



# **Collaton St Mary C of E Assessment Policy**



## **Our assessment and reporting system includes both formative (Assessment to Improve) and summative assessments (Assessment to Prove):**

### Formative examples:

- Ongoing assessment by the class teacher throughout each lesson, through questioning, observation and dialogue.
- Children knowing what they are being asked to learn and more importantly, why.
- Pupils are encouraged to reflect against concept questions at the start of lessons and appropriate stages during a learning experience.
- Live marking and feedback is given to the children where possible.

### Summative examples:

- Phonics Screening Check in Year 1. In addition to this we use the RWI assessments.
- Multiplication check in Year 4.
- Statutory government standardised tests in Years 2 and 6. Year 2 is optional but as a school we choose to use these to support teacher's judgements.
- Years 2 and 6 use previous SATS papers to inform future planning.
- An age standardised test at the end of each term for maths, SPAG and reading (Testbase). These are used in Year 3,4 and 5.
- Year 5 take previous SATs paper at the end of summer 2 to enable target setting for the start of Year 6.

The above will all be used to make a judgement about whether a child is predicted to be at age-related expectations (ARE) at the end of the Summer Term.

At the end of each term, all of the above will feed into our Pupil Progress Meetings, where the attainment and progress of all pupils is discussed. Teachers will predict whether a child will meet age-related expectations by the end of the Summer Term. Any child who is flagged up achieving less than age-related expectations, will be discussed in depth at the Pupil Progress Meetings. Barriers for each child will be identified, and appropriate support and interventions will be agreed and noted for careful monitoring. Key Stage 1 pupils will have a focus on developing foundational skills.

All pupils eligible for pupil premium funding will be discussed at the Pupil Progress Meetings to ensure that there is a sharp focus on where these sometimes hard to reach children are achieving and how their attainment and progress can be raised.

### **Tracking progress over time**

Teachers complete a foundational skills tracker for those pupils in EYFS/KS1 and those in KS2 who have not yet met ARE. The gaps in the foundational skills tracker are used to identify next step targets for pupils in order to close gaps and support progress.

Teachers will enter predictions for the end of the year on INSIGHT each half term in maths, reading, writing and SPAG. At the end of each term the percentage of children in each year group who are predicted to be at ARE by the end of the summer term will be recorded and used in pupil progress meetings.

At the end of the year, pupils' actual attainment will be recorded on INSIGHT. The children will be recorded as:

- B (working below the expected year group)
- WTS (working below the expected level in the correct year group)
- EXS (working at the expected level in the correct year group)
- GDS (working at greater depth within the correct year group)

Any children who are at B or WTS will be highlighted on the Pupil Progress Meeting documents for their year group and this is shared with parents. Appropriate provision will be planned in order to close the gap.

### **Depth of Learning in a Mastery Curriculum**

Pupils are expected to fully achieve the curriculum for their age group, in order to be deemed as working at age related expectations for their year group. Over time, a child's ability to reason and apply their learning should improve.

### **Higher attaining children**

Rather than moving onto the next year's curriculum, more able pupils will work on 'mastering' their knowledge through the application of skills in different contexts – they will be deepening their learning. The depth and application of a child's learning is an important marker of their achievement and progress.

### **SEND**

For children with SEND, assessment and marking focus on individual progress and accessible learning. Feedback and tasks are tailored to each child's needs and may require adult support to ensure they can fully understand and engage with it. The emphasis is on meaningful, purposeful feedback that celebrates achievements, guides development, and supports each child's learning journey in line with their abilities and any ILP/targets. ILP's are assessed half termly and progress is reported to parents.

### **Early Years - Reception (and see Appendix)**

Children in Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events both through child-initiated play and through adult directed time. At the end of Reception for each Early Learning Goal, teachers will use a holistic, best-fit judgement as to whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected

Children's progress is evaluated on their learning outcomes in relation to [7 Early Learning Goals](#). The reformed Early Learning Goals are now statutory for all early years' settings. The 7 Early Learning Goals are:

- Communication and Language
- Physical Development

- Personal, Social and Emotional Development (PSED)
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

The progress of Reception children is tracked half termly in all areas.

