

# Heaton St.Barnabas CE Primary School

## Policy for Assessment and Marking of Children's Work 2017

### Rationale

We aim to provide a creative curriculum; utilising teaching and learning strategies that develop the competence, confidence and independence of every learner by actively engaging and challenging them. Children are aware of, and involved in, their assessment. Teachers use a range of whole class, group and individualised teaching, learning and ICT strategies to transmit knowledge, to instil key learning skills and to accommodate different paces of learning. They use evidence and dialogue to identify where pupils are in their learning, where they need to go and how best to get there.

### Purpose of Assessment

#### **For pupils -**

- to understand themselves better as learners and have an awareness that different people can have different styles of learning (BLP)
- to be enabled to demonstrate what they know, understand and can do in their work
- have the facility to take greater control of and responsibility for their learning
- have a clear understanding of their current attainment and what they need to do to move on in their learning.
- able to transfer and apply a widening repertoire of learning approaches between subjects
- given a structure and a language for talking about their learning

#### **For staff -**

- to identify areas of strength and weakness (diagnostic)
- to allow work to be planned that accurately reflects the needs of each child (formative)
- to keep clear records indicating performance (summative)
- plan appropriately challenging activities
- identify next steps of learning using Assessment materials (where appropriate) which are shared with child (formative)
- to provide regular information for parents that enables them to support their child's learning (informative)
- to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school, assessing how effective teaching methods are (evaluative)

### Assessment For Learning

Our strategies for assessment are based on the 10 principles of assessment for learning (Afl):

#### **Effective Afl is:**

- Part of effective planning
- Focussed on how pupils learn
- Central to classroom practice
- A key professional skill
- Sensitive and constructive
- Motivating

#### **Effective Afl should**

- Promote commitment to learning and a shared understanding
- Allow students to receive constructive guidance
- Develop self-assessment so learners can become reflective
- Recognise the full range of achievements by all

**Pre Learning tasks** are used at the beginning of units of work, before detailed short-term planning takes place, to assess previous knowledge and establish the correct level of challenge for each child.

### **Targeted Marking**

The purpose of marking is to close the gap between what the child can do and what the expectation is. Targeted marking is so-called because it is specifically linked to lesson objectives and success criteria. (*WALT* and *WILF*). This is applicable to all subjects.

There are 3 stages to targeted marking:

#### **1. WALT and WILF**

These are written in child-friendly language and shared with children at the start of each lesson. They can be used as part of an effective plenary to assess learning at the end of each lesson or referred to as necessary through the lesson.

WALT and WILF marking and feedback templates are put in books at the start of the lesson, on the left hand side of a double page.

#### **2. Tickled Pink / Green for Growth**

**Tickled Pink** = Pink highlighter is used to mark evidence of achieved objectives in children's work

**Green for growth** = Green highlighter is used to mark any area where child could have done better.

#### **3. Scaffolded comments** (Closing the gap comment)

'Closing the gap' comments should explain the green marks and indicate further steps for improvement.

- Comments should be made about those things which the teacher has asked the children to pay attention to or to challenge them further.
- When children receive their books back after marking they must be given time to read and respond to the comments from the marking and feedback template (5 mins). During this time other children should also be gainfully employed.
- As children progress through the school they should be taught how to mark against the criteria, noting that comments should always be honest and supportive. When this practise is established children should be encouraged to self-mark and peer mark from time to time as this enables them to increase personal responsibility for their learning.

From time to time members of the leadership and management team will monitor a random selection of books from each class.

### **Marking**

- Work of every child should be marked after each lesson to assess progress and inform planning.
- Tickled Pink/Green For Growth should be used to indicate correct work or areas for improvement
- Wherever possible marking should be done through discussion with pupils during lessons.
- Supported Self-marking should be encouraged as this helps children to develop their self-evaluation skills and develop responsibility for their learning. (This must be checked by teacher to inform planning).
- Peer marking may be used where appropriate –(This must be checked by teacher to inform planning)

### **Codes for General Marking and feedback**

Children should be expected to use any skills/ knowledge that they have been taught as routine in all their written work from the time that it is taught. In addition to targeted marking described above, teachers use a number of codes to indicated errors/ommissions for the children to act upon .

