Assessment and Marking - Prep School

Dover College

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1. AIMS

Dover College Prep School firmly believes that Assessment for Learning or Formative assessment is the key to ensuring pupil progress.

The three types of assessment used are outlined below.

- **Formative assessment** - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement. This happens on a daily basis both verbally and through effective written feedback and marking.
- **Periodic assessment:** This helps teachers to track pupils' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement. Reading, Writing and Maths are assessed using The Banded expectations from the National Curriculum and are undertaken at the end of a unit of work. These assessment outcomes are recorded on our online formative assessment tool, Insight Tracking. There should be at least 1 piece of work assessed per term for writing. Strengths and areas for improvement are identified and shared with the children.
- **Summative assessment** – this provides a summary in the form of tests and tasks that formally recognise pupil achievement and are shared with pupils and their parents. These can be the end of unit tests, NFER tests, or other assessment materials deemed appropriate.

Outline of Assessment at Dover Prep School

Formative Assessment

	What	When	Where
Early Years	Milestone Assessment Level Trackers	Baseline and Termly	Shared area
	Tapestry (Nursery and Pre Reception)	Ongoing	Online Tapestry Journals
	Observations	In the moment	Learning journey
	HFW's	Ongoing	Teacher file
	Phonics Tracker	Ongoing	Teacher file
	Reception Profile	End of Summer Term	Report

Prep 1 and 2	Mathematics Tracking	Ongoing	Insight Tracking Individual Targets
	English Tracking	Ongoing	Insight Tracking Individual Targets
	Foundation Subject Tracking	Ongoing	Insight Tracking
	Phonics Tracker	Ongoing	Teacher file
	CEW's	Ongoing	Teacher file
	Reading Tracking	Ongoing	Colour banding Insight Tracking
	Accelerated Reader/	Ongoing	AR admin

	AR star literacy		
	Characteristics of Effective Learning	Ongoing	Teacher records
	Marking	Daily	Pupil Books
Prep 3-6	Mathematics Tracking	Ongoing	Insight Tracking Individual Targets
	English Tracking	Ongoing	Insight Tracking Individual Targets
	Foundation Subject Tracking	Ongoing	Insight Tracking

	Accelerated Reader	**½ termly reading level & pupil target**	**AR admin**
	TimesTables Rockstars	**Ongoing**	**TTRS Website - Teacher Area**
	Characteristics of Effective Learning	**Ongoing**	**Teacher records**
	Marking	**Daily**	**Pupil Books**

Tracking Pupil Performance – Pupil Progress

The school is firmly committed to ensuring that all pupils make very good progress from their respective starting points when they join the school. Pupil performance is tracked - or followed, carefully - throughout their time here. Each pupil has an insight tracker which is informed by both summative and formative assessment. This profile provides bespoke targets for each child in Mathematics, English and Skills, which are reviewed and updated at least termly.

The purpose of tracking pupil performance is to:

- Monitor academic standards;
- Ensure that teachers always know the point that a pupil has reached in their learning;
- Use this information to plan future learning that is pitched at an appropriate level of challenge;
- Know which pupils require additional support (and intervene accordingly);
- Know which pupils require additional challenge (and provide this);
- Be aware of pupils' rates of progress and consider the reasons for this.

End of year assessments

Towards the end of the academic year all pupils in Prep 1-6 undertake age-appropriate summative assessment tasks. In addition, teachers make a teacher assessment judgement of each pupil's performance in Reading, Writing and Mathematics.

A current summary of assessments is outlined below.

EYFS

The assessment of Early Years students is provided in more detail in the EYFS policy. Needless to say, formative assessment outlining early learning goals and progress is the bedrock of Early Years assessment.

Prep 1

Phonic Screening

NFER Assessments for English (Reading) and Mathematics in the Summer

Independent Writing assessment against NC criteria (termly)

Prep 2

NFER Assessments for English (Reading) and Mathematics
Independent Writing assessment against NC criteria (termly)

Prep 3-6 (beginning and end of Year)

NFER Reading
NFER Grammar and Punctuation
NFER Spelling
NFER Mathematics

Independent Writing assessment against NC criteria (termly)

Peer and Self-Assessment

Good peer assessment practices lead to better self-assessment as it is 'a means of helping pupils to develop the detachment they need for self- assessment." This helps pupils to understand what their learning goals are and the approach they need to achieve them. Peer assessment:

- Improves pupils' motivation to work more carefully;
- Peers use relatable language and can provide models of achievement;
- Pupils often accept criticisms more readily from their peers than from their teachers;
- Helps improve communication between pupils and their teacher about their learning;
- Helps the pupils to identify learning goals and what has to be done to achieve them;
- Can develop skills, which can be transferred into self- assessment practice.

