

# Assessment and Marking policy



## **Rational**

For children to make appropriate progress, as adults working with children, we must undertake constant assessment of what the children can and haven't quite got must be made to ensure any gaps are understood. Assessment are to be formative or summative, must be able to be seen in books, in assessment folders and what can be seen in lessons, on daily tracking sheets, weekly overviews (linked to planning), at the end of a unit, termly in reports and an overview. For children to be able to make the best possible progress within their learning, a very thorough understanding of where the child is and how to move them on is needed. This needs to be able to be accessible and to ensure that it doesn't become onerous, so will be completed little and often. Feedback between staff within a class is essential to ensure that progress is made and no learning opportunity is missed. This is not just in the teachers or TA's head but is evidenced to show progress and be ready for moderation or to help with next steps planning. At least good keeping of paperwork is part of the professional skill that teachers require and needs to be consistent over the year and not just at specific times of the year. Teachers need to be clear in their understanding of starting points, progress over the year to ensure at least good progress for the children in our care. This rationale isn't a wish but is part of the teacher's and their supporting TA's professional collegiate responsibility to their children, themselves and the school.

### **The Teachers Professional Standards January 2012 state:**

*Head teachers will assess qualified teachers against the standards to a level that is consistent with what should reasonably be expected of a teacher in the relevant role and at the relevant stage of their career (whether a Newly-Qualified Teacher (NQT), mid-career teacher, or a more experienced practitioner). The professional judgement of head teachers and appraisers will therefore be central to appraisal against these standards.*

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively (as observed in lessons, seen in books and in planning)*
- *have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these (evident in planning, marking, daily tracking sheets and in assessment folders)*
- *demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development (evident in planning)*
- *have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. (evident in assessment folders – analysis of daily tracking over time, analysis of assessments, group plans for subjects by ability or areas of need, also in planning, IEP's)*

#### **6 Make accurate and productive use of assessment**

- *know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements*
- *make use of formative and summative assessment to secure pupils' progress (evidence in assessment folders)*
- *use relevant data to monitor progress, set targets, and plan subsequent lessons (including Pupil Asset which needs to be printed off and assessment folders with evidence)*
- *give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. (in books)*

## **Aims of Assessment**

The main aim of assessment is to recognise the strengths and talents of pupils, and to identify and support their areas for development. Assessment is used to monitor progress and therefore informs future planning for groups of children or individuals. Assessments are used to inform teachers, parents, governors, the LA and other relevant bodies about the progress that children make.

The aims and objectives of assessments in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to ensure our children have the skills to engage with assessment, promoting independent learning.
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their children's learning;
- to provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of teaching and learning in the school.



# **Assessment**

## **Planning for assessment**

We use our school's curriculum plan to guide our teaching and to give details of what is to be taught to each year group. In our school curriculum plan, we also identify opportunities for assessment within each broad unit of work. We use relevant National Curriculum documents, related strategies and schemes of work to guide and support our teaching. We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to challenge each child's level of ability. We make a note of those individual children who achieve above or below the expected level for the lesson, and we use this information when planning the next lesson. We also keep this information as a record of the attainment and progress made by the class.

## **Forms of Assessment**

### **Assessment for learning**

Teachers continually assess pupils' performance through their observation of children on tasks set and through the work they produce.

### **Formal Assessment**

**Diagnostic:** this identifies particular learning difficulties and strengths and informs target setting for those pupils who require learning support.

**Formative:** For Reception Year pupils, there will be a baseline assessment in Autumn 1 and for all other year groups Y1-6, half termly assessments in literacy, numeracy and at the end of each thematic unit (incorporating Foundation subjects).

**Summative Assessment:** This measures performance at the end of the year through Nationalised Standard Assessment Tasks and Tests in English and mathematics for years 2 and 6.

Years 1, 3, 4 and 5 also have end of year tests in English and Mathematics.

Year 2-6 also have mid-year summative assessments to track their progress.

For Foundation Stage pupils, summative assessments is in the form of a completed Foundation Stage Profile for each pupil.

## **Recording assessment**

Data obtained through formative and summative assessments is recorded in the class teacher assessment folders and on the school's electronic assessment system - Pupil Asset.

School based colour coded Assessment folders are to clearly show the progress of children on a term by term, daily/weekly and individual basis throughout the year. There will be evidence of high expectations for these children from analysis of assessments and a clear understanding of the children's areas of need and areas of strength.

