DOROTHY BARLEY JUNIOR ACADEMY MARKING, FEEDBACK AND ASSESSMENT POLICY

Other related policies: Teaching and Learning
                            Inclusion
                            Curriculum
                            Homework
                            Non-negotiables

This policy was devised and adopted in September 2016

Last reviewed in September 2023
Next review: September 2025

1. INTRODUCTION

1.1 School Values and Aims
Dorothy Junior Barley Academy serves a richly diverse community therefore we believe that our children learn by talking, listening and doing. Our aim is to provide a rich, structured and caring environment which offers a varied and balanced curriculum, often based on first-hand opportunities to learn. Our pupils are encouraged to acquire skills and attitudes that will enable them to realise their full social and educational potential and become confident, independent, valuable and caring members of society.

1.2 Aims of the policy
At Dorothy Barley, we believe marking should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives. This will enable children to become reflective learners and help them to close the gap between current and expected performance.

2. THE PURPOSE OF MARKING AND FEEDBACK
We mark children's work and offer feedback in order to:
- Show that we value their work, and encourage them to do the same
- Raise self-esteem and aspirations, through use of praise and encouragement
- Give a clear general picture of how far they have come in their learning, and what they need to do next
- Offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them. Not trying to assess everything
- Promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others
- Promote peer-assessment so that they are encouraged to accept guidance from their peers and work collaboratively
- Share expectations
- Gauge their understanding, and identify any misconceptions
- Provide a basis both for summative and formative assessment and inform individual tracking of progress

- Provide the ongoing assessment that informs future lesson-planning

3. ROLES AND RESPONSIBILITIES

3.1 The role of the school
- To provide parents and staff with a clear policy regarding marking.
- To ensure this policy is fully and consistently followed.
- To monitor the consistency and quality of marking and feedback as part of the School's Self Evaluation process.

3.2 The role of the teacher
- To use the principles of assessment for learning as set out in the Assessment Policy to mark children's work.
- To ensure that children's work is marked regularly and that they know where they have been successful and what they need to do next
- To ensure all children understand the feedback they have been given.

3.3 The role of the child
- To make sure they understand the tasks that have been set and ask for help if they do not.
- To ensure they have tried hard to achieve the lesson objective and success criteria.
- To ensure that they respond positively to marking and feedback from both adults and peers in order to move their learning on.

4. MARKING AND FEEDBACK
4.1. THE PRINCIPLES OF MARKING AND FEEDBACK

- The process of marking and offering feedback should be a positive one, with pride of place given to recognition of the efforts made by the child. The principles of marking at Dorothy Barley are as follows:
- Wherever possible marking should take place on the spot through one to one conferencing.
- There should be regular dialogue between the teacher and the child by responding to marking for the first 5 minutes of every lesson where appropriate.
- The marking should always be in accordance with the lesson objective and the child's own personal learning targets.
- The child must be able to read and respond to the comments made and be given time to do so.
- Where the child is not able to read and respond in the usual way, other arrangements for communication must be made.
- Comments should be appropriate to the age and ability of the child.
- Comments will focus on only one or two key areas for improvement at any one time.
- Teachers should aim to promote children's self-assessment by linking marking and feedback into a wider process of engaging the child in his or her own learning. This includes sharing the learning objectives (LO) and the key expectations (Success Criteria) for the task right from the outset.
- Whenever possible, marking and feedback should involve the child directly. The younger the child, the more important it is that the feedback is oral and immediate.
- Written comments should be neat, legible, written in the school handwriting scheme and in the specified colours.

- Feedback may also be given by a teaching assistant, through peer review, through plenaries and in group sessions.
- Marking should be in green and blue pen only. Success is marked in green and next steps are in blue. Teachers should consider who they are marking for. Children can self-assess and peer-access using a purple pen. If they expect the child to read their feedback, they need to conference with the child or make time in the next lesson to read it to the child. It may be appropriate to record a comment to inform planning.
- Response to marking (purple penning) – To happen as children enter the classroom every lesson without fail.
- Feedback should always identify a child's next step.
- Errors that were made by many children should not be the subject of individual comments but should be noted in planning and addressed through amendments to follow up lessons.
- Teachers should use different methods to give and make use of feedback with children (e.g. whole class, individuals, groups, as part of lesson, verbal, peer review of feedback). Children should be given the opportunity to mark their own work against the Success Criteria. Initially, teachers should teach children to evaluate their own work so that they can do this independently. Activities to encourage this could include teacher modelling, shared evaluation of a child's work, peer evaluation, self-evaluation as a class with an adult reading the success criteria. Children should be regularly asked to evaluate the marking and feedback they receive in order to assess whether it is useful to them
- See appendix 1 and 2 for school marking code.

