Assessment and Monitoring Policy

Author: Deputy Headteacher

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Introduction

At Castle Primary School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.
We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

At Castle Primary School we believe assessment:

- is a vital, on-going and integral element of effective teaching,
- is about making informed judgments about children's progress and achievements, measured against the National Curriculum and Foundation Stage Profile,
- is integral to successful Short-Term Planning and identifying next steps for learning
- is effective when clear learning intentions are shared with the pupils.

We believe assessment <u>should</u>:

- form the basis for reporting on pupils' progress and attainment,
- be built into teachers' planning,
- be based upon evidence of what children know, understand and can do,
- be based upon ensuring children receive specific feedback to support their learning,
- be based upon an agreed written recording system, alongside the retention of evidence,
- involve the children in their own judgements about their work.

Assessment has two main purposes:

- *assessment <u>of</u> learning* (also known as summative assessment).

Summative assessment is any assessment that summarises where learners are at a given point in time – it provides a snapshot of what has been learned. This data is useful in identifying individual, group, class, cohort and school performance and attainment.

- *assessment <u>for</u> learning* (also known as formative assessment and AfL).

Assessment for Learning is the collection and analysis of data that informs the setting of future targets, for the class, group or individual which in turn facilitates progression in learning.

Data on children's progress can be collected in a variety of ways:

- formal and informal day-to-day observations,
- keeping written samples and written responses to reading,
- making notes of any interesting or unusual behaviour,
- keeping and analysing records of reading behaviour,
- formal, standardised or class tests,
- effective analysis of children's recorded work,
- reading and writing and maths conferences with the children,
- the child's own self-evaluation,
- the use of such tools as marking ladders.
- observing children in their learning and self-initiated play

This data is then used to inform planning, target setting and teaching. Children will be an integral element of this process.

Assessment and Moderation

Moderation of work will take place on a termly basis. It will focus, primarily on reading, writing and maths (though not necessarily all three in the same term). This will ensure consistency of assessment and develop teachers' professional expertise. It will also assist teachers in the setting of children's targets. The Foundation Stage Profile is updated termly, though observations are ongoing throughout the year. The children in Key stage 1 and 2 are assessed throughout the year using the Hampshire Assessment Model and data is inputted at various milestones throughout the year onto the school's data tracking system DCPro.
Children in years 3 to 5 will also sit NFER formative assessments which will take place leading up to the end of that term. Children will undertake tests in reading, grammar and punctuation, spelling and Maths. The results of these assessments will then be used to identified misconception that can be addressed during the following term.
Children in year 6 will sit their standardised end of key stage test in the summer term.

Responding to Children's Work

All feedback should be constructive and sensitive, bearing in mind that it is intended to support the child's learning.
All staff will use feedback, be it verbal or written, to communicate a child's performance against a clearly identified learning intention. The agreed marking code will be used to communicate to children when verbal feedback is not possible.

When responding to children's work staff will:

- Where possible staff will provide live feedback for maximum impact on the child's learning.
- Work will be marked against the learning objective set for that lesson.
- Ensure every piece of child's work will be acknowledged, by the class teacher, teaching assistant or supply teacher. This can take the form of the adult's initials.
- Ensure stamps and/or initials will be used to indicate whether the work was completed independently, with support or as part of a guided group.
- Use green pen to indicate correct or good work.
- Use pink pen to show incorrect work or areas that could be improved.
- Use of yellow pen to indicate a spelling error of a key word.
- Ensure detailed feedback marking will happen a minimum of once a week for every child in English and Maths. This will take the format of a comment, written in green, followed by a comment indicating correct work or work which has met the learning objective. A comment, written in pink, will indicate improvements or next steps for the child which will move their learning on or consolidate the learning which has taken place.
- Ensure that when feedback marking has been completed it is an expectation that the children will respond to the NOW comments in purple pen. (Year 1 will start to do this by the summer term.)
- Ensure the agreed marking symbols will be used (see attached document)

The following guidance is offered to ensure time spent on assessing and marking is used efficiently*:*

