with parents providing them with regular updates on their child's progress and attainment and provide advice and guidance on how they can support their child's next steps in learning.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2002
- Equality Act 2010
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE 'Primary school accountability in 2023: technical guide'
- DfE 'What academies, free schools and colleges must or should publish online'
- STA 'How to report maladministration of primary school assessments'
- STA 'Phonics screening check: administration guidance'
- STA 'Optional key stage 1 test administration guidance'

This policy operates in conjunction with the following school policies:

- Equality & Diversity Policy
- Behaviour Policy
- Data Protection Policy

Roles and Responsibilities in Relation to Statutory Assessment at Streetsbrook

The governing board is responsible for:

- The overall implementation of this policy.
- Ensuring that this policy does not discriminate against children, in accordance with the school's Equality & Diversity Policy
- Nominating a governor to ensure that appropriate action will be taken to deal with all prejudice related to incidents which are a breach of this policy.
- Delegating powers and responsibilities to the Headteacher to ensure relevant personnel and stakeholders are aware of and comply with this policy.

- Fully complying with all statutory responsibilities.
- Nominating a link governor to ensure this policy and other linked policies are up to date.
- Appointing a Data Protection Officer to ensure compliance with data protection laws and practices.

The Headteacher is responsible for:

- Ensuring this policy and other linked policies are kept up to date.
- Ensuring this policy is in line with current legislation and guidance.
- Ensuring that the requirements of the assessment and reporting arrangements (ARA) are implemented.
- Ensuring that teachers and other staff comply with the ARA
- Ensuring that the deadlines in the ARA are met.
- Following the annual statutory data collection requirements by submitting results to the LA for all eligible pupils, by the LA's deadline.
- Keeping all test materials secure and treating them as confidential.
- Ensuring that test administrators are appropriately trained.
- Completing and submitting Headteacher's declaration form by the specified deadline.
- Understanding what to expect from a monitoring visit.

The Data Protection Officer is responsible for:

- Data management within the school.
- Compliance with the Data Protection Act 2018.
- Managing internal data protection activities.
- Ensuring risk and impact assessments are conducted in accordance with ICO guidance.
- Maintaining expert knowledge of data protection law and practices.

The Link Governor is responsible for:

- Ensuring this policy and other linked policies are kept up to date.
- Ensuring this policy is in line with current legislation and guidance.

The Lead for Assessment is responsible for:

- Ensuring training and guidance for relevant staff.
- Making effective use of relevant research and information to improve this policy.
- Working closely with the Headteacher, test administrators, Data Protection Officer and Link Governor

Test Administrators are responsible for:

- Adhering to the provisions outlined in this policy.
- Reading and understanding all the relevant guidance, including, but not limited to, those identified in the legal framework of this policy.
- Reporting any attempts of cheating to the Headteacher.
- Reporting any maladministration incidents to the Headteacher.
- Understanding what equipment is required/permitted.
- Understanding what assistance is required/permitted.
- Ensuring the security and safety of all test materials.

Children are responsible for:

- Engaging fully in assessment processes and following assessment rules.

The Purpose of Assessment

At Streetsbrook there are three, broad overarching forms of assessment, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis

- In-school summative assessment – to understand each child’s performance at the end of a period of teaching
- Statutory summative assessment – to understand each child’s performance in relation to national expectations

Day-to-Day Formative Assessment

Purpose: to inform teaching on an ongoing basis.

Sometimes referred to as Assessment for Learning, (AfL) ongoing formative assessment ensures every child’s achievement and progress is closely monitored in order to provide the best possible opportunities, highest levels of challenge and tailored support.

Formative assessment takes place while children are engaged in the learning process. Almost every teaching and learning task or activity presents an assessment opportunity, which in turn guides the learning process. Staff regard formative assessment as an integral part of the curriculum planning cycle; identifying clear learning objectives for their teaching, assessing against these and adapting their next steps in response.