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately.

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

### National Reception Baseline

In September 2021 a national statutory baseline assessment was introduced for all reception children to complete in the first six weeks of school. These assessments will assess language, communication, literacy and mathematics. These provide a numerical score which will not be shared with parents or schools until the child is at the end of year 6. It will then be used as a progress measure. Reception teachers will be provided with some narrative statements explaining how their pupils performed in the assessment which can be used to inform teaching within the first term.

### **Assessment follows the following cycle:**

Plan – Plan learning effectively

Assess – Making judgements in the classroom

Record – Record judgements and set targets

Analyse – Identify patterns and trends

The DfE and Ofsted will measure progress formally at the end of KS1 and the end of KS2 against the performance descriptors. This will be reported as a scaled score. This will also be used as a progress measure for children from the end of KS1 to the end of KS2.

### **Examples:**

A child with a scaled score of 100 at the end of KS1 will be expected to achieve a scaled score of 100 at the end of KS2 to have made expected progress.

A child with a scaled score of 105 at the end of KS1 will be expected to achieve a scaled score of 105 at the end of KS2 to have made expected progress.

A child with a scaled score of 97 at the end of KS1 will be expected to achieve a scaled score of 97 at the end of KS2 to have made expected progress.

### **Standardisation and Moderation**

It is essential that regular standardisation and moderation opportunities are planned in.

At Collaton St Mary, reading, writing and maths are moderated in school and across Trust schools at least annually.

**Maths:** At the beginning of a unit of work the teacher will assess the starting point through an elicitation task or activity. Elicitation tasks will vary between units and between year groups. At the end of a unit an assessment task will also be given to demonstrate progress. At the start of each lesson, children complete 'Revisit/New Knowledge' questions to ensure the children are ready to move forward with their learning.

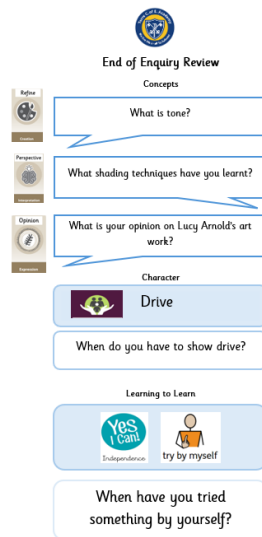
At the end of year, children will be given the appropriate Testbase paper test to obtain a standardised score in years 3, 4 and 5. Years 2 and year 6 will use previous SATS papers to gain a standardised score. Teachers will analyse tests in order to identify both individual gaps in learning but also possible implications for the way something is taught.

**Reading:** In Reception and Key Stage 1 children's phonic knowledge is assessed regularly on a 1:1 basis. Children are heard read during the Read, Write, Inc phonics sessions. Children are assessed half termly using the RWI assessments to track progress and identify any gaps. When children have graduated phonics in Key Stage 1, they have additional whole class guided reading sessions where children are observed for assessment and progress purposes.

**Writing:** Teachers use a range of independently completed pieces of writing from across the curriculum to make their termly predictions and end of year judgements in writing. A sample of these judgements are moderated both internally and externally. Teachers will use Evidence Gathering Grids to support making their judgements.

**Religion and Worldviews Education (RWE):** The children are judged against disciplinary knowledge and substantive knowledge as either B, WTS, EXS or GD. This is knowledge linked to the 3 concepts for RWE: Beliefs, Belonging and Myself. Teachers use the Assessments Grids to support judgements. At the end of each half term, teachers will input a judgement for each child on INSIGHT. To support teachers with assessing, children in KS1 and KS2 an End of Enquiry Review is used. EYFS (Reception) complete a class representation End of Enquiry Review. See an example below.

**Science and other foundation subjects.** To support assessing children, in Key Stage 1 and 2, End of Enquiry Reviews are used for each learning experience. See example below. Questions are linked to the concepts covered and teachers note down any key observations made to support planning for when that subject is covered again. At the end of year, teachers will decide a judgement for each child. Teachers will make judgements based on observations, work in journals, End of Enquiry Reviews and any other useful assessments. Children are judged as either B, WTS, EXS or GD.



