



Burnsall Primary and Cracoe & Rylstone Primary Schools Marking & Assessment Policy



Rationale

The marking of children's work provides feedback which leads to children recognising their next steps in learning and how to take them. Effective marking has a profound effect on the motivation and self-esteem of pupils, both of which are crucial influences on learning and outcomes.

Marking and day to day assessment are embedded in a view of learning and teaching which meets the needs of the individual child. It informs the child of their targets and helps them recognise the standards which are expected. In EY and early Key Stage 1 much of the feedback is verbal. However, there must be evidence of the 'next steps' in learning having been expressed. A T in a circle can identify where a conversation has taken place.

Purpose

- 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 acknowledge effort and attainment
- To provide constructive feedback of a regular and frequent basis.
- To engage the learner in the process of learning
- To give suggestions for improving learning
- To correct misconceptions and errors
- To offer encouragement
- To assess the child's learning against stated learning objectives

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 frequent and of a consistently high quality, leading to high levels of engagement and interest.

A good 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**, & where this is the case, it should be indicated by a speech bubble symbol  in their recorded work.

The lesson objective should be clear at the start of each lesson and as appropriate written on each piece of work (e.g. as an 'I will be able to..' statement) & referred to both throughout the lesson & in the feedback.

This should be focused on the learning and not the activity.

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)  or 

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.

Time should be made for the pupil to read/discuss the feedback. Clouds, bricks or steps should be coloured in by the pupil to show they have read, understood and actioned 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 are taught the necessary skills to engage in this process constructively. They are trained to assess work against 'Success Criteria' as appropriate.

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, thumbs-up/ traffic lights systems for quick self-assessment. They may self-assess through colour coded marking eg Tickled Pink or Growing Green etc.

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

In English: from Y2-6 Writing Targets provide reminders for individual targets and progress towards them to improve writing; these are updated in a teacher-pupil writing conversation alongside **more detailed assessment following half-termly unaided written assessments** where writing is assessed against National Curriculum (NC) expectations. The writing targets are used across the curriculum to support pupils' writing improvement & communication skills whenever extended written work is done.

Spellings & 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. When spelling is a focus, an incorrect word will be underlined and the correct spelling will be written above the word, or in the margin.

Symbols used: (Other age appropriate symbols may be used in addition to these) These codes should be displayed in the classroom.

short underline _ spelling error;

Short line and P punctuation error

double slash // for new paragraph needed;

^ where something (eg a word, letter, speech mark) is missed out;

*wiggly line or * below a word which needs improving or to show it doesn't make sense;*

At B a 5C will indicate that a 5C slip has been awarded

At C&R **House points** are awarded to pupils in recognition of their effort and achievements alongside verbal and written feedback.

In Maths: work will be marked - using a tick, cross or 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.

Termly targets should be recorded in pupils' books & referred back to as part of the self-assessment process

Progress towards individual Maths **SMIRFs** (Key Instant Recall Facts) is recorded by pupils following their SMIRFS assessment.

In other Curriculum Subjects: marking & feedback should follow the above points in all subject areas, unless the outcome is very practical (e.g. Music, Drama & PE) when feedback will be verbal.

In EYFS: assessment against EYFS standards is continual for all Reception pupils, with observations recorded in teacher records and in pupils' own 'Learning journeys' where feedback from parents is also recorded.

Summative (more formal) Assessments and Tests

- **EYFS** children are assessed on entry using Durham University's Base line
- Regular more formal assessments are made of all pupils in Reading, Spelling, Writing and Maths in KS1 and 2 to review pupil performance, help set individual targets and ensure that all pupils are on track to meet them, through receiving the support and tailored interventions they need. Individual pupil performance data is analysed to identify signs of pupil underachievement or unusual potential. Performance of groups/classes is also analysed to identify possible trends or weaker aspects of teaching, which are then addressed through performance management and professional development.
- These key assessments take place at least three times a year (usually by October, February and in June), with further assessments made as required (eg. to establish a baseline for Y1 pupils entering KS1 in September). These assessments involve generating standardised scores, Reading and Spelling Ages and the progress being made in English and Maths .
- Unaided assessed Writing pieces will be conducted during each half term.
- HART Alliance Assessment ladders are used to judge these against NC expectations.
- In the Summer Term, end of EY judgements and Y2 and Y6 assessments, including SAT tests for Y2 and Y6, are undertaken and reported formally to the LA and nationally.
- Tracking systems in place in school and used by staff to set, record and monitor targets and achievement (The HART Alliance ladders and progress Pink and greys.)

- In addition, while we are part of the local Skipton Grammar schools' entry system, Y6 pupils hoping to attend Ermysted's or Skipton Girls' High School from Y7, take part in the SGHS or Area Selection Tests in September.
In agreement with all the Area Primary schools, this system is completely separate to our teaching in school.
- Additional assessments may be used as required with SEN pupils to diagnose needs and support/extend learning .

Reporting and communicating with parents

In the Autumn and Spring Terms, the results of ongoing assessments, pupil targets and pupil performance are shared at Parent Consultation Evenings, where work is shared. In the Summer Term, results of EY, KS1 and KS2 end-of-stage assessments, plus teacher assessments for Y1 and Y3-5, and subject effort grades are reported formally in written reports to parents. There are frequent opportunities for informal parental consultation, on a day-to-day basis when staff are available before and after school, if required. As well as parent consultation evenings.

Home-School Books provide important communication in EY and KS1.

Monitoring

The quality and consistency of marking and assessment will be monitored regularly and effective practise shared.

This will happen through

- regular termly 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
- observations by LA advisers undertaken as part of their monitoring activities
- regular moderation activities eg. by school staff of unaided Writing assessments, especially in the Summer Term; by cluster schools' head teachers and/or other staff at cluster moderation meetings as part of our Upper Wharfedale Cluster 'Leading for Learning' activities; by LA staff of EY, KS1 and KS2 assessments By CASTLE Alliance moderation meetings.
- SDP monitoring activities undertaken by Governors

This effectiveness of this Policy will be monitored and re-assessed by the head teacher, in consultation with teaching staff, each year.

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