

St Mark's CE Primary School

Assessment, Feedback and Marking Policy

*"Take learning in your hands, do not let her go:
keep her, for she is your life."
Prov 4:13*

Rationale

We believe that effective assessment and marking provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our planning and teaching on a detailed knowledge of each child. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise attainment and achievement for all of our children.

Aims and Objectives

The aims and objectives of assessment and marking in our school are:

- To lead focused teaching and learning
- To excite and motivate all children to reach new heights
- To make clear to the teacher and child the next steps for learning
- To allow teachers to plan work that accurately reflects the needs of each child
- To enable us to identify intervention groups and target resources effectively
- To involve teachers and children in discussion about achievement, progress and next steps
- To provide regular information for parents that enables them to support their child's learning by understanding their achievements and areas for development
- To allow subject faculties to monitor progression and continuity
- To provide the leadership team and governors with information that allows them to make judgments about the effectiveness of the school

Planning for Assessment

- Yearly integrated project plan for Foundation Stage
- Two year integrated project plan KS1.
- Two year integrated project plan KS2.
- Discrete schemes of work for areas of the curriculum when not included in the Integrated Project.
- Daily comments where appropriate.

Reporting to Parents

- Regular oral communication on an informal basis.
- Regular parent evenings.
- An annual written report.
- End of year SATs results.
- Keeping children's records confidentially within school while providing access to parents/guardians

Pupil Progress meetings & Assessment of Learning

Pupil progress meetings allow us to ask some key questions about performance. These are:

- Which children are on track to meet ARE?
- Which children are not on track to meet ARE?
- What is being done to address these issues for each child?
- What is the impact of interventions on pupil progress?
- Which children are exceeding ARE?
- What is being done to challenge them further?

Pupil progress meetings are a significant strategy in our school for improving the attainment of children. They are only effective if we remember that the child is at the heart of the process. The targets that we set are challenging, but realistic, and take into account each child's starting point and journey so far in their learning.

At St Mark's CE Primary School, we aim for each child to achieve age related expectations (ARE) or make six steps of progress as outlined in our school assessment tracking grid each year. We are careful to monitor performance against these expectations, and not to place false ceilings on a child's potential.

When children join our school we review annual reports and assessment data from their previous school or setting, and make a judgement of where they are with regards to ARE. We use the outcomes of these assessments to identify strengths and areas for improvement for individual children.

Class teachers formally review pupil progress against their expected targets at least once a term, as part of our assessment timetable. The Leadership Team also review tracking data, pupil work samples and teachers' planning with a particular focus on vulnerable children or any under-achieving groups. These regular cohort reviews inform discussion about appropriate interventions, and whole school areas for improvement.

Assessment for Learning

We give our children feedback on their learning and encourage them to reflect on their learning. We believe teaching and learning strategies should provide constructive feedback to every child, focusing on success and improvement needs against learning objectives; enabling children to become reflective learners. This helps children to close the gap between current and desired performance.

Marking and Feedback should:

- Be manageable for teachers
- Relate to learning objectives, which need to be shared with the children
- Involve all adults working with the children in the classroom
- Give children opportunities to become aware of and reflect on their own learning
- Give recognition and appropriate praise for achievement
- Give clear strategies for improvement

- Allow specific time for children to reflect and respond to questioning and written feedback
- Respond to individual learning needs
- 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

Feedback should focus on the learning objective and a focused comment should help the child to move on in their learning. Our agreed code is to mark all learning in **green**. The 3 tick system is used next to the Learning Objective to show the children’s understanding of this as follows:


- Not met
- ✓ Beginning
- ✓✓ Working towards
- ✓✓✓ Secure


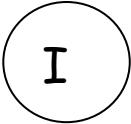

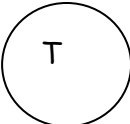
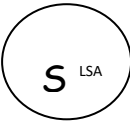
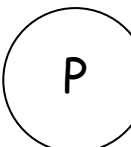
Children will be asked to read through and check for things they know are wrong. Pupils in Y2-6 use a **purple** pen to make corrections and to respond to teacher feedback. This is known as using the “purple pen of progress”.


Pupil Self-evaluation

We involve the children in the target setting process and, where appropriate encourage them to recognise their next steps and set targets for themselves. Feedback from teachers makes children aware of how they can improve their work and achieve their target. Target setting for our children means that they make decisions about their own learning. Pupils with SEN are also asked to review their individual targets, and where appropriate, to contribute to their Annual Review.