4.2- Marking and Feedback requirements Years 3-6
Please note that all work should be acknowledged by the class teacher or an adult by a highlight and a tick if detailed written marking is not given. No work should go unacknowledged

Marking and Feedback		
Subjects	**Expectations**	**Monitoring and Evaluation**
Numeracy/ Literacy	Literacy (weekly marking schedule): Minimum 1 Edited piece of work using a range of editing symbols Minimum 1 Piece of work next stepped All pieces of work highlighted, including highlighting evidence of having met the success criteria within the piece. Work without editing/next step to include Peer- Assessment or Self-Assessment (which may be editing). Assessment checklist to be used to assess writing assessments- CT indicate date and genre to tick- to be stored in children's folders. Children should be given editing and drafting opportunities using their purple pens Reading All selfies and Big Picture to be marked by CT, SA or PA. Individual reading trackers need to be completed weekly for each child by the class teacher/HLTA/TA. All Guided Work to be labelled as such (CT/TA)	Senior Leadership Team, Subject Leads and Year Group Leads to evaluate as part of the ongoing M&E cycle.

	Self-assessment to take place regularly in a range of forms; children should write SA. Peer assessment to take place regularly in a range of forms; children should write PA. Numeracy (weekly marking schedule) Two pieces of Numeracy work per week should include next step marking personalised to the child's learning and an opportunity for pupil response. All pieces of work should be highlighted and acknowledged by the CT, TA or through PA and SA with dots and ticks. Children should be given time to self correct any dots (where possible)	
Computing	All work to be acknowledged through highlighting tasks completed on paper Teachers to provide written feedback on key skills and progress fortnightly, on Teams or paper as appropriate. Children to be given the opportunity to respond, either on paper or Teams. Evidence recorded in class book. CTs to use O'track assessment objectives during lesson where indicated.	Senior Leadership Team, Subject Leads and Year Group Leads to evaluate as part of the ongoing M&E cycle.
Science	All work to be acknowledged through highlighting LO and SC. Next steps: teachers to provide written feedback on key skills and progress fortnightly. Children to be given the opportunity to respond. Edit marking should take place regularly for example as part of fortnightly written feedback and when extended pieces of writing are completed (to ensure high writing expectations are maintained). CTs to use O'track assessment objectives during lesson where indicated.	Senior Leadership Team, Subject Leads and Year Group Leads to evaluate as part of the ongoing M&E cycle.
History/Geography/ RE/Art/DT	All work to be acknowledged through highlighting LO and SC Next Steps: teachers to provide feedback on key skills and progress fortnightly. Children to be given the opportunity to respond. Edit marking should take place regularly for example as part of fortnightly written feedback and when extended pieces of writing are completed (to ensure high writing expectations are maintained). CTs to use O'track assessment objectives during lesson where indicated.	Senior Leadership Team, Subject Leads and Year Group Leads to evaluate as part of the ongoing M&E cycle.

4.3- Marking and Feedback requirements in the ARP

Marking and Feedback		
Subjects	**Expectations**	**Monitoring and Evaluation**
Numeracy/ Literacy	Learning Objective checklists to be stuck in. Work to be acknowledged by the LO being highlighted	Senior Leadership Team to evaluate as part of the

	Comments next to the success criteria for each child. Children to self assess using the smiley faces on the learning objective checklist. Next steps given – either verbally and the teacher scribes what the child has said or written in blue pen into the book for the child to answer in purple pen. Pictures of any physical resources used in the lesson to be stuck in.	ongoing self-evaluation cycle.
Computing	Verbal feedback is given to children each lesson Purple Mash 2Do is used to set children work and give written feedback.	Senior Leadership Team to evaluate as part of the ongoing self-evaluation cycle.
Science	Learning Objective checklists to be stuck in. Work to be acknowledged by the LO being highlighted Comments next to the success criteria for each child. Children to self assess using the smiley faces on the learning objective checklist. Next steps given – either verbally and the teacher scribes what the child has said or written in blue pen into the book for the child to answer in purple pen. Pictures of any physical resources used in the lesson to be stuck in.	Senior Leadership Team to evaluate as part of the ongoing self-evaluation cycle.
Foundation Subjects	Learning Objective checklists to be stuck in. Work to be acknowledged by the LO being highlighted Comments next to the success criteria for each child. Children to self assess using the smiley faces on the learning objective checklist. Next steps given – either verbally and the teacher scribes what the child has said or written in blue pen into the book for the child to answer in purple pen. Pictures of any physical resources used in the lesson to be stuck in.	Senior Leadership Team to evaluate as part of the ongoing self-evaluation cycle.