A further set of codes are used to indicate that teachers have noted an issue and intend to address this in future lessons.

A list of codes which must be used can be found in Appendix One.

All codes should be written into the margin where appropriate.

### **Moderation**

To ensure that assesement judgements are as consistent as possible moderation meetings are held half-termly for Maths and English. Examples of moderated work are available for staff to refer to when necessary.

### **Foundation Stage**

ELG form next steps for learning in Reception. Children work towards achievements in the 17 aspects across the prime and specific areas of learning in order to achieve a good level of development.

### **Monitoring progress**

Main assessments are completed four times throughout the school year, entered into spreadsheets on the S-Drive for Years 1-6. EYFS enter assessments into the EE-AT tool throughout the year and into SIMS four times throughout the year.

**Tracking Grids** – record the attainment that each individual child has achieved, by name, at the end of each half term.

This gives a useful visual record of progress.

**Pupil Progress Meetings** - take place at the end of every assessment period. This is a meeting between a member of the leadership team, each class teacher and where possible support staff. Tracking grids and pupil data are used to inform a discussion about progress of individuals and groups, agree/review any interventions strategies that are needed to improve progress and review progress towards age related expectations.

**Pupil Tutorials** – Take place on a rolling schedule weekly to ensure all pupils have the opportunity to talk individually with the teacher to celebrate progress and other general achievements and agree new steps for learning.

### **Assessment of Foundation Subjects and RE**

Assessment evidence for foundation subjects is collected termly. Evidence consists of examples of 3 levels of achievement (ie top /middle /bottom achievers) for each subject taught within the half term topic. This could be photos of work or displays, pieces of work /CD roms/recordings etc. Evidence is stored in a subject portfolio by subject leaders.

### **Informing Parents**

Parents are contacted early if it is felt that there are areas of concern. Likewise, parents are encouraged to contact school if they have any concerns about any aspects of their child's work. The children's homework diaries in KS2 also form a two way method of communication. Annual parent information meetings, Termly parent topic meetings, and consultation evenings offer further opportunities for parent discussion and support.

**In Reception** parents have a meeting with staff soon after the entry of their child to discuss how they have settled in. Reception teachers have daily contact with carers when they collect their children which facilitates concerns being shared. Occasionally other opportunities are offered to parents of reception children to discuss progress. At the end of the year there is an opportunity for the parent to discuss their child's end of year outcomes.

**KS1/2** have a parents' meeting early in the second half term to discuss settling in. This is to celebrate Achievements and discuss end of year expectations. Parents/staff may also share any general concerns. In the spring term parents receive a detailed written report and they are invited to discuss this with teachers at a consultation meeting between Feb half term and Easter.

Towards the end of the summer term a short summary of general progress is sent to parents with a record of their child's progress. Parents of children in years Reception, 2 and 6 also receive the results of their child's statutory assessments. There is also a dedicated time after school for parents to come and discuss any matters arising with the class teacher

**SEN**  
Children with identified special educational needs (SEN) will usually have an individual education plan (IEP). Where this is the case parents are routinely invited to participate in the process of reviewing IEPs. Additional meetings are arranged as and when required with the support of the Inclusion SEN leader.

**Appendix One**  
**Codes for General marking and feedback**

<b>P</b>	Punctuation – Child has missed /used incorrect punctuation
<b>Sense!</b>	Phrase or sentence does not make sense
<b>H</b>	Handwriting is not up to expected standard

<b>T</b>	Child was working with a teacher for this task
<b>TA</b>	Child was working with a teaching assistant for this task
<b>Vf</b>	Child was given verbal feedback/intervention to improve outcome/correct error in the context of the lesson
<b>I</b>	Independent - child completed this task independently This can also be used where child has been working in a group with some support but completed written work without any adult input
<b>G</b>	Guided group work needed to address an error/misunderstanding. This should be then planned into a lesson in the near future