

Old Hutton CE Primary School
Marking & Assessment Policy

AIMS

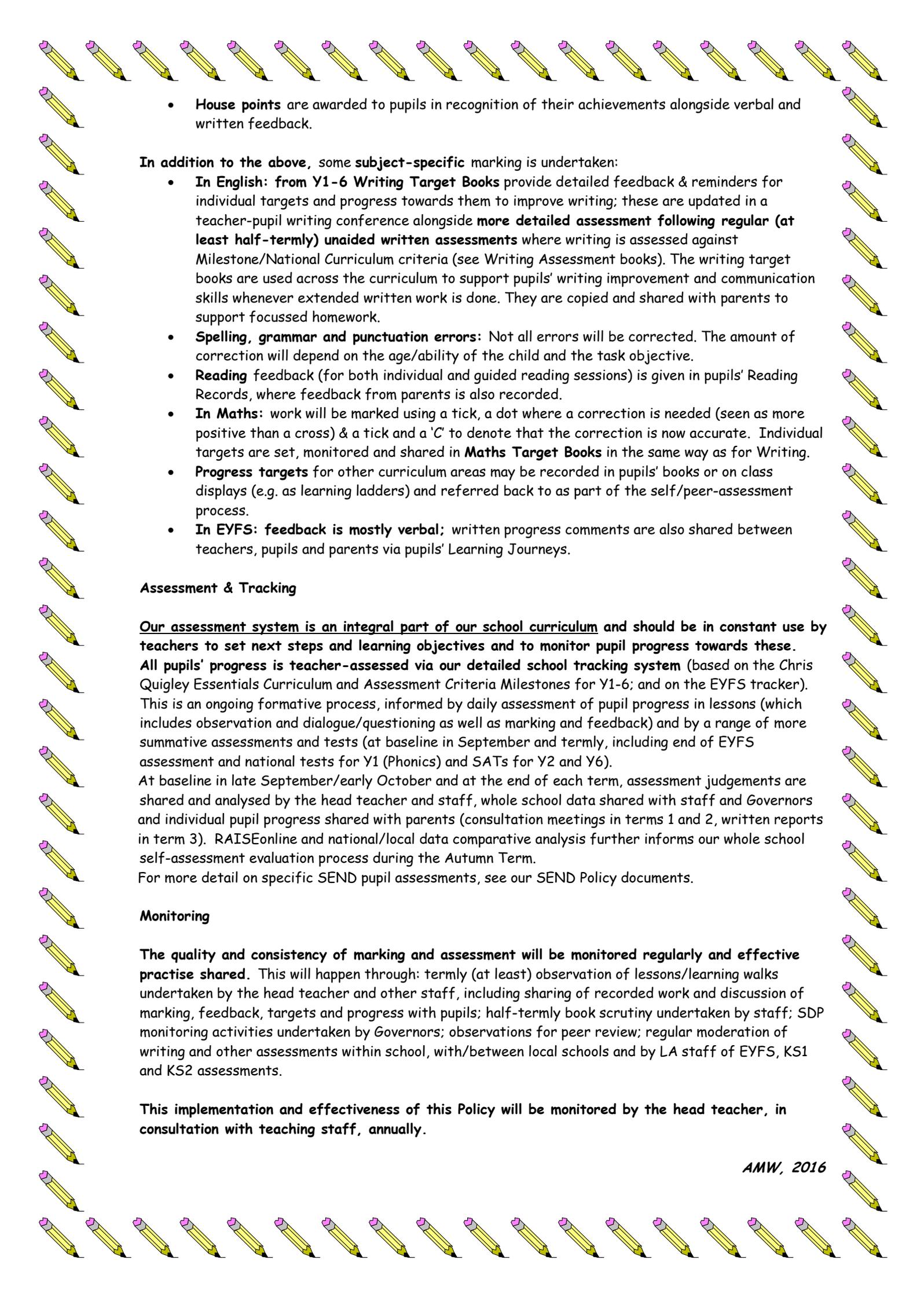
- To have a shared policy across school, managed by the head teacher and implemented consistently by all class teachers, which is a key part of an effective teaching and learning process.
- To implement a policy which is based on the key principles of Assessment for Learning (AfL):
- *AfL is embedded in a view of learning and teaching, of which it is an essential part;*
- *AfL involves sharing/discovering learning goals with learners;*
- *AfL aims to help learners to know and to recognise the standards for which they are aiming;*
- *AfL involves learners in peer and self assessment;*
- *AfL provides feedback which leads to learners recognising their next steps and how to take them;*
- *AfL becomes a form of child-initiated learning;*
- *AfL is underpinned by the confidence that every learner can improve;*
- *AfL involves both learner and teacher reviewing and reflecting on assessments of achievement and progress;*
- *AfL raises the confidence and skills of learners and therefore, their achievement.*

Excellence and Enjoyment: Assessment for Learning, 2004 [DfES]