5. ASSESSMENT

5.1 We believe that assessment is:
- The measurement of knowledge, understanding, misconceptions and next steps in learning.
- Most effective when children are actively involved with the teacher in the assessment and learning process.
- Only effective when assessment for learning is at the heart of teaching and learning.
- Assessment *of* learning is about reporting where children are now. Assessment *for* learning is about helping children to learn better.

We measure against:
- Learning objectives, success criteria, targets and age-related expectations (National Curriculum)

We assess to:
- Gain an understanding of pupil's prior knowledge to inform planning.
- Identify strengths and areas to develop in pupil's learning.
- Help identify pupils at risk of underperforming/achieving.
- Inform pupils of their next steps for learning.
- Develop evaluative skills amongst our pupils.
- Monitor achievement (progress and attainment).
- Measure impact of teaching and learning interventions.
- Inform parents and carers of their child's attainment and progress.
- Gauge our effectiveness as teachers.

- Set statutory targets for pupil performance at Key stage 2.
- Enable us to complete our termly 'Whole School Data Analysis'.
- Compare our pupil performance with other schools – local borough/national results

5.2 Assessment for learning should:
1. Be part of effective planning of teaching and learning
2. Focus on how students learn
3. Be recognised as central to classroom practice
4. Be regarded as a key professional skill for teachers
5. Be sensitive and constructive because any assessment has an emotional impact
6. Take account of the importance of learner motivation
7. Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. Provide learners with constructive guidance about how to improve
9. Develop learners' capacity for self-assessment so that they can become reflective and self-managing
10. Recognise the full range of achievements to all learners

5.3 Formative Assessment
5.31 Forms of Assessment – Generic, across the school and in all subjects

Method of assessment	Frequency	How and where is this recorded?	Purpose	IMPACT on teaching and learning
Questioning - open/closed - higher order questioning (aim for thoughtful improvement) - use of interactive resources incl. number fans & whiteboards. - hands down & 'think' time - CT/pupil, pupil/CT, pupil/pupil	Daily During the starter, lesson introduction, guided group work and during the plenary with the whole class.	AfL questions are included in plans.	To raise issues about which the teacher needs information or about which the pupils need to think. (Teachers gain immediate feedback on children's misconceptions. Teachers & pupils are able to understand thinking/thought processes.)	Teacher is able to address specific misconceptions and/or extend children's level of understanding. Informs teacher's planning.
Self-assessment	Regularly, when relevant.	Success criteria produced for different genres &/or against targets. Children use ticks against the success criteria to identify when used in their writing. Thumbs up/down	Children evaluate their own learning, thus becoming aware of their strengths, areas for improvement & what they need to do to get there. It can inform teachers about children's ability &/or confidence levels.	Pupils are made aware of learning expectations and their next steps so can achieve learning goals. Informs teacher's planning.
Peer assessment	When relevant e.g. at the end of each extended piece of writing	Use of talk partners across the school. Children mark against success criteria/targets.	Children understand and evaluate work based on the success criteria & or targets.	Pupils are made aware of learning expectations and their next steps. Informs teacher's planning.
Marking books against the Learning objective/success criteria	See Marking , Feedback and Assessment Policy above.	See Marking , Feedback and Assessment Policy above.	Children can clearly recognise how well they met the LO/success criteria for that lesson. Children are aware of next steps for improvement and how to get there.	Causes children to think about the next steps in their learning and how to get there. Informs teacher's planning.
Target Booklets (Reading, Writing/SPaG and Maths)	Half termly review	Targets and self-assessment comments recorded for Reading, Writing/Spag and Maths.	To enable children to know what they need to focus on in each subject, to acknowledge when they have been successful and to be able to articulate their learning and progress.	To fill gaps in learning. Children to have ownership and a voice for their learning.
IEPs (for SEMH or S&L)	Termly review/ inset	IEPs are created for children on the SEND register on Edukey. Generally, children are given three SMART	SMART targets are set to give the children individual targets to work towards with the support of staff. To support	Children on SEND register have SMART targets to work towards to support their learning needs.

		targets which are personalised to the child's needs e.g. Social, Academic, Communication etc IEPs are shared with parents at parents evening.	the child's learning and or individual SEND need. These are reviewed termly to ensure progress.	