## **Reporting**

Parents are invited to attend three consultations per year (end of Autumn, Spring and Summer terms) in order to discuss their child's progress.

A school report for all pupils is shared with parents at the end of each term at Learning Conferences. Teachers talk through the report with parents to ensure that they understand the details of the level which their child/ren has achieved in English, Maths and all other National Curriculum subjects.



# **Marking and feedback**

We believe feedback and marking should provide constructive feedback to every child, focussing on success and improvement needs against the learning objective, enabling children to become reflective learners and helping them to close the gap between current and desired performance.

## **Principles**

Marking and feedback should:

- Be manageable for teachers and children.
- Relate to learning objectives, which need to be shared with children.
- Involve all adults working with children in the classroom.
- Give children opportunities to become aware of and reflect on their learning needs.
- Give recognition and appropriate praise for achievement.
- Give clear strategies for improvement and development.
- Allow specific time for children to read, reflect and respond to marking.
- Involve children in the same process (whether oral or written), to ensure equity across subjects and abilities.
- Take a sensitive approach (where attainment is based on that person's previous attainment) within the context of marking towards the learning intention.
- Respond to individual learning needs, marking face-to-face with some and at a distance for others.
- Inform future planning and individual target setting.
- Be accessible to children.
- Use consistent codes throughout the school.
- Ultimately be seen by children as positive in improving their learning
- Encourage and teach children to self-mark or pair mark wherever possible before the teacher works with the child.
- Where possible mark with the child.
- When working with a group, mark that group with them to give them instant positive feedback or next step.

## **Strategies**

### **Summative feedback/marking**

This usually consists of ticks and circles around anything incorrect and is associated with closed tasks or exercises. We do not use crosses for any incorrect responses.

### **Formative feedback/marking**

With oral feedback, in the course of a lesson, teachers' comments to children should focus firstly on issues about the learning intention and secondly on other features. The teacher, where possible should write on any work if oral feedback has been given using the code VF (verbal feedback), see list of codes for more.

## Quality marking

Not all pieces of work can be “quality marked”, but work will be looked at by the teacher and the child will know that it has been seen. The WALT is written as a I can or Can I? depending on the subject and year level. All work from years 2 to year 6 will be marked using the traffic light marking system at the minimum e.g.

- Green – achieved WALT (We Are Learning Today)
- Yellow – not quite there
- Red – not understood the work and needs to work with the teacher.

This is a very visual way of showing the children that they are on track or not. The children from year two will also put a coloured dot next to their learning objective to show their own belief of how they have progressed. In year 3 and above, the children are to write a comment to the teacher (some year 2 children will also do this), explaining how they have progressed in the lesson and this could include a next step for themselves or an area that they found more difficult.

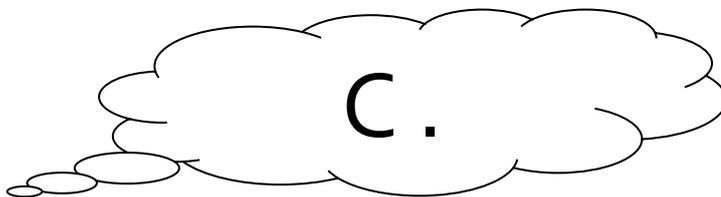
Children in Key Stage Two will reflect on their own learning using: Heart, Head, Bag, Bin

Heart – What did you enjoy?  
Head – What did you learn?  
Bag – What skill will you take away?  
Bin – What would you change?

Wherever the task is open or narrative, feedback should focus first and foremost on the learning intention of the task. The emphasis in marking should be on both success against the learning intention and improvement needs against the learning intention. A focused comment should help the child in “closing the gap” between what they have achieved and what they could have achieved (e.g. “What else could you say about the prince?” “Say something about the prince’s personality”, “Try one of these words: handsome, elegant, arrogant”). For example, with English narrative writing codes can save time and make the feedback more accessible to the child: highlight three things (maybe two or even one per child with younger children) which are best against the learning intention and highlight with an orange dash where improvement against the learning intention could take place, including a “closing the gap” comment. Where codes are inappropriate, success and improvement should be pointed out verbally or in written form.

Useful “closing the gap” comments for all subjects are:

- A **reminder** prompt (e.g. “What else could you say here?”).
- A **scaffolded** prompt (e.g. “What was the dog’s tail doing?” “The dog was angry so he...”, “Describe the expression on the dog’s face”).
- An **example** prompt (e.g. “Choose one of these or your own: He ran round in circles looking for the rabbit/The dog couldn’t believe his eyes”).