Staff employ the following strategies in their ongoing, day-to-day formative assessments:

- questioning and discussion
- observing and listening
- feedback and marking
- self and peer assessment
- dedicated assessment tasks
- quizzes

In-School Summative Assessment

Purpose: to understand each child’s performance at the end of a period of teaching.

Summative assessments are any method of evaluation undertaken at the end of a teaching period, allowing teachers to measure a child’s performance against standardised criteria.

Summative outcomes allow staff to monitor and track children’s attainment and progress and identify concerns. Staff can then plan to address these concerns through lesson planning, adaptive teaching, planned interventions and where required the implementation of personalised learning plans (PLP). Summative assessments are also used by school leaders to monitor the performance of cohorts and groups, to identify where interventions may be required and to check that all children are supported to make best possible progress. Groups monitored include class cohorts, gender, ethnicity, SEND, EAL and Pupil Premium.

In addition, teachers and school leaders can use summative outcomes to evaluate how successful teaching has been and to plan for adjustments if required.

Examples of summative assessments undertaken at Streetsbrook include:

EYFS

- A termly (December, March/April & June) teacher assessment of each child’s knowledge, understanding and abilities in relation to progress towards EYFS Early Learning Goals (ELGs)

Year 1

- A termly (December, March/April & June) teacher assessment of each child’s knowledge, understanding and abilities relating to the ‘*pupil can*’ statements outlined in Streetsbrook’s End of Year 1 Expectations for English reading, English writing and mathematics

- A termly (December, March/April & June) teacher assessment of each child's knowledge, understanding and abilities in relation to the KS1 National Curriculum programmes of study – Science & Foundation Subjects

Year 2

- A termly (December, March/April & June) teacher assessment of each child's knowledge, understanding and abilities based on the '*pupil can*' statements within the DfE Non Statutory Teacher Assessment Frameworks for English reading, English writing, mathematics and science. www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1
- A termly (December, March/April & June) teacher assessment of each child's knowledge, understanding and abilities in relation to the KS1 National Curriculum programmes of study - Foundation Subjects

Pre-key stage standards

- Undertaken at least termly, Pre-key stage standards are used to assess children who are working below the overall standard of national curriculum assessments, but who are engaged in subject-specific study. www.gov.uk/government/publications/pre-key-stage-1-standards

The Engagement Model

- Undertaken at least termly, the engagement model is used to assess children in KS1 who are working below the standard of the national curriculum assessments and not yet engaged in subject-specific study. The engagement model is used to support understanding of progress and inform conversations with parents. The engagement model is also used to set individual attainment targets.

Little Wandle Formative Assessments

- Phonic Assessments using Little Wandle Assessment Tool - Undertaken after each six week teaching block, more frequently if intervention support is in place
- Little Wandle Reading Fluency Assessments – Approximately half termly, used to measure the accuracy and fluency of children in the final stages of Phase 5.

KS1 Solo Writing – Assessed Writing

- At least half termly, after discussions with their teacher, children in KS1 complete a piece of independent writing for assessment purposes. Writing is assessed using clear success criteria and may also be assessed in line with End of Year expectations '*pupil can*' statements www.streetsbrook.co.uk/curriculum/

National Curriculum Common Exception Words Formative Assessment – Year 1 & 2

- Undertaken at least termly, used to measure a child's ability to read and spell these key words as outlined in the KS1 National Curriculum

KS1 Maths - Key Instant Recall Facts (KIRFS) Formative Assessments

- Regular formative assessment tasks used to assess a child's ability to recall key mathematical facts as outlined in our Key Instant Recall Facts documentation www.streetsbrook.co.uk/maths-at-streetsbrook/

Optional Key Stage 1 tests

- Year 2 staff at Streetsbrook **may** make use of past/current National Curriculum key stage 1 tests as a form of summative assessment. Since the academic year 2023 to 2024, these tests have been non-statutory and as such are used selectively at Streetsbrook to support the teacher assessment process and to identify learning gaps of individuals or groups. In line with national guidance, outcomes are not reported to parents or shared for school accountability purposes.

Statutory Assessment

Purpose: to understand each child's performance in relation to national expectations.