5.32- Assessment in Literacy- see Assessment Overview in the data folder

Method of assessment	Frequency	How and where is this recorded?	Purpose	IMPACT on teaching and learning
Marking of assessed piece of writing against Year group checklist	At the end of each unit (2/3 a half term) These need to be stored in children's assessment folders.	Children write on a additional piece of paper appropriate to the genre e.g. a letter with an envelope. These need to be stored in children's assessment folders. This piece of work is always marked by the teacher against the Year Group writing checklist derived from the National Curriculum objectives	To allow the children an uninterrupted time to write and consolidate new skills Samples of work used by teachers to inform half termly writing assessment (summative) Also children to write for the purpose of the genre. Can be used for internal moderation.	Children can showcase their independent writing skills. Informs teacher's planning. Teachers can assess the children before moving on to the next genre.
Spelling	Weekly spelling test Pixl Spelling test half termly (similar to SATs)	Morning work Homework sheets	Children to spell correctly in their writing.	Children apply new spelling strategies in their writing.
Big Picture tests (mixed comprehension lesson)	Once a week	In guided reading books	To AFL children's comprehension and develop test technique	Allows children to independently answer questions in different styles Prepares children to tests Teachers can assess the areas of weaknesses
Phonics assessment	Follow Little Wandle assessment overview	Assessments are undertaken 1:1; results are entered in tracking documents. Phases are recorded on O'track.	To inform groupings and accelerate or decelerate teaching input as appropriate; to move children to new interventions as appropriate.	Children are targeted correctly therefore progress is made in phonics
Individual Destination Reader reading trackers for reading	Weekly	In DR folders, on DR sheets.	To ensure children are reading a book at an accurate level. Assess children's reading fluency and comprehension.	Teachers can assess fluency and comprehension skills.
Speed Reading tests	Termly	PIXL Speed reading tests used to assess children pace and understanding. An age-appropriate text is used, the children read the text and a timer is started. A calculation is then used which provides a score. The score is then recorded on a spreadsheet and colour code to indicate	Gives a score and indicates if fluency and pace is an issue. Planning and interventions can be adapted according.	Teachers can assess fluency and comprehension skills and adapt planning and interventions.

5.33- Assessment in Maths - see Assessment Overview in the data folder

Method of assessment	Frequency	How and where is this recorded?	Purpose	IMPACT on teaching and learning
Timestables test that mirrors the statutory test at the end of Year 4.	Every other week in Year 3 , weekly in Year 4.	Individual class spreadsheet stored in Data folder on Teams. End of Half Term scores recorded on OTrack.	To assess knowledge of the multiplication tables	Teachers can assess the fluency and automaticity of children's times tables knowledge and plan their teaching of timestables effectively.

5.4- The Use of Targets to Support Learning and Progress- Reflection Target Booklets

Targets in Writing/SPAG Reading and Maths must be used to support all children- these will be recorded half-termly in their **Reflection Target Booklets.**

Target setting must be effective. To ensure this, targets must be:

- Clear and in child-friendly language
- Used across Writing, Reading and Maths
- Informed by checklists, tests and CT guidance.
- Targets should reflect what is being taught in the next units.
- Children should reflect on and review their learning half-termly by dating when achieved.

The targets will be judged as effective if:

- Children can find evidence in their work of how they have met their targets.
- Children can tell you what their target is and how they can achieve it
- Targets for SEND are appropriate and broken down using clear language.
- There is evidence of progress over time as a result of specific and measurable targets being used.

5.5- Peer and Self-assessment at DBJA

All peer and self-assessment should be indicated by the LO with SA or PA.

There are four types of self/ peer assessment that take place at DBJA.