To make marking simpler for the children to understand, teachers are to use thinking bubbles for next steps for children.

## Key Stage 1

All work in Key Stage One will be marked in one of the following ways:

- For younger children (mainly year one) most feedback is given orally on the children's work and then read to them to explain what they have written.
- For the children who can read well, feedback will be both oral and written. The teacher may comment and ask questions (as in KS2).
- Children will be asked to talk verbally about others' work but formal paired marking will not begin until KS2.
- Sometimes comments will be written on the work to explain how it was done eg 'Scribed by Teacher' or 'Used a word bank'
- Children can use traffic light marking system or faces showing how they felt while they were doing their work.

## NB. Foundation Stage

Most feedback in the Foundation Stage is given orally both by the teacher and by the children themselves. Staff will write their assessments on sticky notes and put them into their special books. Within their special books, work could include traffic light coloured coded areas to show where they have met the Early Learning Goals. Children can verbally use three stars and a wish to move each other on.

## Secretarial features

Spelling, punctuation, grammar, etc., should not be asked for in every piece of narrative writing, because children cannot effectively focus on too many things in one space of time. When work is finished, ask children to check for things *they know are wrong in their work* when they read it through. They should not be told to correct all spellings, or they are likely to write further misspellings or waste time looking words up. Key words must always be spelt correctly.

Only give children feedback about those things you have asked them to pay attention to. This will mean that some aspects of writing are unmarked, but over time will be marked.

## Paired marking

Before the end of lessons, children should sometimes be asked to mark narrative work in pairs. The following points are important:

- Paired marking should not be introduced until Key Stage 2; unless teachers feel younger children are ready for this.
- Children need to be taught to do this, through modelling with the whole class, watching the paired marking in action.
- Ground rules (e.g. listening, interruptions, confidentiality, etc.) should be decided, and then put up as a poster.
- Children should, alternately, point out what they like first, holding the highlighter pen, and then suggest ways to improve the piece, but only against the learning intention and not spellings, etc. The 2 or 3:1 success to improvement ratio should be followed, to avoid over-criticism.
- Pairings need to be based on someone a child trusts – best decided by teacher.
- Pairings could be ability based.
- Encourage a dialogue between children rather than taking turns to be the "teacher": they should discuss each other's work together (e.g. "I think this bit really shows how that character feels, what do you think?")
- Children should be given time to use Polishing Pens (Purple) to further improve work after marking.

## Marking codes

The teachers own version of the following Marking codes are to be available within each class and used when marking books. Staff can use these if feel is appropriate to put these marking codes in for KS1.

**Marking Codes – marking will not always be written. Most of the time feedback will be done verbally with you. Here are some of the codes I will write on your book to show how your work has been marked and how you worked. I also would like to know how you think you have gone, so please make sure you put a coloured dot next to your WALT.**

VF – Verbal Feedback (we talked about the work)  
MT – Marked together with teacher  
TAG – Teacher Assistant Guided  
TG – Teacher Guided  
TC – Top Copy (to write work out best for display work or for best in a handwriting exercise)  
TGW – Teacher Guided writing  
TGR – Teacher Guided reading  
TGM – Teacher Guided maths  
IW – Independent work  
PW – Paired work  
GW – Group work  
C. – Punctuation needs looking at

Traffic light marking system – coloured highlights explain the understanding.  
Green – understood  
Yellow – need a little more work and  
Red – need lots more help

Marking is to be positive and able to move the learning of the children onwards. All children should understand their next steps and be aware what will make them better learners.

## Marking Ladders

Marking ladders are the success criteria (the steps to success) which are shared with the class. Over a period of a week, a teacher can concentrate on the different elements of a piece of work, then at the end of the week create a piece of work based upon all success criteria. The work is then marked by both the child (as a checking tool and as positive assessment) and then by the teacher to confirm the criteria the child has covered in their work. This is an excellent way of giving feedback. It may also be possible to use marking ladders for peer assessment.

Year 4 Newspapers		
Pupil	Objective	Teacher
	My introduction sets the scene with the five Ws; Where? Why? Who? What? When?	
	I have recounted events in chronological order	
	My closing statement brings the writing to a conclusion	
	It has a neat last line to grab attention	
	It is in the past tense	
	I have used the third person	
	I have linked paragraphs using time connectives	
	What could I do to improve my newspaper report next time?	