- use the school marking codes, (see attached)
- use whiteboards for tasks such as drafting and response partner work,
- mark work with children where possible,
- build marking into guided group work,
- consider using whiteboards for tasks the children can mark themselves or be marked by a response partner,
- when planning ensure there is a balance between work which requires detailed marking and work which requires only brief marking,
- if there is a common issue regarding a piece of work, feedback to the entire class, rather than writing the same detailed comment over and over again,
- use Learning Support Assistants to mark where appropriate, for example work produced by a group under their guidance, and provided it is within their contracted hours,
- do not mark work that is to be displayed in extra detail – it should be the children's best effort – not yours,
- ask children to initial or respond to comments made by the teacher to show they have read them,
- homework will also be assessed, marked or acknowledge appropriately in a timely manner by staff.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.
Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.
We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence.
We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.
For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

Recording and Tracking Children's Progress

In the Foundation Stage, progress is tracked using the Foundation Stage Profile. This continues into Year One where appropriate. Across the remainder of the school children are tracked via the Hampshire Assessment model with data being entered on DC Pro. Data collection points happen three times throughout in autumn, spring and summer.
Throughout the year, following a completion of a unit of work within the foundation curriculum, children will be assessed against specific key learning objectives. Subject leaders and class teacher will then use this data to identify misconceptions that can be addressed when that unit is taught again.

Monitoring of Children's Progress

It is each teacher's responsibility to assess children's attainment and to plan, prepare and teach an appropriately differentiated curriculum for children in their class. Part of this role also includes monitoring the progress of children in their class and taking appropriate steps if any children appear to be making less than expected progress. It is also the role of the Senior Management Team to monitor the progress of children within their team and to work with class teachers to address issues surrounding children's progress. The Headteacher and Deputy Headteacher will maintain an overview of children's progress across the school, and will take an active role in ensuring that progress is at least appropriate for each child. It is essential that the progress of children is a shared responsibility of the teaching staff. Children's progress in relation to end of Key Stage targets will also be monitored using the relevant tracking documents.

Target Setting

Whole school targets are set following consideration of a number of factors. These include: the starting points of different children, groups and cohorts as well as national expectations/ average figures for progress and attainment. These are articulated in the School Improvement Plan. Teachers are constantly assessing and reviewing the next steps and targets for the children in their class. Some targets will be achieved in the next lesson whereas others will need more time to embed. If appropriate, these targets may be shared with parents so that they can provide additional support at home. Targets may be subject related or personal/social targets. These should be in 'child speak' so that children understand what they are aiming for and how they will know when they've achieved their target.

Reporting to Parents

Formal reporting of children's progress will take place during July via each child's annual school report. Parent/teacher consultation evenings will also be held twice a year.

October Parent Consultation:

- Pupils' work available for viewing by parents/carers.

Areas for discussion to include:

1. How the child has settled into the year group and relevant PSHE related matters.
2. Discussion regarding teacher's assessment of what the child CAN do and their next steps in learning.
3. Discussion regarding greater depth/ SEN issues if relevant.
4. Discussion regarding how parents may support their child at home.
5. Issue learning targets (or PLP/BEP if relevant – parents to sign). These may take the form of verbally given to parents or within a written record

March Parent Consultation:

- Pupils' work available for viewing by parents/carers.

Areas for discussion:

1. Progress against targets and next steps.

2. Issue new **learning targets** (English / Maths & PSHE (if appropriate) or PLPs/BEPs as relevant). These may take the form of verbally given to parents or within a written record
3. Future assessments procedures and predictions.

July Annual Reports:

- reports to provide accurate information to parents of their child's attainment
- reports should be personal to the child
- Next steps… to be written on the report which give a broad indication of areas for development for each child
- Y6 SAT results and Yr 1 phonics screening results are to be included
- Children to record their own highlights of the year on the report. This should be reflective of the child's best effort

Our foundation staff team will invite parents in to discuss their child's foundation stage profile result.

Marking Symbols
WOW (KS1 & 2)
NOW (KS1 and KS2)
G-Guided (KS1 & 2)
I-Independent (KS1 & 2)
S – Supported (KS1 and 2)
Pu- Punctuation error (KS2)
// new paragraph needed here (KS2)
PM - Peer marked
V – Verbal feedback given