Self- Assessment SA	Peer Assessment PA
I have met the LO because… I am proud of my work because… I have learnt… My work is effective because…	You have met the LO because… I liked the way you.. This work is good because You should be proud of your work because…
T: I could have done better if.. T: Next time, I need to … T: I could improve by…	T: You could improve by.. T: Next time, try to … T: Why not try and…

Type 1- a Tick and a T comment

A tick and T should be used in all subjects (not just Literacy) to ensure consistency

Type 2- Self or peer identification of Success Criteria and LO

The Success Criteria to be numbered by the children. Children need to read their own work or peer's and number next to where the feature has been included in their writing. They can then underline the LO and SC following full purple, dashed purple or blank with a ruler. PA or SA is indicated by LO.

Type 3- Peer assessment using editing symbols

Children are the teacher and in a blue pencil they use the marking symbols on their partner's work. PA is indicated by the LO.

Type 4- Self- improvement

Children are to use a purple pen and edit and improve their work. SA is indicated by the LO.

5.6 Summative assessment
5.61- Assessment Week - see Assessment Overview in the data folder

Assessment week occurs termly and allows teachers, SLT and subject leaders to track the achievement of pupils in the areas listed in the table below. During this week, teachers will gather evidence and use the

ongoing assessment procedures to make termly judgements on a child's attainment and progress. From Year 3 to 6, teachers will use teacher assessment alongside PiXl and/or past SATs papers to record a child's current attainment of the year group curriculum they are accessing in Reading, Writing and Maths. Teacher judgements are recorded as: Greater Depth (G), Expected standard (E), Working Towards (W) or Working below.

All judgements are entered onto the school tracking system O-Track, which allows tracking grids to be generated. Scale scores from SATs and PIXL tests, Multiplication and phonics score are inputted on to O-Track. Tracking grids are then used in pupil progress meetings, year group moderation meetings and used to inform provision mapping. This allows teachers to identify and target groups of children who are underperforming, as well as monitor the progress of those who are working at a higher level and 'Expected' to meet end of year expectations by the end of the academic year. Analysis of tracking also enables us to assess the progress of different groups of children (e.g. EAL, SEN, Disadvantaged) as well as looking at the needs of individuals. Having assessed pupils' progress and attainment, teachers will plan appropriate interventions, adapt plans and write pupil targets.

5.61- Summative Assessment resources used - see Assessment Overview in the data folder

Year Group:	Subject:	Assessments used:
ARP (Cherry class)	**Reading**	**Where appropriate, PIXL tests are used depending on ability of individual children** **Benchmarking for book colour** **Half termly phonics testing**
	Writing	**Writing is assessed against PKS**
	Maths	**Where appropriate, PIXL tests are used depending on ability of individual children** **PKS used half termly**
Year 3	**Reading**	**Yr2 SATS test for baseline** **Pixl test termly** **Phonics baseline** **Half termly phonics testing, where appropriate**
	Writing	**Assessment of end-of-unit work against Year Group Checklist** **SPAG Pixl test termly** **Spelling test weekly to cover spellings learnt that week**
	Maths	**Yr2 SATS test for baseline** **PIXL test termly**
Year 4	**Reading**	**Pixl test termly** **Half termly phonics testing, where appropriate**
	Writing	**Assessment of end-of-unit work against Year Group Checklist** **SPAG Pixl test termly** **Spelling test weekly to cover spellings learnt that week**
	Maths	**PIXL test termly** **Half-termly multiplication tests**
Year 5	**Reading**	**Pixl test termly** **Half termly phonics testing, where appropriate** **SATS Reading test (End of year)**
	Writing	**Assessment of end-of-unit work against Year Group Checklist**

		SPAG Pixl test termly Spelling test weekly to cover spellings learnt that week
	Maths	Pixl test termly SATS Maths test (End of year)
Year 6	Reading	SATs and PiXL papers as appropriate Half termly phonics testing, where appropriate
	Writing	Assessment of end-of-unit work against Year Group Checklist SPAG Pixl test termly Spelling test weekly to cover spellings learnt that week
	Maths	SATs and PIXL papers as appropriate

