Pownall Hall School

'Pownall Hall School is committed to co-education and aims to provide a caring, disciplined, safe and secure family environment, where all pupils are enabled and encouraged to maximise their academic, sporting, musical and creative potential. The School aims to instil traditional values of courtesy, good manners, mutual respect, tolerance and compassion in its pupils and help them develop self discipline and good working habits for the future. The all round personal development of each and every pupil lies at its heart.'

F 1d– Assessment, Recording and Reporting Policy including General Marking Policy

At Pownall Hall School, we are aware that accurate, effective assessment informs teaching and improves pupils' learning and performance.

The aims and objectives of assessment in our school are:
- to enable our children to demonstrate what they know, understand and can do in their work;
- to help teachers diagnose each pupil's strengths and weaknesses;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents to help them to support their child's learning;
- to ensure that assessment is seen as an integral part of teaching;
- to provide the Headmaster and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment Framework

Formative assessments are based on teachers' observation of and interaction with pupils during lessons, marking of written work and end of unit tests. This information informs future planning and is recorded on INCERTS, where appropriate. Pupils' work should be sensitively and positively marked and constructive feedback should be given to help pupils to improve their work.

Summative assessments are made using standardised tests for English, Mathematics and Reasoning. Half termly maths and writing tests demonstrate the progress children are making. This information is recorded on Google Drive and is used to indicate individual pupil's progress against national norms over the year, together with teacher assessment.

Monitoring and tracking pupils' progress

Subject co-ordinators are responsible for monitoring and tracking pupils' progress regularly through the scrutiny of books and analysis of INCERTS data and test scores on Google Drive and Abacus. Regular discussions should take place with teachers.

Marking

The marking of pupils' work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment procedure. It provides the opportunity for teachers to:
- monitor pupils' progress in knowledge, understanding and achievement
- monitor the effectiveness of their teaching
- inform their planning and monitor curricular requirements
- provide pupils with appropriate feedback and future targets for improvement
- improve their future performance
- acknowledge and value pupils' efforts and recognise achievement
- provide some evidence for parents about their child's progress.

Implementation of marking

The teacher's professional judgement is the key factor in marking and assessing pupils' written work. There may be occasions when it is valuable for pupils to mark and assess or evaluate their own work. It is important that pupils perceive marking as a positive process, which values their efforts and develops their learning.

The following general guidelines should be followed:
- Marking must be fair and consistently applied.
- In Key Stage 1, most work is marked with the child and the emphasis must be positive.
- Where appropriate, work that is correct should be marked with a tick.
- Work that is wrong should be sensitively marked and crosses can be used according to the needs of the child. This applies particularly to younger children
- Comments should be used to encourage pupils and value their efforts.
- Comments should be written to indicate the strengths of the piece of work and suggest how future improvements can be made, particularly in Key Stage 2.
- All comments should be carefully written and use appropriate language for the age, ability and needs of the individual pupil. In Key Stage 1, oral feedback is often preferable.
- Green pen needs to be used to create a dialogue with the pupil to help them improve. For example, pose a question, write the sum in a different way.
- Use of stickers to highlight the learning qualities developed during the lesson / topic, where applicable.
- Staff must use their professional judgement as to the amount and type of errors that are highlighted in their marking, according to needs of the child.
- Pupils' efforts and achievements may be recognised through the awarding of credits and the use of stickers and stamps.
- Written work must be marked and returned to the pupil promptly to encourage discussion of the work.

Recording

Each department identifies how criteria from units of work are to be assessed, for example, through an end of unit test, a piece of written work, a practical task or oral description. Results are recorded on INCERTS. These results are used to inform planning of future lessons, to monitor the effectiveness of teaching and the curriculum, to inform the next teacher as the pupils progress through the school.

All subjects achievements are recorded on the INCERTS and are used to track pupils' progress and inform parents through reports.

Results of standardised tests are recorded on the Google Drive and are used to assess pupils' progress and achievement in relation to national norms. This information is used to inform teachers of the needs of each pupil in relation to what can be expected from them and how the next stage can be planned to benefit them. They provide valuable guidance for feedback to parents and teachers.