### **Monitoring the quality of assessment**

The governing body plays a key role in the implementation of the assessment policy. During class visits and monitoring visits, governors talk to pupils and ask about their learning and what they have to do to improve. Comments are shared with the senior leadership team and then fed back to individual teachers.

Published data is scrutinised by the governing body and the Chair of Governors challenges the Head Teacher at the end of term regarding current performance of each class of pupils and any issues. Issues are highlighted and then monitored.

Teachers will be involved in in-school and cross-school moderation to ensure the consistency of judgements.

### **The future of assessment**

Our school is working on an assessment project group on behalf of our trust (Academies for Character and Excellence). The group has been carrying out school-based assessment research as well as collaborating with the national group 'Rethinking Assessment'. They are currently working on a new assessment approach that will develop a holistic learner profile for all children, not only assessing academic progress but character development and metacognitive skills. Read their published blog for further insight- <https://rethinkingassessment.com/rethinking-blogs/resisting-the-tyranny-of-the-urgent/> .

## **Assessment to improve** **(Marking and Feedback) Guidance**

**Assessing to improve is the process of challenging and *deepening* thinking and clarifying understanding in order to make improvements. This can take a range of forms including; written feedback, verbal feedback, peer or self assessment etc. This *collaborative* process enables children to grow and achieve more than they could alone.**

### Our Key Principles

Feedback is best when...

- It moves the learning forward, addressing misconceptions.
- It is live, purposeful and meaningful to the child.
- Children are able to engage with it in order to make progress.
- It engages children to reflect upon their learning.
- Space, time and priority are given to allow for this practice.
- It can be reflected upon and revisited to support recall for long term learning.
- It allows the teacher to judge the effectiveness of pedagogy and informs next steps.

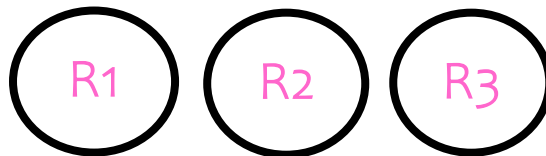
# Marking at Collaton St Mary C of E School

## Learning Journals

**Verbal feedback (VF)** – you need to respond to verbal feedback as soon as possible to have maximum impact. Respond to the feedback with your **purple pen**.

Correct Answer ✓ Well done! You got it right. Unless stated, you do not need to do anything about this.

**NS** – to consolidate and challenge learning. It will be your responsibility to ensure you take the **next step**



**Responsive marking** - You need to edit and improve your learning, according to what it says on the board. Do this in **purple pen**.

## Box Marking

An **orange box** will be drawn around a section of writing that requires improving. Read the teacher comment and then re-do the piece of learning in **purple pen**.

**sp-** will be written in the margin if you have made a spelling mistake. You need to correct this spelling in **purple pen** and add it to your spelling list.

**p** – is used to show missing punctuation. Add it in using your **purple pen**.

A **pink circle** shows you have forgotten to use a capital letter or full stop in KS1. In KS2, this will be part of responsive marking.

You may be asked to:

A – add  
 R – remove  
 M – move  
 C – change  
 As with all of your editing, do this in purple pen.

<p><b>Add</b></p> <ul style="list-style-type: none"> <li>-add in more information or description</li> <li>-add in sentence starters</li> </ul>	<p><b>Remove</b></p> <ul style="list-style-type: none"> <li>- Take out unnecessary parts</li> <li>- Take out any boring parts</li> <li>- Take out any repeated parts</li> </ul>
<p><b>Move</b></p> <ul style="list-style-type: none"> <li>- Change the word order</li> <li>- Change the order of your sentences</li> </ul>	<p><b>Change</b></p> <ul style="list-style-type: none"> <li>- Improve your descriptions</li> <li>- Improve your use of technical vocabulary</li> </ul>

Positive Feedback

In Reception and Year 1, a green highlighter will be used underneath the success criteria pictures/widgets to show where the steps to success have been met.

From year 2 a green tick or green highlighter will be used to evidence where the learning objective has been met, throughout a piece of work. Also, a green tick or highlighter will be used next to the learning objective to show it has been met.