IMPLEMENTATION

Marking & Feedback: Formative (ongoing) Assessment

- When teaching is good, **teachers** will be assessing pupils' progress regularly and accurately and **discussing** assessments with them so that pupils know how well they have done & what they need to improve. Teachers are expected to use information from this assessment process to determine the content of lessons and to focus on key aspects of learning.
- For outstanding teaching, marking and constructive feedback from teachers **and pupils** should be an integral part of the daily teaching and learning process and of a consistently high quality, leading to high levels of engagement and interest.
- A good **progress dialogue between pupils and staff** raises aspirations and can help pupils achieve beyond their expectations.
- Depending on the nature of the task set, **all pupils' work** should receive some **feedback** from the teacher in written and/or verbal form. More feedback will be **verbal for younger pupils**.
- **The lesson objective should be clear for each piece of recorded work (e.g. as an 'I can..' statement at the start)** and referred to both during the lesson and in the feedback.
- Feedback should relate back to the objectives of the lesson and/or the pupil's own targets. It should also challenge and move them on.
- Wherever possible, written feedback should be in the form of a **positive statement** (cloud)  and **at least one point to improve**, build on and work towards next time (brick)  - *see ideas in the Comments Bank Appendix 1*
- The feedback should combine evaluation, advice and manageable action points.
- This written feedback should be clear for the pupil to see, either alongside/at the end of their work or, if possible, before where they will start their next piece of work. Black pen should be used.
- **Time should be made daily for the pupil to read/discuss/respond to the feedback. Clouds & bricks should be coloured in by the pupil to show they have read/discussed and understood the comments.**
- **Some feedback will be given by pupils themselves in their own self-assessment and by pupils to each other through the process of peer assessment;** regular opportunities should be provided for this and pupils throughout school are taught the necessary skills to engage in this process constructively. They are trained to assess work against success criteria and skills/values statements. To support pupils in this process, the school will use: Marking Ladders (eg. for different types of writing), Learning Ladders, Learning Journeys (eg. recorded for the class in wall displays & in pupils' books), colour-coded traffic light trays for handing in recorded work, Plenary Placemats/other prompts, post-its and thumbs-up/ traffic lights systems for quick self-assessment.

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- **House points** are awarded to pupils in recognition of their achievements alongside verbal and written feedback.

In addition to the above, some subject-specific marking is undertaken:

- **In English: from Y1-6 Writing Target Books** provide detailed feedback & reminders for individual targets and progress towards them to improve writing; these are updated in a teacher-pupil writing conference alongside **more detailed assessment following regular (at least half-termly) unaided written assessments** where writing is assessed against Milestone/National Curriculum criteria (see Writing Assessment books). The writing target books are used across the curriculum to support pupils' writing improvement and communication skills whenever extended written work is done. They are copied and shared with parents to support focussed homework.
- **Spelling, grammar and punctuation errors:** Not all errors will be corrected. The amount of correction will depend on the age/ability of the child and the task objective.
- **Reading** feedback (for both individual and guided reading sessions) is given in pupils' Reading Records, where feedback from parents is also recorded.
- **In Maths:** work will be marked using a tick, a dot where a correction is needed (seen as more positive than a cross) & a tick and a 'C' to denote that the correction is now accurate. Individual targets are set, monitored and shared in **Maths Target Books** in the same way as for Writing.
- **Progress targets** for other curriculum areas may be recorded in pupils' books or on class displays (e.g. as learning ladders) and referred back to as part of the self/peer-assessment process.
- **In EYFS: feedback is mostly verbal;** written progress comments are also shared between teachers, pupils and parents via pupils' Learning Journeys.

Assessment & Tracking

Our assessment system is an integral part of our school curriculum and should be in constant use by teachers to set next steps and learning objectives and to monitor pupil progress towards these.

All pupils' progress is teacher-assessed via our detailed school tracking system (based on the Chris Quigley Essentials Curriculum and Assessment Criteria Milestones for Y1-6; and on the EYFS tracker). This is an ongoing formative process, informed by daily assessment of pupil progress in lessons (which includes observation and dialogue/questioning as well as marking and feedback) and by a range of more summative assessments and tests (at baseline in September and termly, including end of EYFS assessment and national tests for Y1 (Phonics) and SATs for Y2 and Y6).

At baseline in late September/early October and at the end of each term, assessment judgements are shared and analysed by the head teacher and staff, whole school data shared with staff and Governors and individual pupil progress shared with parents (consultation meetings in terms 1 and 2, written reports in term 3). RAISEonline and national/local data comparative analysis further informs our whole school self-assessment evaluation process during the Autumn Term.

For more detail on specific SEND pupil assessments, see our SEND Policy documents.

Monitoring

The quality and consistency of marking and assessment will be monitored regularly and effectively practise shared. This will happen through: termly (at least) observation of lessons/learning walks undertaken by the head teacher and other staff, including sharing of recorded work and discussion of marking, feedback, targets and progress with pupils; half-termly book scrutiny undertaken by staff; SDP monitoring activities undertaken by Governors; observations for peer review; regular moderation of writing and other assessments within school, with/between local schools and by LA staff of EYFS, KS1 and KS2 assessments.

This implementation and effectiveness of this Policy will be monitored by the head teacher, in consultation with teaching staff, annually.

AMW, 2016