The DfE describes the main purpose of statutory summative assessment as being:

- To ascertain attainment against the EYFS early learning goals (ELGs) or National Curriculum.
- To hold schools accountable for the attainment and progress made by their pupils.
- To inform parents about the performance of individual children.
- To enable benchmarking between schools, as well as monitoring performance locally and nationally.

As an Infant school we adhere to the following statutory assessment timeline:

- Reception Baseline Assessment (RBA) – a short assessment of early mathematics and early literacy, communication and language which is taken within the first six weeks of a child starting Reception
- The EYFS Profile (EYFSP) – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. Children are assessed in the following areas:
 - Communication and Language Development
 - Physical Development
 - Personal, Social and Emotional Development
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts & Design
- Year 1: Phonics Screening Check (PSC) – with a few exceptions, all children in Year 1 will undertake this check in June. It is designed to confirm whether a child has learnt phonic decoding to an appropriate standard. The check consists of 20 real words and 20 pseudo-words, to be read aloud to the check administrator. The administrator will be a member of the Streetsbrook teaching team, familiar to the child. Children who do not meet the expected standard are required to re-take the PSC the following June (Year 2)

Self-Assessment

At Streetsbrook, we encourage children to begin to evaluate their work and reflect upon their own learning, within the context of the learning objectives shared with them. This could take the form of verbal feedback or discussion or the use of assessment thumbs. For some tasks, children in Year 2 are also supported to RAG rate their own performance in relation to the shared learning objective. Red – I need more help, Amber – I am getting there, Green – I can do this.

Children are also supported to consider their performance in relation to their mega cognitive skills - 'learning to learn' skills. Children are taught about these skills through the Characteristics of Effective Learning:

- Playing and Exploring – engagement – the 'skill' to get engaged
- Active Learning – motivation – the 'will' to keep going
- Creating and Thinking Critically – thinking – the 'thrill' of discovery

At this stage of their development the learning attributes associated with these skills are presented to children in the form of nine animal icons:



Children are supported and encouraged to evaluate and which attributes they have drawn upon in each learning task.

Peer Assessment

Where appropriate, children may begin to evaluate the performance of their peers. This is always done sensitively and within the context of the specific learning objectives or success criteria of the session.

Moderation of Assessments

Streetsbrook has in place a rigorous cycle of school, cluster and local authority moderation. This ensures our school assessment judgements are accurate and consistent, and in line with other schools locally and nationally.

Assessment Data

Class teachers update summative assessment records including SIMs in line with the school's annual programme. Guidance on this is regularly updated by school leaders.

The following records are completed and stored:

- EYFS summative outcomes – in relation to progress towards EYFS early learning goals - (December, March/April, June) - SIMS
- KS1 summative outcomes – English Reading, English Writing, Maths, Science (December, March/April, June) - SIMS
- Little Wandle phonic assessment outcomes analysis.littlewandlelettersandsounds.org.uk/ A half termly summary is also stored - W:\Assessment
- KS1 Streetsbrook Little Wandle reading tracker - W:\Assessment
- KS1 curriculum subject trackers - W:\Assessment
- KS1 maths key performance indicators (KPI) tracker - W:\Assessment
- Mock phonic screening check outcome - W:\Assessment
- Phonic screening check outcomes - SIMS

Relevant data is shared with receiving schools when children transfer to a new school or transition to Junior school.

Assessment Data Analysis

The EYFS Lead and Subject Leads for English, Mathematics and Science complete a termly full analysis of children's outcomes. From this they create a 'Headlines' document which is shared with all relevant staff. This ensures staff and school leaders are fully informed about the attainment and progress of individuals, cohorts and groups and that concerns are identified and plans put in place to address these.

The EYFS Lead and Deputy Headteacher (KS1 Lead) maintain oversight of assessment within school, including compiling and updating a range of analysis documentation which is shared with, and scrutinised by, the Headteacher, SENCo and governors.

Foundation Subject Leaders track progress and attainment termly, completing an analysis of children's outcomes annually. This is shared with school leaders through an annual curriculum action plan which includes an overview of any responses or actions undertaken/required.