Success criteria generated from enquiry WAGOLL’s will be provided on children’s final writes. There will be a ‘T’ and a ‘P’ column for the teacher and pupil to tick which SPAG objectives they have evidenced in their piece of writing.

When conferencing children about their writing, teachers will start with disadvantaged and SEN children, paying particularly attention to their individual targets. Yet it is imperative that all children are given this time with the class teacher, on a regular basis.

## Appendix: Marking of Spellings

### 1. Core Principles

It is important that teachers do not correct every spelling error; instead, they select a small and meaningful number of spellings that are developmentally appropriate and connected to what the child has been explicitly taught. This approach ensures that marking remains focused, supportive, and manageable, allowing children to make sustained progress without becoming overwhelmed or discouraged. Attention to spellings must be directed toward high-value words that reinforce taught phonics, previously learned spelling patterns, and age-appropriate vocabulary. This selective and intentional marking strategy supports pupil confidence, encourages improvement in manageable steps, and ensures consistency in spelling feedback throughout the school.

### 2. EYFS & Key Stage 1

#### 2.1 Focus Areas

- Phonically decodable words
- Name writing
- High-frequency and common exception words
- Spelling patterns already taught

#### 2.2 Amount of Correction

- Correct 1–3 spellings maximum per piece of work.
- Only target the words or patterns that are within the pupil's current learning stage.

#### 2.3 Marking Approach

- Incorrect spellings are underlined in pink and marked with the code **sp** so the pupil knows the word needs attention.
- In EYFS and Year 1, marking often happens in the moment, beside the child.
- Pupils are not expected to independently find the correct spelling at this stage. Teachers:
  - rewrite or model the correct spelling close to the error
  - ensure the word chosen is one the child should reasonably know
  - model the word in line with the school's handwriting expectations

#### 2.4 Practice Routine for Pupils

Children practise corrected spellings using:

- *look–say–cover–write–check* in years 1 and 2
- rewrite each word to show correct spelling by the child

#### 2.5 Example of a child's sentence:

*I went to the beech with my mum.*

Teacher marking:

- Underline *went* and *beech* in pink and add **sp**
- Provide corrected spellings: *went, beach*

- Child rewrites each word *look–say—cover–write–check*

### 3. Key Stage 2

#### 3.1 Focus Areas

Teachers select up to five spellings, usually from:

- high-frequency words
- the KS2 spelling curriculum
- enquiry vocabulary
- words the pupil frequently misspells
- previously taught spelling patterns

#### 3.2 Increasing Pupil Responsibility

KS2 pupils are expected to:

- take greater ownership of identifying misspellings
- attempt to correct errors before teacher intervention
- develop independence in editing and proof-reading
- use tools such as personal spelling lists, dictionaries, and vocabulary mats

This shift encourages self-editing, independence, and metacognitive awareness.

#### 3.3 Marking Approach

- Teachers underline incorrect spellings and use **sp** in the margin or above the word
- Pupils are directed to their personal spelling lists at the back of their book where the teacher will have modelled the corrected word.
- Pupils practise corrected spellings independently (typically 3 repetitions).

#### 3.4 Example of a child's sentence:

*The scientist used a microscope to investergate the sampl.*

#### 3.5 Teacher marking:

- Underline *microscope*, *investergate*, *sampl* and add **sp**
- Pupil goes to their personal spelling list at the back of their book
- Child writes each corrected spelling at least three times

## 4. Whole-School Consistency

Across all phases:

- Teachers correct a small number of key spellings.
- Marking highlights teachable moments rather than overwhelming pupils.
- Independence and accuracy increase from EYFS → KS1 → KS2.
- Spellings selected for correction are always linked to:
  - taught phonics
  - statutory spelling patterns
  - age-appropriate vocabulary
  - words pupils should reasonably be expected to know
  - enquiry vocabulary

## Appendix: Marking of Handwriting

### 1. Core Principles

Handwriting errors—such as incorrect letter formation, inconsistent size, or inaccurate joins—are addressed through *teacher modelling rather than heavy written correction*. Teachers draw pupils' attention to specific issues and then model the correct movement, shape, or join either immediately or in a follow-up session. Real-time feedback is prioritised over written marking symbols so that pupils can adjust their handwriting while the learning is still active. Teachers avoid marking every handwriting error and instead highlight only key issues so pupils remain supported rather than overwhelmed.