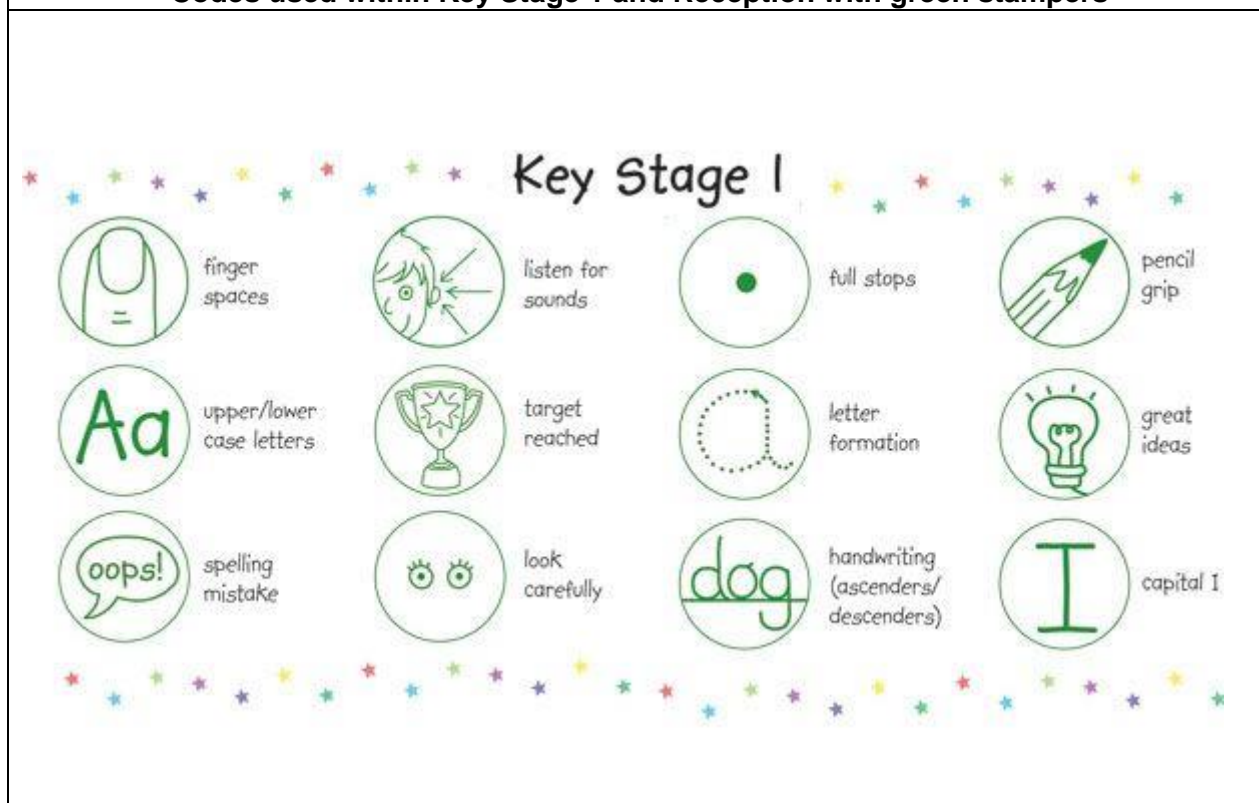
Guidance for Marking

Code	Use of the code in all classes	Recommended follow-up
Codes used within KS2		
sp	‘sp’ will be used in the margin to indicate a work that has been spelt incorrectly.	Teachers may wish to write the correct spelling in the margin or at the end of the work or ask the pupils to find the correct spelling themselves.
	‘sp’ in a circle in the margin for zero tolerance spelling mistakes.	Write the correct spelling out an appropriate number of times.

^	Insert symbol where a word has been omitted and where appropriate the missing word or phrase.	
P	Used to identify missing or incorrect punctuation.	Children to edit work in purple .
	Words or phrases related to Learning objective – tick above the word or phrase.	
}	Write this code in the margin or underneath the section that does not make sense.	Teachers may wish to direct pupils to correctly copy the sentence at the end of the piece of work.
	Something to think about for next steps.	Teacher may wish to indicate an area for further thought to help progress.
Used in EYFS, KS1 and KS2		
	Independent work	
	Group work	
 	Supported by Teacher Supported by LSA	
	Paired Work	

=>	Next step in children's learning	Children initial to show that they have read and understood.
	The children's voice – comments made by the child in response to their work and recorded by an adult.	Record verbal comments from children in response to the work they are doing.

Codes used within Key Stage 1 and Reception with green stampers



This policy was agreed by the Teaching staff and Leadership team in Autumn 2020

It is due to be reviewed Autumn 2022