Pupil Progress Reviews

School leaders hold termly Pupil Progress reviews to ensure staff are fully informed and challenged regarding the performance of individuals, cohorts and groups in key areas of learning. Children not on track are identified and intervention plans drawn up. Where applicable, SEND related barriers to learning are considered and these concerns are shared with the SENCo and parents.

Reporting to Parents

Parents are kept fully informed throughout the school year about their child's progress and are always welcome to arrange a meeting with their child's teacher. Parent consultations in October and February provide an opportunity to discuss each child's current performance. As part of this process, each child is provided with a set of reading, writing and maths learning targets which parents are encouraged to support at home. Additional consultations with staff, the SENCo, or other professionals may be arranged where planned interventions, personalised learning plans or an EHCP is in place.

At the end of the Summer term, parents receive a report summarising their child's learning experiences and current attainment in each area of the curriculum. Should they wish to, parents can arrange a consultation meeting with the class teacher, to discuss this further. Parents also have the opportunity to provide feedback to school. A further set of learning targets are shared in this report which parents are encouraged to support at home.

The Role of the Subject Leader

In line with our annual programme, subject leaders monitor and scrutinise provision within their subject area. This includes:

- ensuring curriculum content and coverage is in line with EYFS framework / NC Programmes of study
- monitoring planning and lesson content
- monitoring marking and feedback
- ensuring standards of teaching and learning are high
- ensuring assessment is appropriate and accurate
- monitoring the progress of individuals, cohorts and groups

Marking and Feedback

The Department of Education (DfE, 2017) highlighted three simple words that best sum up useful marking, feedback and assessment:

- Meaningful – approach used depends upon the age, subject and particular piece being marked
- Manageable – marking should be purposeful and simple
- Motivating – engage with learners to make progress

At Streetsbrook we know that the provision of effective marking and feedback is a key factor in improving learning through assessment. We believe that the most effective feedback needs to be specific, accurate and clear and whenever possible take place alongside the child (Live Marking). Effective marking and feedback will focus on success and improvement needs in the context of specific learning objectives and/or success criteria, enabling children to become reflective learners and to develop their understanding of how to improve.

Aims

At Streetsbrook we believe marking and feedback should:

- Be embedded in classroom practice and employ consistent approaches throughout the school
- Be understood as an aspect of assessment that is used to improve learning and inform planning and target setting
- Be accessible to children and age appropriate
- Be responsive to individual learning needs
- Relate to learning objectives and /or success criteria which are shared with children
- Be given promptly and regularly and allow time for children to reflect and respond
- Give recognition and appropriate praise for achievement and progress
- Support children's understanding of how to improve
- Be seen by children as a positive experience which will improve their learning
- Support children to self-assess
- Support children to begin to peer assess within the context of specific learning objectives/success criteria
- Be manageable for teachers

Practice at Streetsbrook

Whenever possible staff undertake 'Live Marking' to allow for interaction and dialogue.

Green 'green is good' and **Pink** 'to think' highlighters are used to support the marking process

Written feedback is recorded in pencil or blue/black pen. The marker initials each piece of work alongside the learning objective

Where staff engage in dialogue with a child relating to errors, misconceptions or to offer additional support an annotation of VFG (verbal feedback given) is recorded.

Work is annotated to show the context in which it has been completed:

- G = Guided
- I = Independent
- WCG – Whole Class Guided

Where appropriate, children at Streetsbrook are encouraged to participate in self-assessment activities including supported opportunities to 'check and correct' their own recorded work. In Year 2 children will begin to use green pens to 'mark' some aspects of their own work.

English Writing

At least weekly in KS1 and, as appropriate in EYFS, **Pink 'to think'** marking should be undertaken. Feedback should include recognition of achievement and support children in understanding how to improve. Feedback should relate specifically to the learning objective or success criteria for the session but additional **Pink 'to think'** feedback may also relate to ongoing aspects of learning including letter formation/handwriting, phonics/spelling or punctuation and grammar.