6.52- Assessing attainment at any point in time

- Working below – Children are accessing the curriculum below the expectations of their chronological age. They do not currently have the skills, knowledge and understanding required to access, achieve or demonstrate significant engagement with the assessment criteria.
- Working towards (W) – Children are accessing the expectations of their chronological year group, however are deemed to be at the expected standard by the end of the year without significant additional support. Children have demonstrated some capability of engaging with it but may need specific intervention and / or additional quality-first teaching in order to be confidently assessed as On-Track.
- Expected Standard (E)- Being able to meet and master the objectives outlined in the National Curriculum by applying learning in different contexts (Mastery). The child shows confidence and requires no pre-teaching or reminders when revisiting.
- Greater Depth (G) – Being able to meet and Master the objectives outlined in the National Curriculum by applying learning in different contexts (Mastery). The child shows confidence and requires no pre-teaching or reminders when revisiting. Learning to be transferred and applied in more complex contexts. Pupils can synthesise, reason and explain their understanding to others.

5.63- Assessment of children working pre-key stage
PKS levels/ PIVATs/Engagement Model
Who are they for?
- Children aged 5 – 16, with SEN who are working below and not accessing the Year 1 curriculum (KS1 & 2)
- They are NOT for children who are EAL (unless their primary need is SEN)
- Children with EHCP's may be assessed using PIVATS
- Children in the ARP (Cherry class) will be assessed using PIVATs

What will we track?
- Maths, reading, writing, times tables, Phonics and the wider curriculum.

Year 3-6 pupils:
- Any pupils who are working below and not accessing the Year 1 curriculum, will be assessed against Engagement Model/PIVATs

What are PKS levels?
- The PKS Levels (Pre-Key Stage) are a set of descriptions for recording the achievement of pupils with special educational needs (SEN) who are working towards Year 1 of the National Curriculum. The PKS

Levels are split into four different levels with PKS 1 being the lowest and PKS 4 the highest. Level PKS 5 leads into Year 1 National Curriculum. Levels PKS1 to PKS3 are not subject-specific, as they describe early learning and conceptual development. The Engagement Model is also used for pupils accessing work that is below PKS 1. At these early levels, a curriculum subject offers a specific context for learning.

What is PIVATs?
- PIVATs provides a structured approach to assessing, planning for learning, tracking and measuring small steps in attainment- focusing within the PIVATS structure on small steps within the PKS levels up to the revised national curriculum Y4 age related expectations.

How are PIVATs used at Dorothy Barley Junior Academy?
- Pupils not accessing the Year 1 curriculum will be assessed using PKS levels.
- Children who are assessed using PKS levels will have their assessment data reported on the whole school tracking system (O-Track) as a PKS Level score.

What are the progress expectations of a pupil being assessed against PIVATs?
- There is a minimum expectation of a child progressing 1 Pivat subset per academic year e.g. P7d to P8d.

5.64- Assessment in the ARP (Additional Resource Provision) - Cherry Class
- Children within the ARP will be assessed using PIVATs to assess small steps of achievement and reported as PKS or EN on O'Track. Children who reach PKS5 will then use the same assessment format as the mainstream school, using level appropriate PiXL testing termly and phonics testing every half term.

5.65- Assessing progress over time
The national curriculum expects children to meet the age-related expectations by the end of each key stage. REAch2 deems this to be sufficiently challenging and so children that do so, or are assessed as 'Expected' to do so within a key stage, are judged to be making GOOD progress. Evidence of progress is in pupil books.

5.66- Pupil Progress Meetings (PPMs)
Termly progress meetings are held with YGL or SLT throughout the year so that children's learning can be targeted accurately. A proforma is completed prior and during the meeting.

5.7- Whole Curriculum Summative Assessment of Foundation Subjects
O-Track is used to assess the children in Foundation subjects every half term. Reach2 KPI's are followed to assess, show progress and notice any gaps in learning. This is then used to help teachers plan purposeful and interesting foundation lessons. Teachers are encouraged to input data on O'track during the lesson as assessment criteria have been indicated on plans to avoid completing it all at the end of the half term. See appendix 3 for colour coding.

Foundation Assessment Overview 2023-2024 (see in Appendix 3 for assessing on O'Track)

Autumn	Spring	Summer
• History • Geography • Art	• History • Geography • Art	• History • Geography • Art

• DT • Science • PE	• DT • Science • PE	• DT • Science • PE • Music • Computing • MFL • RE • PSHE

5.8- Moderation - see Assessment Overview in the data folder

Moderation is the process that checks that assessors have assessed to the same standards and accurate judgements have been made across the year group. The above process ensures that teachers are confident and have a common understanding of national standards and are applying them consistently, so that teachers' assessment provides an accurate picture of progress and attainment.