Reporting

Parents are kept fully informed of their child's progress. There is a parents' information evening prior to the beginning of each academic year and thereafter:
- Written reports are produced twice a year for all pupils from Nursery to Form 6.
- Parents receive a Mid Year Report at the end of the Lent term.
- There are two parents' consultation evenings per year for pupils from Kindergarten to Form 6.

Reports should be honest, related to a standard and ensure that the pupil has realistic targets to aim for so that improvements can be made. They should always include positive comments.

EYFS

Assessment in the EYFS takes the form of ongoing observations, in both child initiated and teacher directed activities. The collection of assessment data is a statutory requirement. The teacher completes assessments throughout each term and updates the Foundation Stage eProfile as provided by Cheshire Education Authority. There are 13 assessment scales and the data is submitted to the LEA at the end of the reception year. At the end of the final term in reception parents can receive a copy of their child's Profile on request and/ or have the information shared with them by the teacher. The information is shared with the child's next teacher and parents as progression takes place through the Stage.
The school's assessment framework includes a base-line assessment on entry into reception.

We value regular contact with parents and ensure that there are a range of opportunities for discussion about each child's development: These include:

- Inviting parents to an induction meeting in July for those children who are about to enter Nursery, Kindergarten and Reception.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Pownall Hall School ensures that all children attending the setting have a personal Learning Journey (Tapestry) which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.
- Sending home an information letter via each class on a regular basis.
- Offering parents regular opportunities to talk about their child's progress and allowing access to the children's EYFS Profile if requested.
- Recognising the value of communication through the Reception and Kindergarten diaries.
- A simple daily report is sent home from the Nursery every day.
- Informing parents of the child's progress in Kindergarten and Reception at the end of their first term, in December, with a written report.
- Keeping examples of each child's work as the evidence base for the Profile.
- Supplying Kindergarten and reception parents with a written report on their child's progress at the end of the summer term in July.
- Holding a parents' consultation evening for Kindergarten in May and two for Reception each year, in November and May.
- Day to day contact with parents is valued throughout the EYFS.

Monitoring and review

The Headmaster, Deputy Head (Academic) and the Academic Committee are responsible for monitoring this policy and it will reviewed at least every two years.

Approved by Governors   **November 2017**

Signed: Mrs Eileen MacAulay, Chair of Governors   *November 2017*

Review date November 2018

Appendix 1 General marking codes

November 2008/ November 2009/ January 2010/ December 2010/September 2011/November 2012/ November2013/November 2014/November 2015/May2016/Nov 2016/Nov 2017

MARKING CODES FOR F1-3

Your teacher will use these signs and symbols when marking your work:

✔	**Your answer is right**
X	**Your answer is wrong**
D	**Your teacher discussed the work with you**
Sp	**Spelling mistake**
P	**Punctuation missing or incorrect**
T	**Your next target**

Remember to correct a spelling mistake by writing the word out three times underneath your piece of work.

MARKING CODES FOR F4-6

Your teacher will use these signs and symbols when marking your work:

✔	**Your answer is right**
X	**Your answer is wrong**
D	**Your teacher discussed the work with you**
Sp	**Spelling mistake**
P	**Punctuation missing or incorrect**
G	**Grammar error**
T	**Your next target**

Remember to correct a spelling mistake by writing the word out three times underneath your piece of work.

Appendix 2 Mathematics Marking Codes

November 2008/ November 2009/ January 2010/ December 2010/September 2011/November 2012/ November2013/November 2014/November 2015/May2016/Nov 2016/Nov 2017

MATHS MARKING

Your teacher will use these signs and symbols when marking your Maths work:

✓	**Your answer is right**
✗	**Your answer is wrong**
C	**You have corrected your answer**
D	**Your teacher discussed the work with you**

In Forms 3, 4, 5 and 6, traffic-light stamps show whether you have achieved the learning objective for the lesson:

      Green Objective achieved
      Amber Working towards objective
      Red   Objective not yet achieved