On completion, work is assessed and annotated as follows:

- If the LO has been achieved the **LO is highlighted in green**
- If the LO has been achieved with support **LO is highlighted in green** and **S** circled alongside. Any additional information about the form of support should also be noted.
- If the LO has **NOT been achieved** the LO is NOT highlighted. Any additional information about the area of difficulty should be noted.

Where a child has been unsuccessful in achieving the LO staff should respond in one or more of the following ways.

- Personal verbal feedback/support
- Personal written feedback/support
- A short follow up task may be set to address the error/misconception/area of difficulty.
- Same day intervention/support
- Adapt planning to address the error/misconception/area of difficulty in the next/subsequent lessons

KS1 Solo Writing – Marking and feedback

At least half termly, after discussion with their teacher, children in KS1 complete a piece of independent writing for assessment purposes. Solo writing should be marked as above and all children should receive appropriate written feedback. Feedback should include recognition of achievement and support children in understanding how to improve. Feedback should relate specifically to the success criteria for the writing task.

Mathematics - recorded tasks

"It is important for teachers to distinguish between a pupil's simple slip and an error that reflects lack of understanding"

NCETM Marking Guidance for Primary Mathematics 2016

On completion, work is assessed and annotated as follows:

- If the LO has been achieved the **LO is highlighted in green**
- If the LO has been achieved with support **LO is highlighted in green** and **S** circled alongside. Additional information about the form of support may also be noted.
- If the LO has NOT been achieved the LO is NOT highlighted, and any additional information about the area of difficulty may be noted.
- Where simple **slips** have occurred, a 'dot' of pencil or pen should be used to indicate this. Children are encouraged to correct these slips.

- A 'dot' of pink highlighter should be used to draw attention to numbers which are consistently reversed. Children are encouraged to practise correct formation.
- If errors demonstrate a **lack of understanding**, pink highlighter should be used to draw attention to the error. Staff should respond in one or more of the ways listed below.

Where a child has been unsuccessful in achieving the LO staff should respond in one or more of the following ways.

- Personal verbal feedback/support
- Personal written feedback/support
- A short follow up task may be set to address the error/misconception/area of difficulty.
- Same day intervention/support
- Adapt planning to address the error/misconception/area of difficulty in the next/subsequent lessons

Where written feedback is provided it should include recognition of achievement and support children in understanding how to improve. Feedback should relate specifically to the learning objective or success criteria for the session

Wider Curriculum - recorded tasks

On completion, work is assessed and annotated as follows:

- If the LO has been achieved the LO is highlighted in green
- If the LO has been achieved with support LO is highlighted in green and S circled alongside. Any additional information about the form of support should also be noted.
- If the LO has **NOT been achieved** the LO is NOT highlighted. Any additional information about the area of difficulty should be noted.
- If errors demonstrate a lack of understanding pink highlighter should be used to draw attention to the error. Staff should respond in one or more of the ways listed below.

Where a child has been unsuccessful in achieving the LO staff respond in one or more of the following ways.

- Personal verbal feedback/support
- Personal written feedback/support
- A short follow up task may be set to address the error/misconception/area of difficulty
- Same day intervention/support
- Adapt planning to address the error/misconception/area of difficulty in the next/subsequent lessons

Where written feedback is provided it should include recognition of achievement and support children in understanding how to improve. Feedback should relate specifically to the learning objective or success criteria for the session

* Marking and feedback in Art & Design and Design & Technology may vary. (Please see relevant policies)

Marking and related feedback are monitored by subject leaders during monitoring and moderation activities. (see annual programme)

Policy Review

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

The Leader for Assessment will review this policy every three years and will make any changes necessary, in consultation with all stakeholders. However, this policy may be reviewed sooner if there are changes to statutory assessment arrangements, national guidance or National Curriculum content, before this date.

The next scheduled review date is Summer 2028.

Elspeth Miller, Deputy Headteacher
May 2025

This policy was ratified by the Local Governing Body on 15 May 2025.

Signed:... Chair of Governors

Signed:..... Headteacher