Moderation of summative assessments takes place formally and informally. Informal moderation happens within year groups, with Year Group Leaders and with other key staff. Periodically, Year Group Leaders will carry out more formal moderation with their teams or with individuals, as needed.

Formally, there are termly year group or whole school moderation meetings held in school prior to data drops. Such meetings are held with subject leaders and SLT with a focus on Reading, Writing and Maths . During this time, year group teachers alongside core subject leaders and SLT will have the opportunity to have a professional discussion and together moderate key marker children at the different assessment levels (W, E, G). There will also be regular moderation between REAch2 cluster schools.

5.9- Intervention Assessments

Children with additional learning needs or children with who require additional support may be identified by class teachers and placed on intervention programmes. A range of assessment tools are used to measure baseline data and to measure progress. These include:

Literacy	Little Wandle Fluency Tests (Words Correct Per Minute) PIXL PIVATS PKS Scales PHAB School Led Tutoring Toe by Toe
Numeracy	Precision teaching testing PIXL PIVATS PKS Scales School Led Tutoring
Other	Aphasic Checklist Strengths and Difficulties Questionnaires Social Skills Referrals Health Screens (height and weight) Outside agencies referral e.g. SALT, Ed Psych, CAMHS

6- REPORTING TO PARENTS AND CARERS

At Dorothy Barley Junior Academy, we recognise the influential role that parents/carers play in the progress of children's learning and we actively encourage parental involvement in school. Parents/carers are able to meet with teachers,

informally, throughout the year to look at the children's work and/or discuss pupil progress and attainment in all areas of the curriculum. Our dedicated staff team are approachable and willing to do this.

Teachers meet with parents/carer formally at least twice a year. In Autumn 2 and Spring 2, the school has a target setting evening where teachers discuss progress so far and share targets with parents. In July, End of Year Reports are emailed to parents sharing information such as attainment, strengths and targets. A copy of the report will be kept electronically. Parents also have the opportunity to meet with teachers informally to discuss their children's end of year report.

The SENCO is responsible for children with special educational needs and is available to speak to parents at both sets of parent/teacher meetings. If a child is placed on SEN support the parents will be notified by the SENCO. Written consent will also be received from the parents to make a referral to an outside agency. Home/school meetings will be held following an assessment or review from an outside agency. This meeting will be used to inform parents about a specific diagnosis their child may have been given and provide strategies to support them and to plan next steps. For 'high priority' children, meetings may need to be held with the class teacher, SENCO and parents on a more regular basis.

7- ROLES AND RESPONSIBILITIES FOR ASSESMENT

Class Teachers	• Use AfL and guided groups during lessons (adaptive teaching principles) • Adhere to policy • Look at the trends within their class. • Use assessment information to inform planning. • Provide regular feedback to the children – oral and written. • Regular marking of children's work in line with the policy. • Track the progress of each child. • Set half termly targets for writing/SPAG, Maths and Reading. • Write IEPs for some children with EHCPs, if necessary. • Liaise with SENCo re. children needing to be added to, moved up or off the SEN register. • Identify children to be included on the G&T register. • Complete summative assessment 3 times a year for R, M and W. • Input pupil data onto O-Track following Assessment overview for all subjects. • To set end of year targets for every pupil • Complete an end of year report on each child annually. • Formally meet parents twice a year and once informally and to produce a written report on pupil progress. • Ensure information is transferred to the next teacher. • Ensure Assessment Overview is followed • Input test scores on to spreadsheets for data analysis and O'track
Support Staff	• Plan, deliver and evaluate interventions (overseen by class teachers). • Complete assessments required both formative and summative e.g. Phonics testing and Speed Reading tests • Contribute to IEPs in the form of writing, assessing and implementing. • Mark work against the Learning Objective when directly working with a group of children. • Complete evaluation form/ provide verbal feedback after every lesson. • Support teachers (incl those in other teams) to administer tests in Assessment Week. • Input test scores on to spreadsheets for data anaylsis • Complete Phonics intervention testing following Little Wandle
Year Group Leader	• Support team to ensure assessment informs planning. • Interpret and analyse data. • Active role in PPMs , including analysing patterns and trends • Ensure assessment overview is followed • Make appropriate changes to the curriculum and interventions • Ensure O-Track is updated following Assessment Week. • Be aware of trends within their year groups in Reading, Writing, Maths and combined.
SENCo	• Use the pupil tracking data to look at children who fall in the underachieving group. • Monitor, evaluate and report on the effectiveness of SEN interventions. • Maintain SEN register.