Peer and self-assessment are central to the classroom environment as opposed to something we do occasionally and therefore will be included in weekly planning. Sharing the learning intention has been cemented for some time but more consistency in sharing success criteria with the pupils reviewing them during the lesson and at the end of their learning has become standard practice.

Marking

Marking is consistent, with strengths identified in green pen and recommendations for improvement made in pink pen. Success may also be identified by green highlighting. Verbal feedback is also an option; with teachers marking 'VF' where pupils have been assessed verbally.

Development points for SPAG follow the below markings in pink:

Capital letters - C

Punctuation - Circled

Spelling mistakes - Underlined

Paragraph - //

We use W.I.L.F. (What I'm Looking For) to establish success criteria. Reflecting on this the 'I' in W.I.L.F. implies 'I' is the teacher, but after carefully explaining to the children, the 'I' can be themselves as the assessor too. The W.I.L.F. or W.I.L.F.s is/are explained at the beginning of the lesson and more importantly the children are given a break during the lesson to discuss and reflect on their own or a partner's work according to the W.I.L.F. For students to be able to improve, they must develop the capacity to monitor the quality of their own work during actual production. At the end of a lesson, pupils can self assess against their WILF.

Effective Feedback at Dover College

What?	Why?	When?	How?	Who?
1. Share and explain learning goals and success criteria(WALT and WILF)	• Children understand what they are aiming for	Beginning of every lesson	Written on board, verbally explained and children discuss and review with teacher	Teacher and pupils in all classes Foundation Stage - verbally
2. Review/assess learning goals and success criteria to establish success and development points	• Extends pupil's learning • Promotes progression • Closes gap between current and desired performance	1.During lesson 2.Plenary N.B – teachers will need to show pupils how to do this as introductory lesson with examples	1.Verbal or written 2. Verbal, written and use of teacher and self assessment on the traffic light marking system	1.Pupils Peer and Self Assess 2. Pupils peer and Self Assess All classes verbally and from Year 2 written where applicable (differentiated)

3. Assess learning goals and success criteria by providing constructive written feedback(not mark all mistakes ie spelling or comment on presentation) and verbal feedback	• Extends pupil's learning • Promotes progression • Closes gap between current and desired performance • Can be used to support learning at home • Marking all mistakes does not enhance learning and can have negative impact on self esteem and motivation	1.During lessons sometimes End of work/task 2.All work	Comments should be directly related to the WALT and WILF using pink and green pens to indicate strengths and areas for development Comments can include an individual development target where appropriate. Spellings and presentation must have their own WALT and WILF as requires separate teaching/lesson	Teacher on all work or pupils during peer assessment
4. Written response to teacher's marking/feedback	Shows that they have firstly read and secondly understood the comment	In response to development points	Pupil responds to feedback by providing a written answer or verbal to the teacher where required.	Pupil (KS2)

5.Feedback to include an example of how to achieve success criteria	• Closes gap between current and desired performance • Extends pupils learning	To help achieve key objective	The teacher models an example to follow where required	Teacher
6.Give pupils time to respond to comments and use feedback	• So they can achieve the extended learning and closing the gap	Every time	After the lesson During morning work	Teacher
7.Use more peer assessment in class(must relate to WALT and WILF)	• Review and assess learning goals • Improves motivation • Increases self esteem	As much as possible	Verbally-discuss Written development points	Pairs or groups of children

8.Use more self assessment in class	• Best learners have many self regulatory strategies • Review and assess learning goals • Promotes independence • Provides valuable information for the teacher about the ability and confidence of the pupil	Every lesson Pick out a success	• Find own examples of success and development points • Use traffic light system) at the end of work • Display poster prominently in class • Mark on their work • Verbally-thumbs up,wavy hand,thumbs down • Complete self assessment section on the learning intention	Pupils