### 2. Teaching and Progression

Handwriting is taught using explicit modelling and our whole-school progression document. Teachers use the structured schemes of Read Write Inc and LetterJoin, selecting approaches suited to the stage, not the age, of each child.

Expectations follow the school's handwriting progression:

- EYFS: large movements, pre-writing patterns, early letter formation
- KS1: accurate formation and early joins (typically introduced by Year 2)
- KS2: fluent, legible, fully joined handwriting with increasing speed and consistency

Teachers only correct errors that align with the child's current stage within this progression.

### **3. How Teachers Identify and Respond to Errors**

#### **3.1 What Teachers Highlight**

Teachers draw attention to key or recurring issues such as:

- letters formed from the wrong starting point
- ascenders and descenders not at correct height
- inconsistent letter size or spacing
- incorrect joins or joins attempted when not appropriate

These are selected based on the child's stage of learning.

#### **3.2 How Errors Are Marked**

Although written marking is minimal, teachers may use:

- Circling or underlining incorrect letters in pink
- Writing the correct formation or join on the page for the child to copy

When a correction has been modelled and practised, it is expected that the error does not reappear in subsequent work.

#### **3.3 How Pupils Practise Corrections**

When handwriting issues are identified:

- Pupils are asked to rewrite the letter or word correctly underneath or nearby to show correct formation.
- Pupils may use handwriting lines, larger guidelines, or specific writing frames depending on their stage.
- Additional handwriting practice may occur in small intervention groups where difficulties persist.

### **4. High Expectations Across the Curriculum**

Handwriting expectations apply in all written work, not only in handwriting lessons. Staff must model correct handwriting in:

- all books
- marking and feedback
- whiteboard demonstrations
- displays and classroom resources

This ensures consistency and reinforces correct formation and joins throughout the school day.

### **5. What Marking of Handwriting Typically Looks Like**

Collaton's approach can be summarised as follows:

✓ Selective correction:

Only key errors are addressed to avoid overwhelming pupils.

✓ Highlighting or circling errors:

Incorrect formations or joins may be marked in pink or underlined for attention.

✓ Immediate teacher modelling:

Staff model the correct formation or join verbally and visually.

✓ Pupil practice:

Children rewrite the corrected letter or word, either adjacent to the error or in a designated handwriting space.

✓ Cross-curricular consistency:

Handwriting is corrected in *any* subject where children write.

✓ Whole-school consistency of style:

All staff use and model the school's agreed font of LetterJoin to maintain uniform expectations across classes.

## **Baseline assessment (Reception) EA framework - Nov 2020**

In the first few weeks of reception the adults spend time getting to know the children through meaningful interactions and by observing them interacting with and in the environment. We have decided the following information will usually be gathered to give us a starting point for all of the children and inform next steps.

### **Communication and Language**

- **Noticing how the child communicates. Are they saying mainly one or two-word statements, or speaking in sentences? Can you generally understand what they say? What languages do they speak? Do they appear to understand what you say to them?** A few telling examples will cover this. Note down the exact words they spoke whilst they played with you. Find out more from their parents.

### **Personal, social and emotional development**

- **Observing the child's confidence. Do they get stuck in and start to play from day one? Are they sociable and quick to make friends? Or do they struggle to separate from their parent? This will also include how they manage hand-washing and toileting, snack and mealtimes.** Again, a few telling examples will cover all you need. What happened the first time when their parent left? Is there an example of them playing with another child? What do parents say?

### **Physical development**

- **Noticing the child's physical competence and also their self-care. How do they manage steps and equipment for large motor skill development like slides? How do they manage equipment for small motor skill development like construction kits or colouring pencils?** How is their pincer grip when

picking up small objects and do they have a tripod grip when holding a pencil? Once again, teachers and early years educators will quickly get a sense of the child's development in this area, which can usefully be supplemented by parents.

**Specific areas of learning assessment required for starting points**

- Letter sound knowledge (to inform RWI)
- Number recognition, shape recognition and counting skills