	• Carry out formal assessment for EHCPs.
	• Liaises with outside agencies.
Deputy Headteacher/ Assistant Headteachers and Subject Leaders	• Maintains G&T register.
	• Monitors and analyses data, identifying trends by gender, ethnicity, EAL, PPG & SEN. Ensure the policy is updated, adhered to and regularly reviewed.
	• Defines the roles of subject leaders in assessment, working collaboratively on assessment in their area.
	• Ensures assessment is included in subject audits across the year – monitoring & improving assessment practices and procedures.
	• Ensure subject leaders liaise with phase team leaders and vice versa.
	• Report to the Leadership Team and Governors on standards and the impact of initiatives.
	• Plan and lead staff meetings once a term to analyse data.
	• Disseminate information to colleagues.
	• Address any CPD needs
	• Rationalises assessment systems to ensure manageability.
	• Ensure successful implementation of year 6 SATs.
Headteacher	• Ensure school meets statutory requirements.
	• Present information to REAch2, as required at and agrees statutory targets.
	• Determines the priorities in the School Improvement Plan.
	• Reports to parents, governors and other stakeholders on quality and standards.
	• Ensure successful implementation of year 6 SATs.

8. MONITORING THE IMPLEMENTATION OF THE POLICY

8.1 There will be on - going monitoring of the policy by:

- The Headteacher and Senior Leadership Team;
- Year Group Leaders
- Subject Leaders
- The Governing Body
- Parents
- Children

9. REVIEWING THE POLICY
The Senior Leadership Team will review this policy in the Autumn term 2024

Appendix 1:

What our Marking Means at Dorothy Barley

- Marking code should be on display in the classroom and children should understand what it means.

V	**Verbal Feedback**
CT	**I worked with the teacher**
TA	**I worked with the teaching assistant / HILTA**
	Check your spelling
S	
Teacher comment	**In Green- comments about what the child has done well**
Teacher comment	**In Blue- comments/questions for next steps.**
✓✓ **T**	**To be used by CT and when children are peer/self marking**
═	**Letter needs to be changed to a capital or lower case**
●	**Blue dot indicates a calculation that needs correcting**
∧	**Indicates a word is missing**
~	**This does not make sense**
○	**Missing punctuation**
✱	**Up level vocabulary .**

TBAT/SC- Fully highlighted – fully achieved
TBAT/SC- Part highlighted- partially achieved   ◇ ◇ ◇
TBAT/SC- Not achieved yet.

Appendix 2

	What my marking means to me
At Dorothy Barley my teachers value every piece of work I do. Teachers use marking to help them plan lessons which support and challenge me. I use marking to help me see where I need to go next in my learning. These codes show me where I have been successful in my work and what I need to work on next.

Code	What this means
VF	My teacher has given me verbal feedback on my work
CT	I worked with my class teacher
TA	I worked with my teaching assistant
✓✓ ⊖	This is used by my class teacher. I can use it for self-assessment or my friend can use it when we are peer assessing.
Sp	I need to check my spelling
Teacher comment	In GREEN- this is what I have done well In BLUE- these are my Next Steps to move my learning on
TBAT and SC	Highlighted **fully in GREEN** means I have achieved it Highlighted **partly in GREEN** ▱ ▱ ▱ means I have partially achieved it Highlighted fully in BLUE means I have not yet achieved it (CT- don't highlight fully to give children the opportunity to meet LO)
⊜	I need to change a letter to either a capital or lower case
⊙	I need to correct my calculation
⟨∧⟩	I have missed out a word and need to add it in
⟨~⟩	My work does not make sense- I need to check it.
◯	I have missed some punctuation (. ,"" ? !)
＊ ⎯	Up level vocabulary
PA	A friend has given me feedback on my work
SA	I have given myself feedback on my work

Appendix 3: foundation assessing on O'Track

	Not taught or pupil was absent
	Taught, but not understood
	Taught and showing signs of understanding
	Taught and understood
	Taught and working at greater depth